# Unit 1: Health and Wellness

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Sixth Grade Comprehensive Health

# Unit 1: Health and Wellness

**Belleville Board of Education**

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## Unit Overview

- Understand that health is a combination of physical health, social health and mental wellbeing, and all must be in a healthy state in order to achieve wellness.
- If one can achieve a healthy state in all three aspects of the health triangle, they will achieve wellness.
- Topics: 1. Total Health
- 2. Health Influences and Risk Factors
- 3. Building Health Skills
- 4. Making Decisions and Setting Goals
- 5. Understanding Your Emotions
- Different practices and methods to develop an overall state of well-being.
- Lyme Disease Prevention
- Stress Management

## Enduring Understandings

- Identifies the three parts of the health triangle, explains the relationship between health and wellness, and explains how to balance physical, mental/emotional, and social health. Identifies factors that influence health and explains the role of behavior, choices, and attitudes in health. Identifies health skills and explains why health skills are skills for life.

- Identifies ways to make healthy, responsible decisions, explains why having goals is important, and describes how to set goals. Identifies different types of health care providers and explains the importance of regular health checkups.
- Students should understand the influences of eating healthy and exercise to develop a positive physical and healthy body, the effects social interactions has on them and others around them, and mechanisms for determining certain emotional states and how to deal with emotions properly. Students should pay close attention to goal setting strategies and the different types of goals.
- Physical Health: Healthy Diet, Physical Activity, Importance of Sleep, Oral Health Care, Hygiene
- Social Health: Consideration, being Respectful, Honesty, Being Dependable, Helpful, and Supportive
- Mental/Emotional Health: Developing a healthy understanding of one's emotions, and how to cope or deal with negative emotions.

## Essential Questions

- What would happen if you removed one part of health from the health triangle?
- What are the negative effects in all three areas of health?
- Analyze how do positive relationships affect your physical and mental/emotional health?
- Assess what are some qualities you look for in a friend? How would those qualities affect your mental/emotional and social health?
- Infer how can learning how to resist negative peer pressure improve all sides of your health triangle?
- Synthesize why is being resilient important for mental and emotional health?
- How can i prevent lyme disease?
- Why do I stress out over school all the time?

## Exit Skills

By the End of Grade 6

Students will be able to:

- Develop methods to balance physical, mental/emotion, and social health within their own life.
- Be able to Identify factors that influence the three types of health, while understanding how choices, and attitude towards health can effect one's wellbeing.
- Understand why health skills are skills for life.
- Be able to make healthy, responsible decisions, and have goals that are properly set and supportive of these decisions.
- Be able to identify different signs of mental and emotional health, and how to show empathy.
- Recognize different emotions and how to express these emotions in healthy ways.
- Understand and utilize strategies for coping in times of grief, stress, and grief reactions.
- Explain how to prevent lyme disease.
- Explain short and long term effects of stress.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| HPE.2.1.6.A | Personal Growth and Development |
| HPE.2.1.6.C | Diseases and Health Conditions |
| HPE.2.1.6.D | Safety |
| HPE.2.1.6.E | Social and Emotional Health |
| HPE.2.2.6 | All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. |
| HPE.2.2.6.A | Interpersonal Communication |
| HPE.2.2.6.B | Decision-Making and Goal Setting |
| HPE.2.2.6.C | Character Development |
| HPE.2.2.6.E | Health Services and Information |

## Interdisciplinary Connections

| | |
|---|---|
| MA.6.RP | Ratios and Proportional Relationships |
| SCI.MS | Structure and Properties of Matter |
| SCI.MS | Forces and Interactions |
| SOC.5-8.1.1 | Chronological Thinking |
| SOC.5-8.1.3 | Critical Thinking |

## Learning Objectives

- Develop methods to balance physical, mental/emotion, and social health within their own life.
- Identify factors that influence the three types of health, while understanding how choices, and attitude towards health can effect one's wellbeing.
- Distinguish why health skills are skills for life.
- Devise healthy, responsible decisions, and have goals that are properly set and supportive of these decisions.
- Outline different signs of mental and emotional health, and how to show empathy.
- Recognize different emotions and how to express these emotions in healthy ways.
- Express and utilize strategies for coping in times of grief, stress, and grief reactions.
- Explain how to prevent lyme disease.
- Explain how to manage their own level of stress.

