Intergrated Wellness

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. In this unit, students will examine ways to promote living a healthy lifestyle. It is important for students to respect themselves, one another, and the similarities and differences of their peers. This includes learning who to turn to for help and begin to develop relationships skills, and emotional self-awareness.

Enduring Understandings

Developing healthy relationships is important to growing as a person.

Essential Questions

What are the health and support services available in my school and community? Students will learn and identify how to access those services.
Students will develop skills and learn strategies to form meaningful relationships and interact in healthy and appropriates ways.

Learning Objectives

Explain the importance of having health literacy when making decisions about one's health.
Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others.
Identify ways to overcome negative influences when making decisions about my health.
Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination.
Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (e.g., peer pressure, conflict).
Recognize domestic and dating violence and warning signs.
Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds.
Explain how character and health related? What aspects of our character can be changed?
Develop methods and strategies that will promote character development in individual, group, and team environments.
Identify strategies to identify when a relationship is not worth maintaining.
Analyze different ways cultures have responded effectively to individuals with disabilities and develop

strategies for inclusion for their peers with disabilities.
Describe how to stand up for and communicate my beliefs to others in a respectful manner.
Explain how we learn to understand and respect diversity in relationships?
Identify and develop a position in relation to a health-related issue that affects the school community.
Identify ways to inspire and promote a healthy lifestyle and address health issues.
Develop a plan to achieve lifetime wellness.
Investigate different opportunities available and implement a plan that motivates volunteerism.
Determine when health situations require support from adults or qualified health professionals.
Using technology develop a web-based glossary of health products, services, and resources to be shared with peers.
Discuss ways to determine if health information is reliable and accurate.
Discuss suicide prevention.
Identify ways and places to access resources and information.
Identify common mental illnesses (e.g., depression, anxiety, panic disorders) and determine methods to detect and treat them; and describe what steps should be taken if self or other kinds of abuse are suspected.
Explore careers in the healthcare field.

Standards: Content

2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.1	Develop and build an effective movement and physical fitness vocabulary for self, peers,

	and family members that can enhance wellness.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
2.2.8.LF.5	Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.
2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in body image, losing, gaining, or maintaining healthy weights.
2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

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	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	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	X	Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		