Personal Health

Content Area: **Health**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit Overview

It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our 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

Describe how decisions affect personal health and the health of others.
Identify influences on health.
Explain how poor healthy literacy leads to making unhealthy choices.
Compare and contrast the impact of genetics, family history and personal health practices on personal growth and development in each life stage.
Demonstrate refusal skills to avoid making unhealthy choices.
Identify factors that cause others to cause harm to themselves or others.
Explain how to overcome negative influences when making decisions about my personal health.
Explain how we can learn to like ourselves.
Describe how lifestyle choices affect health and diseases.
Identify consequences of poor health decisions.
Identify ways we can keep ourselves disease free.
Explain the traits of good mental and emotional health.
Identify and describe mental and emotional health problems.
Describe common emergencies and explain treatments for them.
Identify the causal factors and methods for preventing exposure to Lyme disease.
Analyze how to support healthy social and emotional health.
Identify healthy stress management strategies.
Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
Examine the Dietary Guidelines for Americans and analyze different requirements for children, adults, and

pregnant women.
Analyze the nutritional value of products.
Create a nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
Career Exploration - Students will examine careers in nutrition and other health fields which help us to lead a healthy lifestyle.

Standards: Content

2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Standards: Interdisciplinary

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
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).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative & Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, The Health Teachers Book of Lists (Patricia Rizzo-Toner, The Center for Applied Research in Education, 1999), Decisions for Health, HOLT; 2007, https://www.naturalhigh.org/ 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		Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		