Unit 2 Building Character

Content Area: **PE/Health**
Course(s): **Health 7**
Time Period: **Sample Time Period**
Length: **11 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health, Grade 7

Building Character

Belleville Board of Education

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Board Approved:

Unit Overview

- To allow students to view what building good character entails, while targeting different traits in which make up good character. Ensuring understanding of these traits will allow students to use these practices in the real world.
- Ideologically, if a student is able to develop into someone who embodies several of the good character traits, including trustworthiness, respect, responsibility, fairness, caring, and citizenship, then their overall outlook on society and effect they have on people around them will be a positive one.
- Topics:
- 1. What is character; 2. Trustworthiness and Respect; 3. Responsibility and Fairness; 4. Being a good citizen; 5. Making a Difference.
- Students will learn what determines a good character, what traits people with good character embody, and how one can work towards attaining a standard where these traits are part of their everyday lifestyle.

Enduring Understanding

- Identifies traits of good character and describes the influences on developing good character. Focuses on the traits of trustworthiness, respect, and loyalty. Shows the relationship between responsibility, accountability, fairness, and good sportsmanship. Describes how caring about others translates into being a good citizen. Identifies ways in which students can make a difference in their community.
- Students should understand Character education, and why one should work to be a good character and embody the different traits taught. Students should understand that achieving the standing of having good character takes time, and someone with good character practices these traits often within their daily life.
- Trustworthiness and Respect: Listening, disagreeing without arguing, being honest, truthful, and dependable
- Discuss the victims of the Holocaust and the type of Character needed to survive

Responsibility and Fairness: keeping promises, thinking before acting, treating people equally, being open minded

Making a Difference: working to instill the different good character traits to positively affect yourself and the people around you to work to become good characters.

- ELA, Science Correlation. As an adult, practices learned within this unit could help mold their loved ones of younger age into better people who will positively affect their community. Someone with good character as an adult can be extremely influential of the younger generations.
- **Class Discussion** -- Ask students to complete the Guided Notes questions or use them to lead a class discussion. Guided Notes are found in the ConnectEd student site by clicking on "Notebook" (at the top of the screen) and selecting "Guided Notes."

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion asking:

Foldable or Study Organizer Students are instructed to create a Foldable for the Lesson and a study organizer for all additional lessons.

Health Skills Activity Ask students to go onto the Internet to find ways they can be good citizens in their community. Students should pick one activity and describe the activity and what's required of the volunteers.

- Students should consistently revisit the key traits it takes to be a good character over the course of their lifetime. It will be easy to distance themselves from practicing these traits, and having a constant reminder will allow them to stay on top of their good character practices.

Essential Questions

1. Think of an act of citizenship you know about. It can be an act of someone you know, or someone you have read about or seen on TV. Tell how the act demonstrates citizenship. Does the example include any other traits of good character? If so, tell how.
2. What is your strongest character trait? Name the trait and tell ways you demonstrate that trait.
3. Discuss some responsibilities you might have in the near future.
4. Analyze List the six traits of good character. Next to each trait, give an example of how someone might demonstrate the trait.
5. Name three characteristics of caring.
6. Explain what it means to advocate.
7. Describe How can good character improve your life?
8. What kind of Character would a Holocaust survivor need in order to survive after such a tragic event?

Exit Skills

By the end of Grade 7, Comprehensive Health Unit 2, the student should be able to:

- Identify traits of good character and describe the influences on developing good character.
- Develop ways to embody traits of trustworthiness, respect, and loyalty, while practicing such traits in

several ways in their everyday life.
- Realize the direct relationships traits such as responsibility, accountability, fairness, and good sportsmanship has on one another.
- Develop skills that will allow their care for others to translate into being a good and productive citizen.

Discover ways one can make a difference in their specific community.

New Jersey Student Learning Standards (NJSLS)

2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.

