

Course: MD/AT Health I
Unit #/ Unit Name: Unit 1 Healthy Living

Year of Implementation: 2019-2020

Curriculum Team Members: Kyle Packer (kpacker@lrhsd.org ext. 8060), Krystal Boland (kboland@lrhsd.org ext. 8610), Jennifer Pfeiffer (jpfeiffer@lrhsd.org, ext. 8266)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. A Personal Growth and Development

2.2 Integrated Skills: All Students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

B. Decision Making and Goal Setting

C. Character Development

E. Health Services and Information

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Concepts

2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

Transfer Goal(s): Students will be able to independently use their learning to incorporate healthy lifestyle habits and wellness practices into their lives to improve their overall quality of living.

Enduring Understandings

Students will understand that. . .

EU 1

to achieve total wellness, one must have good mental/emotional, social, and physical health.

EU 2

setting realistic goals will enhance the ability to be successful in any endeavor throughout life.

EU 3

taking personal responsibility to make good hygiene decisions will help contribute to a healthy lifestyle.

Essential Questions

EU 1

- What does it mean to be mentally healthy?
- Is one component of health more important than the rest?

EU 2

- What are realistic goals?
- Why is goal setting important?
- Why is it important to set short term and long term goals to enhance health?

EU 3

- Why is hygiene so important?
- How does poor hygiene affect those around you?

Knowledge

Students will know. . .

EU 1

- components of the Wellness Triangle.
- ways to incorporate the components of wellness into their daily lives.

EU 2

- the six steps of the decision making process.

Skills

Students will be able to. . .

EU 1

- analyze their daily activities that relate to wellness.
- incorporate the components of wellness into daily life.

EU 2

- apply the decision making process to real life scenarios.

- traits of good/bad character.
- the difference between short term and long term goals.

EU 3

- components of hygiene.
- ways to practice good hygiene in their daily lives.

- develop good character.
- apply short term and long term goal setting into daily life.

EU 3

- incorporate proper hygiene practices in order to maintain a healthy environment.
- apply necessary hygiene practices in their daily routines.

Stage Two - Assessment

Other Evidence:

- Group Work/Class Discussion
- Self-Assessment
- Quizzes/Tests on the Health Triangle, Decision Making, Hygiene
- Brochures on the Health Triangle, Decision Making, Hygiene
- Posters on the Health Triangle, Decision Making, Hygiene
- Multi-media assessments on the Health Triangle, Decision Making, Hygiene

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Teacher led discussion of the health triangle. (A) (EU1)
- Create a list of examples for each component on the health triangle while working in groups. (A) (EU1)
- Relate a given scenario to the health triangle and discuss in relation to how the scenarios played out. (M,T) (EU1)
- Write a wellness plan that will enhance physical, social, and emotional well-being. (T) (EU1, EU3)
- Create PowerPoint on poor hygiene and their side effects on a given system of the body and social lifestyle. (A,M) (EU1, EU3)

- Teacher led discussion of the five components of health. (A) (EU1)
- Create a list of examples of the five components of health while working in groups. (A) (EU1)
- Teacher led discussion on the six influences on health to determine how each can have a positive or negative effect on a person's overall well-being. (A,M) (EU1)
- Students will identify the processes involved in choosing and achieving goals by creating a personalized Goal Ladder for themselves. (M) (EU2)
- Identify and create long term and short term goals for themselves. (T) (EU2)
- Students will identify the personality traits of a specific role model and describe how they demonstrate good character.(M) (EU2)
- Create a poster visualizing the components of hygiene. (A)
- Discussion on the consequences of personal hygiene and determine how each can have a positive or negative effect on a person's likeability. (T) (EU3)