

Unit 1 Comprehensive Health/Physical Education, Gr. 6

Content Area: **PE/Health**
Course(s): **Sample Course**
Time Period:
Length: **Sample Length & Grade Level**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education, Gr. 6

Health-Wellness

Belleville Board of Education

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Belleville, NJ 07109

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Board Approved: August 24, 2015

Unit Overview

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

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

| | |
|-----------------|--|
| HPE.2.1.6 | All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. |
| HPE.2.1.6.A | Personal Growth and Development |
| HPE.2.1.6.A.1 | Explain how health data can be used to assess and improve each dimension of personal wellness. |
| HPE.2.1.6.A.2 | Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. |
| HPE.2.1.6.A.3 | Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. |
| HPE.2.1.6.A.CS1 | Staying healthy is a lifelong process that includes all dimensions of wellness. |
| HPE.2.1.6.B | Nutrition |

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|-----------------|--|
| HPE.2.1.6.B.1 | Determine factors that influence food choices and eating patterns. |
| HPE.2.1.6.B.2 | Summarize the benefits and risks associated with nutritional choices, based on eating patterns. |
| HPE.2.1.6.B.3 | Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. |
| HPE.2.1.6.B.4 | Compare and contrast nutritional information on similar food products in order to make informed choices. |
| HPE.2.1.6.B.CS1 | Eating patterns are influenced by a variety of factors. |
| HPE.2.1.6.C | Diseases and Health Conditions |
| HPE.2.1.6.C.2 | Determine the impact of public health strategies in preventing diseases and health conditions. |
| HPE.2.1.6.C.3 | Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. |
| HPE.2.1.6.C.CS1 | The early detection and treatment of diseases and health conditions impact one's health. |
| HPE.2.1.6.D | Safety |
| HPE.2.1.6.D.3 | Summarize the components of the traffic safety system and explain how people contribute to making the system effective. |
| HPE.2.1.6.D.4 | Assess when to use basic first-aid procedures. |
| HPE.2.1.6.D.CS1 | Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. |
| HPE.2.1.6.D.CS2 | Applying first-aid procedures can minimize injury and save lives. |
| HPE.2.1.6.E | Social and Emotional Health |
| HPE.2.1.6.E.1 | Examine how personal assets and protective factors support healthy social and emotional development. |
| HPE.2.1.6.E.2 | Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. |
| HPE.2.1.6.E.3 | Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. |
| HPE.2.1.6.E.CS1 | Social and emotional development impacts all components of wellness. |
| HPE.2.1.6.E.CS2 | Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. |
| HPE.2.1.6.E.CS3 | Stress management skills impact an individual's ability to cope with different types of emotional situations. |

Exit Skills

Identify factors that influence health.

- Identify and explain health skills and ways to make healthy, responsible decisions.
- Identify factors that influence consumer choices and explain ways to choose healthcare products.
- Explain the importance of regular health checkups.
- Identify the two main types of disease and prevention tips.

- Explain mental illnesses and how to treat them.
- Explain the importance of traffic safety in relation to personal health
- Describe stress management skills and how to apply them in your daily life.

Nutrition

- Identify the six main classes of nutrients and describe what foods can be eaten to obtain certain nutrients.
- List the five food groups and demonstrate how to use the Food Guide Pyramid.
- Identify influences on food choices and explain the guidelines for making healthy food choices.
- Demonstrate how to use decisionmaking skills when making food choices.

Enduring Understanding

Healthy choices and behaviors have a profound impact on personal, family, community, and global wellness.

Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.

Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.

Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

Nutrition

Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's longterm health.

It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.

Peers and the media also have a significant impact on food choices and the availability of healthy options.

Making healthy eating choices is an important part of achieving and sustaining wellness.

Essential Questions

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?

How does this commitment reduce one's' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?

Why is it so difficult to educate people about risky behaviors?

Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

Nutrition

How are food choices influenced by culture and tradition?

What role does family, peers, and the media have on food choices now and throughout life?

Learning Objectives

Identify factors that influence health.

- Identify and explain health skills and ways to make healthy, responsible decisions.
- Identify factors that influence consumer choices and explain ways to choose healthcare products.
- Explain the importance of regular health checkups.
- Identify the two main types of disease and prevention tips.
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Nutrition

Identify the six main classes of nutrients and describe what foods can be eaten to obtain certain nutrients.

