Personal and Mental Health

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

Unit Overview

In this unit, students will continue to learn about making smart health decisions aimed at keeping them safe and healthy. Students will examine how their choices affect their personal health and wellness.

Enduring Understandings

There are specific health skills that we can use to promote our own wellness.

Essential Questions

Students will recognize the components of a healthy and active lifestyle and justify the importance with reasoning.

Learning Objectives

Identify and explain the importance of making good and smart health decisions.
Explain why individuals should avoid making poor health decisions.
Identify and explain ways to overcome influences when making decisions about my personal health.
Describe how the human body is organized and explain how different body systems work together.
List the ways pathogens enter the body, how the body fights disease, and ways to prevent disease.
Explain how the body's defense works against pathogens.
Identify public health strategies and determine their impact on preventing diseases and health conditions.
Identify ways we can keep ourselves disease free.
Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them.
Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve three personal health goals.
Create a healthy meal by identifying and analyzing nutritional data.
Identify what makes food healthy and how to determine appropriate portion size.
Explain how our food choices affect our health and wellness.
Analyze personal fitness levels to create and implement an individualized wellness improvement plan.
Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness.
Identify resources to access information about health and fitness services?
Explain what causes optimal growth and development, in terms of nutrition.
Explain ways we can inspire others to address their health issues.

Identify healthy and appropriate ways to express our mental health.
Explain how our choices affect our health and wellness.
Explain the difference between healthy and unhealthy risks.
Identify ways risks can cause harm to others.
Career Exploration – Students will examine careers in the field of mental health.

Standards: Content

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
	Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
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.
2.2.5.N	Nutrition
	Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.
2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
	There are strategies that individuals can use to communicate safely in an online environment.
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
	Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

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.
3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

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

X	Self-Awareness	X	Relationship Skills
X	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		