Interdisciplinary Connections

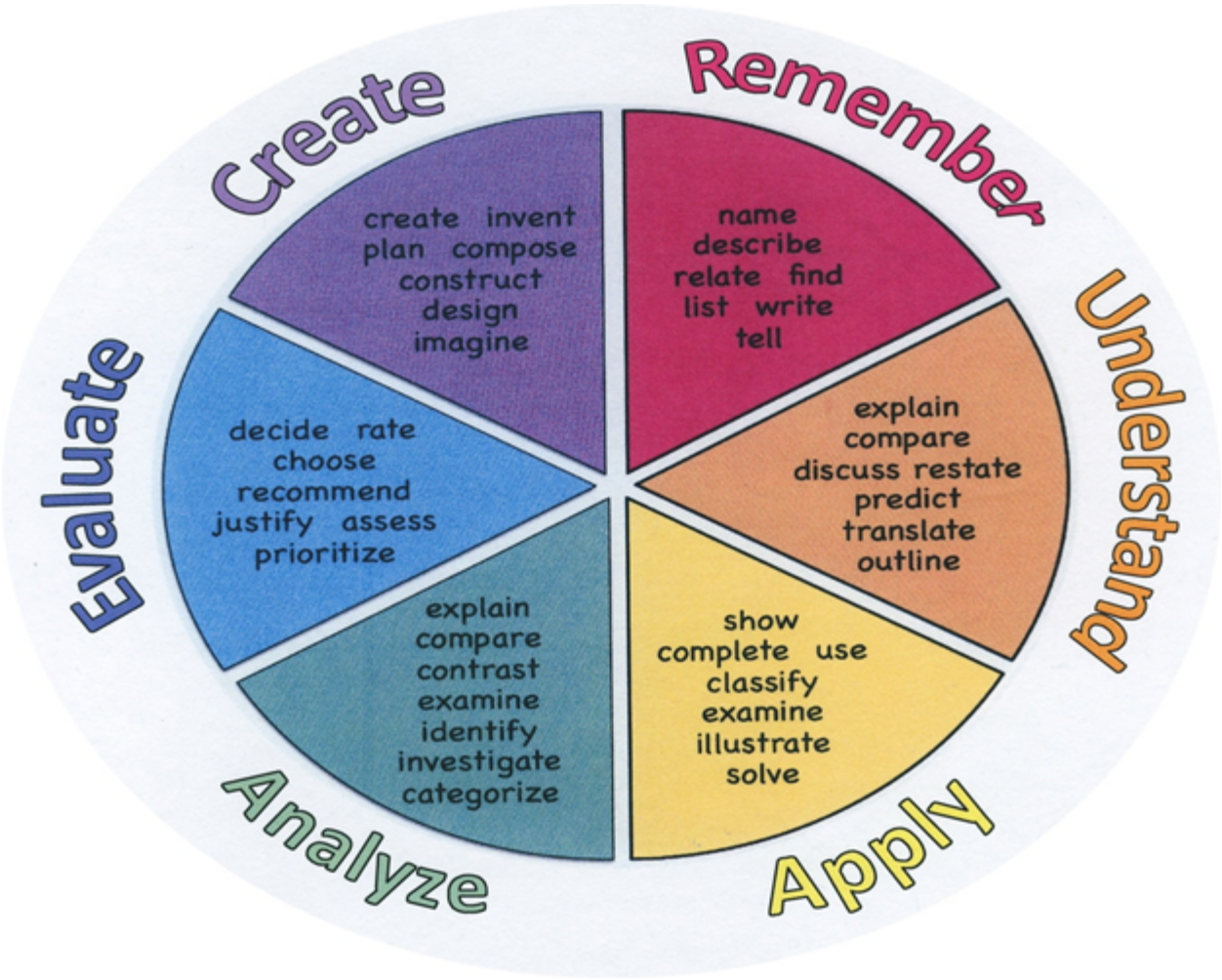
- ELA
- Science
- Social Studies

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Objectives

- Students will be able to identify traits of good character and describe influences on developing good character.
- Students will be able to assess the traits of trustworthiness, respect, and loyalty
- Students will be able to outline the relationship between responsibility, accountability, fairness, and good sportsmanship.
- Students will be able to recall how caring about others translates into being a good citizen.
- Students will be able to select ways in which their peers and their selves can make a difference in their community.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Lesson 1 **Reading Strategy Analyzing the Graphic** After students have examined the photo, ask volunteers to describe how good character is being shown in this photo. Then ask students to provide other examples of good character . Ask: What is another example of making a difference that you've seen in your own life?
- Lesson 2 **Active Learning Being Trustworthy** Remind students that people who are trustworthy are reliable, have integrity, and are truthful. Organize students into groups of three or four. Ask students to write a short skit demonstrating the trait of trustworthiness. Students should be prepared to perform the skit in front of the class.
- Lesson 3 **Health Skills Practice Communication Skills** Have students work in small groups to write and perform a short role-play that demonstrates the basic character trait of responsibility. Use the role-plays to generate class discussion about the importance of responsibility.
- Lesson 4 **Health Skills Practice Accessing Information** Explain to students that being a good citizen means helping to keep the community healthy. They can show they care by participating in community projects. Ask students to name some ways that they can show caring in their community [Sample

answers: *participating in a community clean-up, helping prepare and deliver meals to the sick and elderly, helping a family member or friend who is ill.*] Ask students to go onto the Internet to find ways they can be good citizens in their community. Students should pick one activity and describe the activity and what's required of the volunteers.

- Lesson 5 **Health Skills Practice Communications Skills** Explain to students that it is normal to have conflicts with siblings and others. However, when conflicts occur, using I-messages to communicate your concerns to others shows good character. Organize students into groups and ask each group to take turn role playing a situation in which students use I-messages to communicate a concern to other members of the group.

Assessment Evidence - Checking for Understanding (CFU)

Do Now-formative assessment

Chapter test-summative assessment

eAssessment-alternate assessment

Create a Multimedia poster-benchmark assessment

- Audio Summaries
- Hands-On Health
- Study Aids
- Chapter Tests
- eAssessment
- Enrichment Activities
- Reteaching Activities
- Cross Curriculum Activities
- Decision-Making Activities
- Health Labs
- Homework
- Exit Slips
- Admit Slips
- Do Now's
- Projects

