

Course: Health 3 Self-Contained
Unit 1 - Components of a Healthy Lifestyle

Year of Implementation: 2021-2022

Curriculum Team Members

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Stage One - Desired Results

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

{provide all applicable links to standards here}
<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

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

D. Health Services and Information

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. A. Medicines

B. B. Alcohol, Tobacco, and Other Drugs

C. Dependency/Addiction and Treatment

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

active lifestyle.
Movement Concepts

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.

21st Century Life Standards

- 9.2 Career Awareness, Exploration, and Preparation
- 9.3 Career and Technical Education
- *Health Science Career Cluster
- *Human Service Career Cluster

Transfer Goal: 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.

- As aligned with LRHSD Long-Term Learning goal(s):
- maximize independence
 - advance and accomplish their personal, educational, and career goals
 - self-advocate in real-life situations
 - make sound decisions with confidence
 - positively contribute to society

Enduring Understandings
Students will understand that. . .

Essential Questions

<p>EU 1</p> <ul style="list-style-type: none"> to achieve total wellness, one must be able to establish a well-rounded mental/emotional health, social health, and physical health. <p>EU2</p> <ul style="list-style-type: none"> having good character and making good decisions can help them live a healthier lifestyle. <p>EU 3</p> <ul style="list-style-type: none"> incorporating the 6 essential nutrients into their diet will improve their overall well being. <p>EU 4</p> <ul style="list-style-type: none"> making good eating choices will increase his/her self-image. 	<p>EU 1</p> <ul style="list-style-type: none"> What does it mean to be mentally healthy? Is one component of health more important than the rest? <p>EU2</p> <ul style="list-style-type: none"> What is good character? What makes a decision a good one? What should decisions in life be based upon? Why is it important to set realistic short term and long term goals to enhance one's well being? <p>EU 3</p> <ul style="list-style-type: none"> What makes a diet healthy? What does it mean to be healthy? Unhealthy? What makes a nutrient essential? <p>EU 4</p> <ul style="list-style-type: none"> How might self-image help us to view ourselves in a positive or negative way? How can you justify that eating habits affect your self-image?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ways to incorporate the 6 components of wellness (emotional, occupational, physical, social, intellectual, and spiritual) into their daily lives. (2.1 A) 	<p><u>Skills</u> Students will be able to. . .</p> <p>EU 1</p> <ul style="list-style-type: none"> analyze their daily activities that relate to wellness. (2.1) incorporate the components of wellness into their daily life. (2.1 A)

EU 2

- the six steps of the decision making process. (2.2 A)
- traits of good/bad character (2.2 B)
- the difference between short term and long term goals.(2.2B)

EU 3

- how to read a food label for important dietary and nutritional information. (2.1 A)
- the components of a balanced healthy diet and exercise plan. (2.1 A)
- how a healthy diet changes based on gender and age. (2.1 A)
- the names and functions of each essential nutrient.(2.1 A)
- the food sources of each essential nutrient. (2.1 A)

EU 4

- the definition of self-image. (2.2 C)
- the names and characteristics of the 3 somatotypes. (2.2C)
- how diet and self-image are related.(2.2 C)
- conditions and complications associated with the physical and mental effects of dieting.(2.2 C)

EU 2

- apply the decision making process to real life scenarios. (2.2A.)
- develop good character. (2.2 B)
- apply short term and long term goal setting into daily life.(2.2 B)

EU 3

- analyze and make a judgment of a food label deciding if it is a healthy or unhealthy choice. (2.1 A)
- compare different types of diets. (ex to lose weight, diabetic, gain weight, etc....) (2.1 A)
- analyze the food plate guideline in relationship to various foods presented to them. (2.1 A)
- compare the differences between essential and non-essential nutrients. (2.1 A)
- locate different food items containing the essential nutrients. (2.1 A)

EU 4

- compare and contrast the problems of too much or too little body fat and its effect on self-image and overall health. (2.2 C)
- compare and contrast the positive and negative techniques or methods used for losing or gaining weight.
- compare and contrast the characteristics of the 3 somatotypes.(2.2 C)
- identify how continuous and poor eating conditions, within one's self or others, can lead to eating disorders.(2.2 C)

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Stage Two - Assessment

Other Evidence:

- Food Log
- Nutrition Label Project
- My Plate Poster
- Class Nutrition Debate
- Worksheet/Video (Super Size Me, Dying to be Thin, ect.)
- Healthy Menu Project
- Nutrition Quiz/Unit Test

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.**

- Write a wellness plan that will enhance physical, social, and emotional well-being. (T) (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, EU2, EU3, EU4)
- 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)
- Introduce the My Food Plate and identify foods in each group. Students work in groups to develop a poster of the My Food Plate containing cutout pictures of foods in each group to be displayed in the classroom or hallway. (A)(EU3)
- Teacher models how to read and interpret nutritional value information on food labels. (A) (EU3)

- Students will log their diet for a week and analyze the data. (M/T)- (EU1, EU3)
- Have groups share their diet analyses and discuss as a class. (M/T)- (EU1, EU3)
- Students will compare and contrast the three body types. (A/M)- (EU3)
- Students will research and develop views about how body image is shaped and influenced by media. (M)- (EU3,EU4)
- Students will discuss how they would feel about themselves in a different somatotype. (M)- (EU4)
- Students will identify how nutrition affects a person's body type. (M)- (EU3)
- Students will self-evaluate the amount of essential nutrients found in their diet. (T)- EU3
- Conclude the unit with student self-evaluation regarding their personal eating habits. Each student develops a personal action plan for his or her "healthful eating" goal. (T)- (EU1,EU3,EU4)
- Introduce My FitnessPlan App and demonstrate the positive attributes of a healthy diet (T) (EU1, EU2, EU3, EU4)
- Students will discuss current events that are related to wellness and how the information provided can contribute to living a healthy lifestyle. (A/M)- (EU 1)