Personal and Mental Health

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
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

Identify germs, the prevention of spreading germs, and the common illnesses they can cause.
Demonstrate proper hand washing techniques.
Explain why covering our mouth when we cough, and sneeze is important.
Explain the importance of good hygiene, including dental hygiene and lice identification & prevention.
Explain and use the proper dental habits and care.
Explain how the human body is a collection of systems that work together to allow the body to function and maintain health.
Identify our five senses and explain how they all work and interact.
Explain the food groups and choose foods and drinks that are healthful.
Explain how and why our body requires proper nutrition.
Demonstrate good decision making when selecting healthy foods.

Standards: Content

2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.
2.2.2.N.1	Explore different types of foods and food groups.
2.2.2.N.2	Explain why some foods are healthier to eat than others.
2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.

Standards: Interdisciplinary

K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
L.RF	Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
L.WF	Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
L.WF.1.3.A	Write sentences with increasing complexity.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
8.2.2.ITH.3	Identify how technology impacts or improves life.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.AS.2.6	Produce 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, Primary & Secondary Source Documents, *Health: Focus on You; 1990 Merrill Publishing Company,* Smartboard, iPads, Laptops,
Textbooks, Laptops, Smart Board, Primary & Secondary Source Documents., BrainPop Jr. PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001
Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988
www.myplate.gov
https://openphysed.org/
http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf
www.choosemyplate.gov www.learn360.com
Video: Our Wonderful Body: Eat Well: Grow Well; 1993 Phoenix Learning Group
Choose MyPlate- A Kids Guide to Healthy Eating; Mazzarella Media
What's on MyPlate Guide to Good Nutrition; 2011 Slim Good Body
Health: Focus on You; 1990 Merrill Publishing Company
The Armadillo Who Did Not Sleep
Smartboard, iPads, Laptops
www.edpuzzle.com
www.goformative.com
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
X	Self-Management		

21st Century Skills & Themes

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