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Glencoe Health Textbook

Ancillary Resources

- NewsELA
- Brainpop
- KidsHealth.org
- Google Classroom
- McGraw Hill Connect Ed

Technology Infusion

- Microsoft Office365
- Google Classroom
- YouTube



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);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

21st Century Skills/Interdisciplinary Themes

Media Literacy
Life and career skills
Critical Thinking and problem solving

- 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

Civic Literacy

Environmental Literacy

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

Differentiation

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Chapter Assessment Instruct students to click on the Assessment tab on the navigation bar, and type their answers into the answer boxes, then click SAVE.

eAssessment In the Teacher Center, click on the Assess tab in the navigation bar. Click on the McGraw-Hill Assessment title, and follow the instructions to create a new test or question set.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

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

Special Education Learning (IEP's & 504's)

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

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Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Decreasing the amount of work presented or required

Using Videos, illustrations, pictures, and drawings

Tutoring by peers

- 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

At Risk

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

- 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

Talented and Gifted Learning (T&G)

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Building Character

Interdisciplinary Connection: Reading Comprehension/ELA

Statement of Objective: Students will be able to Compare and Contrast the difference between a decision and a consequence, while analyzing the proper steps to making a good decision.

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.

"1. Why do you think carefully considering a decision is so important?
2. Explain what you think a consequence is."

Learning Activity:

1. Students will take 5 minutes to respond to the Do Now.

2. "Decisions" and "Consequences" will be defined, and examples of each will be given via the smartboard/PowerPoint.

3. As a class, the steps to making a good decision will be identified and dissected.

4. Given an example of a real life situation, as a class, students will follow the proper steps described to understand what good decision making means.

Student Assessment/CFU's: See Powerpoint/2 week exit slip sheet

Materials: Laptop, Smartboard, Exit slips

21st Century Themes and Skills:

Media Literacy

Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:

Having students discuss their DO NOWs with the entire class will give all students opportunity to grasp the material. Giving students real life situations will allow for auditory learners to be more engaged. Also, using the Powerpoint enables visual learners to understand the question.

Integration of Technology:
Using a smart board for the PowerPoint/Do now

2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.