

Unit: Health/Wellness

Content Area: **Health**
Course(s): **Adaptive Physical Education**
Time Period: **8 weeks**
Length: **8 Weeks**
Status: **Published**

Unit Overview

A high level of wellness is achieved by balancing social, emotional, mental and physical health.

Transfer

Students will become aware of how the four areas of health overlap and affect their well-being.

Meaning

Understandings

Students will learn and apply strategies to improve and maintain social, emotional, mental and physical health.

Essential Questions

How do personal health choices impact our own health as well as the health of others?

How does knowledge of nutrition contribute to the overall health of an individual?

How can a personal commitment to wellness influence the health of others and reduce one's risk for poor health and impact the quality of one's life?

Application of Knowledge and Skill

Students will know...

The short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity.

That healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

Students will be skilled at...

Identifying the benefits of regular physical activity.

Recognizing that healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

Recognizing Stressors and developing healthy ways to stress.

Identifying personal strengths and weaknesses to build self-esteem.

Practicing good communication and social skills

Academic Vocabulary

Learning Goal 1

Students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

- Students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

Target 1

TLW: Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

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| HE.K-12.2.1 | All students will learn health promotion and disease prevention concepts and health-enhancing behaviors. |
| HE.K-12.2.1.1 | Demonstrate safe responsible health behaviors such as using a tissue, eating nutritionally, and washing hands when appropriate. |
| HE.K-12.2.1.2 | Identify potentially dangerous or threatening activities or situations. |
| HE.K-12.2.3.1 | Identify the purpose and appropriate use of personal medication. |
| HE.K-12.2.3.2 | Know that the use of alcohol, tobacco and other drugs can be dangerous. |
| HPE.2.1.12.B.1 | Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. |
| HPE.2.1.12.B.2 | Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries. |
| HPE.2.1.12.B.3 | Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health. |
| HPE.2.1.12.B.CS1 | Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness. |
| HPE.2.1.12.E | Social and Emotional Health Students who practice positive health behaviors can reduce or eliminate preventable health problems. Making positive health practices part of the daily routine contributes to a student's physical, mental, social and emotional health. |

Learning Goal 2

Students will use effective decision-making strategies to ensure a healthy lifestyle.

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Target 1

TLW: Explain how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

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| HE.K-12.2.2 | All students will learn health-enhancing personal, interpersonal, and life skills. |
| HE.K-12.2.2.1 | Demonstrate responsible personal conduct such as working cooperatively with others as well as following rules and routines. |
| HE.K-12.2.2.2 | Demonstrate self-management skills such as personal care and care of personal belongings. |
| HE.K-12.2.2.3 | Demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence health and safety. |
| HE.K-12.2.2.4 | Demonstrate ability to use a variety of supports for everyday activities as necessary. |
| HE.K-12.2.2.5 | Demonstrate appropriate social interaction in a variety of settings. |
| HE.K-12.2.4 | All students will learn the biological, social, cultural, and psychological aspects of human |

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| | sexuality and family life. |
| HE.K-12.2.4.1 | Recognize family members and various roles and responsibilities within family structures. |
| HPE.2.2.12.B.1 | Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. |
| HPE.2.2.12.B.2 | Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers. |
| HPE.2.2.12.B.CS1 | Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime. |
| | Students can enhance personal health by learning about their identity as part of a family and strategies for developing and sustaining healthy relationships. Students are faced with many choices regarding their sexual health. They need to know about the physical and emotional aspects of personal relationships and how to make choices that protect their health and safety. |
| | Developing self-management and interpersonal skills can enhance personal health and foster independence. Learning how to communicate needs, wants and choices effectively and appropriately can enhance relationships with friends, family and authority figures. |

Target 2

TLW: Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

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| HE.K-12.2.1.3 | Identify and use emergency procedures when appropriate. |
| HE.K-12.2.3.1 | Identify the purpose and appropriate use of personal medication. |
| HE.K-12.2.3.2 | Know that the use of alcohol, tobacco and other drugs can be dangerous. |
| HE.K-12.2.4.4 | Demonstrate behaviors that reduce or eliminate one's risk of contracting HIV or a sexually transmitted disease. |
| HPE.2.1.12.D.1 | Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies. |
| HPE.2.1.12.D.3 | Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. |
| HPE.2.1.12.D.6 | Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. |
| HPE.2.1.12.D.CS1 | Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. |
| HPE.2.1.12.D.CS2 | Applying first-aid procedures can minimize injury and save lives. |

Summative Assessment

Self assessment

Paper/pencil assessment

21st Century Life and Careers

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

Formative Assessment and Performance Opportunities

Peer assessment

Teacher monitoring

Differentiation/Enrichment

Students are provided with an opportunity to be successful through the use of equipment, teacher monitoring/assessing, and peer assessment.

Unit Resources

Internet websites

laptop

projection device

various food/healthy props

magazines