

# Unit 4: Health/Wellness

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

## Unit Overview

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Good health, facilitated by both knowledge and practice of healthy eating and exercise behaviors and habits, is a major factor in helping students function at optimal levels.

## Transfer

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Students should be made aware of how healthy eating and proper exercise is the key to a healthy mind and body. Teacher will engage students in conversations that lead to the students asking, "how" and "why" eating healthy and proper exercise is important.

## Meaning

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## Understandings

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

## Essential Questions

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How do we develop an awareness of healthy habits?

How are food choices influenced by culture and tradition?

What role does family, peers, and the media have on food choices now and throughout life?

How do personal hygiene skills promote healthy habits?

How does developing an awareness of potential hazards in the environment impact personal health?

and safety?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Foods that promote a healthy lifestyle.

Know how one's decisions to be active can have a direct impact on the way they feel.

One's feelings can impact the progress toward the achievement of a wellness goal.

### **Students will be skilled at...**

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Identifying foods that promote a healthy lifestyle.

Recognizing products and decisions that can have a direct impact on your health.

## **Academic Vocabulary**

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### **Learning Goal 1**

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

HPE.2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.
HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.C.3	Determine how personal feelings can affect one's wellness.

### **Target 1**

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TLW: Explain why some foods are healthier to eat than others.

## **Target 2**

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TLW: Explain what being “well” means and identify self-care practices that support health/wellness.

## **Learning Goal 2**

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Explain how using personal safety strategies reduce the number of injuries to self and others.

HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.

## **Target 1**

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TLW: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

## **Target 2**

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TLW: identify parts of the body using correct terminology

## **Summative Assessment**

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Self assessment

Paper/pencil assessment

## **21st Century Life and Careers**

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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

WORK.K-4.9.1.4.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.K-4.9.1.4.1	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
WORK.K-4.9.1.4.1	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
WORK.K-4.9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
WORK.K-4.9.1.4.A.2	Evaluate available resources that can assist in solving problems.
WORK.K-4.9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
WORK.K-4.9.1.4.A.4	Use data accessed on the Web to inform solutions to problems and the decision-making process.
WORK.K-4.9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
WORK.K-4.9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

## **Formative Assessment and Performance Opportunities**

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Peer assessment

Teacher monitoring

## **Differentiation/Enrichment**

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

## **Unit Resources**

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Internet websites

laptop

projection device

various food/healthy props

magazines