## Suggested Activities & Best Practices

- Peer Assessments
- Large and Small group discussions
- Reading Strategy Analyzing a Graphic
- Reviews
- Research
- Writing Prompts

## Evidence of Student Learning - Checking for Understanding (CFU)

- Exit Tickets
- Journals
- Think, Write, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## Primary Resources & Materials

- Teacher web–based search engines

- Audio/visual equipment

## Ancillary Resources

- https://www.NewsELA.com
- https:// www.Brainpop.com
- https://www.KidsHealth.org
- https://www.shapeamerica.org
- https://www.cdc.gov

## Technology Infusion

- Smart TV
- Chromebook
- Television-Videos/DVD

## Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts
- Mathematics

- Science and Scientific Inquiry (Next Generation)
- World languages
- Technology- Smart Board
- Visual and Performing Arts

| | |
|---|---|
| TECH.8.1.8 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.2.8 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## 21st Century Skills/Interdisciplinary Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication, and Technology) Literacy
- Life Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

- Extra time to complete assignments.
- Games and Tournaments.
- Goal Setting with students.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Intervention Strategies

- Tutoring by Peers.
- Using videos, illustrations, pictures, and drawings to explain or clarify.

- Using authentic assessments with real-life problem-solving.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Special Education Learning

- Additional time for skill mastery.
- Assistive technology
- Center-based Instruction.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Tutoring by peers.
- Decreasing the amount of workpresented or required.
- Providing study guides.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## Sample Lesson

**Unit Name:** Health and Wellness

**NJSLS:**

2.1.6.B. 2.1.6.A.  2.1.6.C.

**Interdisciplinary Connection**: Reading Comprehension/ ELA

**Statement of Objective:** Students will be able to Identify the three different parts of health that make up the health triangle, and compare and contrast their differences.

**Anticipatory Set/Do Now:**

Students will enter the classroom, and immediately find their seats to begin responding to the Do Now question(s) on the board. In their notebook, students will answer to the best of their ability.

"In your opinion, why is it so important to maintain a healthy lifestyle? Do you think being physically fit is eaqually as important as dealing with your emotions properly?"

**Learning Activity:**

1. Reviewing responses to the Do Now Question in class discussion format. The three parts of health which include Physical, Emotional, and Social health will be introduced.

2. Students will be handed a guided reading worksheet, where they will complete questions 1-3 during the powerpoint presentation.

3. PowerPoint will define and give examples of each type of health, and teacher will discuss these examples with the class. Students will be asked to give examples out loud during class discussion.

4. Introducing terms wellness and health, and the differentiation between the two. Focus on wellness being a combination of the three types of health, and different actions that can affect one's wellness.

5. Exit slip for the day will be completed.

**Student Assessment/CFU's:** Exit Slip, Class discussion

**Reading Strategy Analyzing a Graphic:**

Have students examine the health triangle. Then, make a triangle on a desk top, using three pens as the sides. Remove one pen, and call on a volunteer to try to re-form the triangle. Alternatively, you may use an overhead projector and illustrate the concept. Conclude by asking: What would happen if you removed one part of health from the health triangle?

**Materials:**

Guided notes worksheets, Laptop, Smartboard, Exit slips

**21st Century Themes and Skills:** Health Literacy, Civic Literacy, Glocal Awareness

**Differentiation/Modifications:** Having students discuss their DO NOWs in groups during the first 5 minutes on class will give all students a chance to understand the question, as well as develop a well thought out response. Also, by using a visual power point and videos will allow all learners to grasp the material easier.

-Extra time to complete assignments.

**Integration of Technology:** Using a smart board for the PowerPoint and video