Intergrated Wellness Skills

Content Area: **Health**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Using the pillars of character, conflict resolution, and decision-making skills, students examine the positive and negative impact our choices have on ourselves and others.

Enduring Understandings

Having healthy relationships with people and being able to recognize the signs of a healthy relationship is an important life skill for everyone to learn.

Essential Questions

How and why are relationships formed?
How is conflict healthy?
Why do we treat everyone fairly and with respect?
How do outside influences shape our relationships?
How do personal character traits promote wellness in the local and world community?

Learning Objectives

Identify reliable sources of information for health, fitness, and medical needs.
Explain the importance of health knowledge and literacy when making important health decisions.
Discuss ways we can inspire others to promote and lead a healthy lifestyle.
Identify the difference between conflict, bullying, and teasing.
Discuss how the six pillars of character will influence effective communication skills and enable them to make positive decisions
Discuss why it is important to treat everyone how you would want to be treated.
Discuss why it is important to treat everyone fairly.
Discuss why it is important to not judge anyone by their differences.
Explain ways to promote dignity and respect for all people.
Learn how to tell people you are uncomfortable in a situation.
Explain how to communicate your beliefs without alienating others.
Discuss why it is important to stay away from gangs.
Apply decision making skills in the areas of conflict resolution, relationships, interpersonal communication, physical activity, nutrition, alcohol, tobacco and drugs.
Identify strategies to overcome negative influences when making decisions about my personal health?
Explain how our choices have consequences.

Explain personal character traits that promote wellness and their importance in the local and world community.
Explain how character and health are related.
Explain to what extent outside influences shape our decisions.
Create goals and recognize positive and negative influences that may affect the achievement of those goals.
Identify between different feelings and emotions and determine strategies for coping with different feelings and emotions; recognize sources of stress in their lives and how to manage it.
Recognize the importance of positive self-esteem to overall wellness and identify ways to have a healthy self-concept.
Describe when and how to seek the proper help when oneself or others are experiencing a health emergency.
Explore careers in health, physical fitness, and the community services industry (helping others)

Standards: Content

2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
2.1.5.CHSS.1	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
2.1.5.CHSS.2	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Standards: Interdisciplinary

L.RF.4.4.A	Read grade-level text with purpose and understanding.
L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

L.RF.3.4.A	Read grade-level text with purpose and understanding.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
L.RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SL.UM.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment Evidence

Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
Summative	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, iPads, Commuters, Primary & Secondary Source Documents Health: Focus on You; 1990 Merrill Publishing Company. Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences

	Critical Thinking and Problem Solving		Credit Profile	X	Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		