

STANDARD 2.1 WELLNESS GRADE 7&8

<p>Established Goals: Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A. Personal Growth and Development 2.1.8.A.1 Assess and apply Health Data to enhance each dimension of personal wellness. 2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. B. Nutrition 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. 2.1.8.B.4 Analyze the nutritional values of new products and supplements. C. Diseases and Health Conditions 2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and</p>	Transfer	
	<p>Students will be able to: A. Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. B. Eating patterns are influenced by a variety of factors. C. The prevention and control of diseases and health conditions are affected by many factors. D. Evaluating the potential for injury prior to engaging in unhealthy/ risky behavior impacts choice. Applying first-aid procedures can minimize injury and save lives. E. Social and emotional development impacts all components of wellness. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion and/ or culture provide a foundation for prevention and resolution of conflict. Stress management skills impact an individual's ability to cope with different types of emotional situations.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<p>A. Health choices and behaviors have a profound impact of personal, family and community wellness. Medical advances in technology, and public health efforts allow for longer, healthier lives, but many people struggle to be healthy. B. There are many short and long term health benefits and risks associated with nutritional choices. C. Current and emerging diagnostic prevention and treatment strategies can help</p>	<p>A. How do personal health choices impact our own health as well as the health of others? How can a personal commitment to wellness influence the health of others? Why do some people still engage in unsafe behavior despite knowing the risks? B. How do culture, health status, age and environment influence personal eating patterns? How can you identify healthy ways to lose, gain or maintain weight? How does nutrition effect different life styles, special needs and cultural backgrounds? C. To what extent can we keep ourselves disease free? D. What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others? E. How can you learn to like yourself and others?</p>	
<p>people live healthier and longer</p>		

<p>health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p>	<p>than ever before.</p> <p>D. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p> <p>E. Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</p>	
Acquisition		
	KNOWLEDGE	SKILLS
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
<p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.</p> <p>E. Social and Emotional Health</p> <p>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.3 Explain how culture influences the ways families and groups</p>	<p>Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy and active lifestyle.</p>	<p>A. Assess and apply health data to personal health Compare and contrast impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. Relate advances in technology to maintaining and improving personal health. Determine impact of making techniques on use of personal hygiene products, practices and service.</p> <p>B. Explain how culture, health status and age can influence eating patterns Explain healthy ways for adolescents to lose, gain or maintain weight Create a nutritional plan for families with different lifestyles, resources, special needs and cultural backgrounds. Analyze the nutritional values of new products and supplements.</p> <p>C. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults, including STI's, hepatitis, HPV, breast cancer, HIV/AIDS, testicular cancer. Analyze local, state, national and international public health efforts to prevent and control diseases and health conditions. Analyze impact of mental illness (depression, impulse disorders) on physical, social and emotional well-being.</p> <p>D. Assess the degree of risk in a variety of situations, and identify strategies to reduce intentional and unintentional injuries to self and others. Describe effective personal protection strategies used in a public place and what to do when one's safety is compromised.</p>

<p>cope with crisis and change.</p> <p>2.1.8.E.4</p> <p>Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>		<p>Analyze the causes and consequences of noncompliance with the traffic safety system. Demonstrate first-aid procedures.</p> <p>E. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>
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Vocabulary	Instruction and Pacing	
Personal Health, Genetics, Nutritional Value, Consequences, First-aid, HIV ,Hepatitis, HPV Related Vocabulary	Content and learning activities related to	1 week
	A. Personal Growth and Development	1 week
	B. Nutrition C. Diseases and Health Conditions	1 week
	D. Safety E. Social and Emotional Health	1 week 1 week

Resources
<p>Text Books/Workbooks</p> <p>Internet research</p> <p>Health Web Sites</p> <p>Games</p>

Differentiation and Accommodations

Provide graphic organizers
 Provide additional examples and opportunities for additional problems for repetition
 Provide tutoring opportunities
 Provide retesting opportunities after remediation (up to teacher and district discretion)
 Teach for mastery not test
 Teaching concepts in different modalities
 Adjust pace and homework assignments

ELL Modifications

- Utilize the World Language Teacher and the ELL Teacher

21st Century Skills

Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Literacy

Instructional Strategies

Fairfield School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Interdisciplinary Connections

Common Misconceptions

- A. Health practices do not have an impact on your health.
- B. All foods are healthy.
- C. You should not use universal precautions.
- D. Taking unhealthy risks does not affect your health.
- E. You do not have to like yourself to have good self-esteem.

Proper Conceptions

- A. Your health practices do have an impact on your health.
- B. All foods are not healthy.
- C. You should use universal precautions.
- D. Taking unhealthy risks does affect your health.
- E. You should like yourself and others.

Performance Task

Written assessments, Small group/class discussion, Homework,

Rubric



ASSESSMENTS

Suggested Formative Assessment

Problem of the Day

Lesson Quizzes

Exit Ticket

Anecdotal Records (Topic Observation Checklist)

Suggested Summative Assessment

Grade level developed Unit/Envisions Topic Tests

Ed-Connect Express Tests /State Unit Benchmark Assessment/Performance Task