

# Jay Curriculum: Unit Cover Page

**Unit title:** Health & Wellness

**Grade Level:** 5-8

**Content Area(s):** Health

**Date Created:**

**Designed By:** Tennie Harrington

## Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## Year 4

- Full Implementation
- Benchmarks Established

### Standard(s)/Performance Indicators:

- Maine Learning Results
- A1 Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.
  - A2 Describe the relationship among physical, social, and mental health.
  - A3 Analyze the effects that risky behaviors have on personal health (e.g. tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
  - A4 Evaluate how health is influenced by the interaction of body systems (e.g. physical fitness and the respiratory and circulatory systems).
  - A5 Analyze how the environment relates to personal health.
  - A6 Explain how appropriate health care can prevent premature death and disability.
  - A7 Identify the characteristics and stages of human growth and development.
  - A8 Demonstrate thorough understanding of key health concepts.
  - C1 Explain the importance of assuming responsibility for personal health.
  - C2 Analyze a personal health assessment to determine health strengths and risks.
  - C3 Develop strategies to improve or maintain personal and family health.
  - C5 Demonstrate ways to avoid or change situations that threaten personal safety.
  - F1 Demonstrate individual and collaborative decision-making processes to resolve health problems.
  - F2 Analyze how individuals, families, and community values influence health-related decisions.
  - F3 Explain how decisions regarding health behaviors have consequences for them and others.
  - F4 Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
  - F5 Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.

### National Health Education Standard(s)/Performance Indicators:

- 1-1 Explain the relationship between positive health behaviors and the prevention of injury, illness,

- disease and premature death.
- 1-2 Describe the interrelationship of mental, emotional, social, and physical health during adolescence.
  - 1-3 Explain how health is influenced by the interaction of body systems.
  - 1-4 Describe how family and peers influence the health of adolescents.
  - 1-5 Analyze how environment and personal health are interrelated.
  - 1-6 Describe ways to reduce risks related to adolescent health problems.
  - 1-7 Explain how appropriate health care can prevent premature death and disability.
  - 1-8 Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.
  - 2-1 Analyze the validity of health information, products, and services.
  - 2-2 Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
  - 2-3 Analyze how media influences the selection of health information and products.
  - 2-4 Demonstrate the ability to locate health product and services.
  - 2-5 Compare the costs and validity of health products.
  - 2-6 Describe situations requiring professional health services.
  - 3-1 Explain the importance of assuming responsibility for personal health behaviors.
  - 3-2 Analyze a personal health assessment to determine health strengths and risks.
  - 3-3 Distinguish between safe and risky or harmful behaviors in relationships.
  - 3-4 Demonstrate strategies to improve or maintain personal and family health.
  - 3-5 Develop injury prevention and management strategies for personal and family health.
  - 3-6 Demonstrate ways to avoid and reduce threatening situations.
  - 4-1 Describe the influence of cultural beliefs on health behaviors and the use of health services.
  - 4-2 Analyze how messages from media and other sources influence health behaviors.
  - 4-3 Analyze the influence of technology on personal and family health.
  - 4-4 Analyze how information from peers influences health.
  - 5-1 Demonstrate effective verbal and non-verbal communication skills to enhance health.
  - 5-2 Describe how the behavior of family and peers affects interpersonal communication.
  - 5-3 Demonstrate healthy ways to express needs, wants and feelings.
  - 5-4 Demonstrate ways to communicate care, consideration, and respect of self and others.
  - 5-5 Demonstrate communication skills to build and maintain healthy relationships.
  - 5-6 Demonstrate refusal and negotiation skills to enhance health.
  - 5-7 Analyze the possible causes of conflict among youth in schools and communities.
  - 5-8 Demonstrate strategies to manage conflict in healthy ways.
  - 6-1 Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
  - 6-2 Analyze how individuals, family, and community values influence health-related decisions.
  - 6-3 Predict how decisions regarding health behaviors have consequences for self and others.
  - 6-4 Apply strategies and skills needed to attain personal health goals.
  - 6-5 Describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities.
  - 6-6 Develop a plan that addresses personal strengths, needs and health risks.
  - 7-1 Analyze various communication methods to accurately express health information and ideas.
  - 7-2 Express information and opinions about health issues.
  - 7-3 Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
  - 7-4 Demonstrate the ability to influence and support others in making positive health choices.
  - 7-5 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

**Unit:** Health & Wellness

### **Brief Summary of Unit/Topic**

**Summary:**

This unit is designed to help students learn about the processes used to achieve a healthful lifestyle, to learn the need for health promotion and responsible decisions making in several areas of health, and to make health a priority by using self-discipline and commitment. It also explains the difference between lifestyle and communicable diseases, and introduces the student to the foundation of health education – the three dimensions of health: physical health, social health, and mental health. This unit also discusses the influences one's choices can have on these areas. In addition, it discusses the chain of infection and the three levels of care: primary, secondary, and tertiary.

### **Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

**Students will know:**

- How the leading causes of death have changed from the early 1900's to present day.
- How to distinguish between lifestyle and communicable disease.
- The definition of Wellness and relate holistic wellness to the health continuum.
- How the levels of care affect and effect holistic wellness.

**Students will be able to:**

- Recognize the importance of personal choice in determining one's level of health.
- List characteristics of a holistically healthy person.
- Define and give examples of risk behaviors and wellness behaviors.
- Apply health behaviors to their health status.
- State a variety of basic facts that have been found to contribute to better health and longevity.
- Assess lifestyle in terms of stress, diet, exercise, personal safety, and self-image.
- Discuss the importance of making plans to reach wellness goals.
- Design a wellness behavior contract and use a responsible decision-making model.
- Evaluate their commitment and self-discipline in following their own wellness behavior contract.

**Enduring Understanding/s:**

Choices made during adolescence will impact their life-long and holistic wellness.

**Stage #2: Evidence**

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <u>aligned scoring guide</u> .)

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

**Stage #3: Plan learning experiences & instruction**

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

**REFERENCES:**