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Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

What technology can be used in this unit to enhance learning?

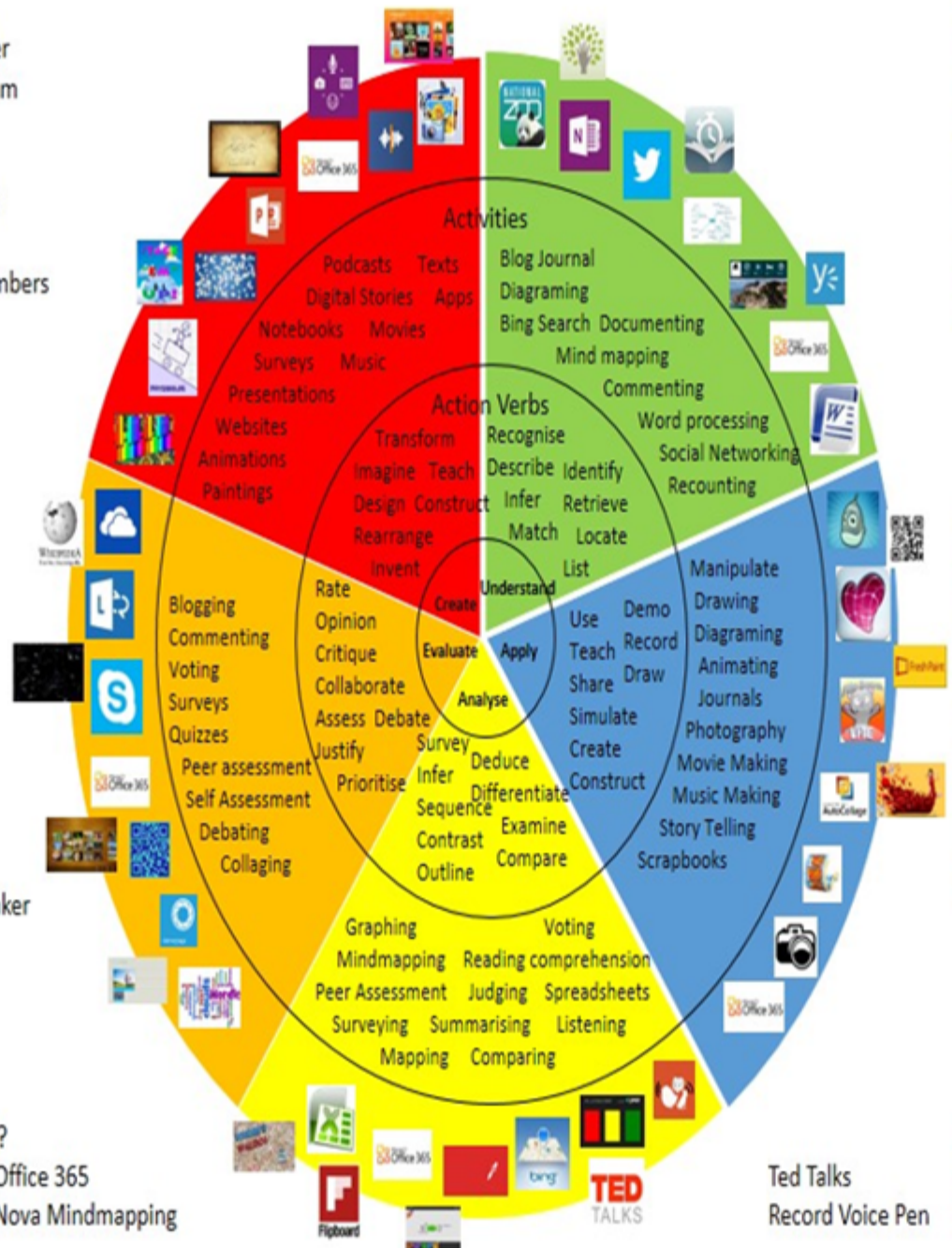
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- 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

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Intervention Strategies

- 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 work presented 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- 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

Pedestrian Safety: www.safekids.org

- First Aid: http://kidshealth.org/parent/firstaid_safe
- Bullying: www.stopbullying.gov
- www.brainpop.com
- http://kidshealth.org/teen/food_fitness/

Nutrition Resource: www.kidshealth.org/kid/nutrition/

- www.choosemyplate.gov

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: