Intergrated Wellness Skills

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

Enduring Understandings

There are specific health skills that we can use to promote our own wellness. We use the skills and knowledge to make decisions that allow us to lead a healthy lifestyle.

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 the importance of medicines and the impact that drugs and alcohol have on leading a healthy lifestyle. This includes learning who to turn to for help, developing relationships skills, and emotional self-awareness.

Essential Questions

How can I express myself, including my needs, wants, and feelings in health and safety situations?
How do words and actions impact the way one feels and thinks about oneself and others.

Learning Objectives

Define responsibility and identify ways to be responsible.
Explain why it is important to lead a healthy lifestyle.
Explain the importance of being a good listener.
Explain the difference between conflict, bullying, and teasing.
Explain how I can make a friend.
What are the characteristics of being a good friend?
Explain why bullying and teasing are wrong and hurtful.
Identify healthy ways to respond to conflict.
Identify differences and similarities between themselves and other students.
Explain the term “disability” and demonstrate understanding that people with disabilities are more like us than different. (DEI)
Explain why it is important to treat everyone how you would want to be treated and why it is important to treat everyone fairly.
Explain why it is important to not judge anyone by their differences.
Demonstrate how to be respectful and friendly.
Determine how parents, family members, technology, culture, and the media influence their healthy decision making.

Identify common feelings and demonstrate their expression.
Explain why it is advantageous to think before acting and how those decisions impact the health of you and others.
Differentiate between different emotions and feelings and identify situations that may result in different emotions.
Identify strategies for managing one's own emotions, thoughts, and behaviors.
Career Exploration – Students will identify careers which help us lead a healthy lifestyle.

Standards: Content

2.1.2	Personal and Mental Health
2.1.2.EH	Emotional Health
	Many factors influence how we think about ourselves and others.
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
2.1.2.SSH.5	Identify basic social needs of all people.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
2.1.2.CHSS.6	Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

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.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a

	democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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, www.learn360.com, www.goformative.com, *Health: Focus on You; 1990 Merrill Publishing Company,* Smartboard, iPads, Laptops, Video: Safety First- Rule's Have A Reason; 2004 Sunburst Visual Media Instructional Resource List

Curricular Mandates

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

	Amistad	X	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	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
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	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		