Sept. Grade 6 Health Unit 1: Wellness

Content Area: **Health**
Course(s):
Time Period: **September**
Length: **Unit repeats in trimesters**
Status: **Published**

Unit Overview

This unit will cover overall health/wellness. Influences on health (peers, family, culture, heredity, environment, media and technology) health skills (preventable measures), and creating good habits by making good choices will be discussed.

Rationale: Lifesyle choices, including diet, exercise, risk behaviors and understanding consequences of poor choices are a major influence on health. Wellness education and health skills development reinforce behaviors that can prevent illness and injusry and promote a healthy lifestyle.

Enduring Understandings

Staying healthy is a lifelong process that includes all dimensions of wellness.

Essential Questions

What are 3 essential dimensions fo wellness?

Can you explain how the dimensions of heath of wellness effect each other?

What influences are there on overall health?

What skills are needed to ensure optimal health?

Instructional Strategies & Learning Activities

Students will be able to define basic health related vocabulary terms and use tis terminology in group discussions to reflect an understanding of concepts.

Students will be able to infer the results of good and poor choices in health related matters.

Students will be able to predict the outcome of a healthy v.s. not healthy lifestyle.

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	Digital identities must be managed in order to create a positive digital footprint.
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
	Digital tools have positively and negatively changed the way people interact socially.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

Technolgy Integration

Students will interact with the unit using the Smartboard, Chromebooks and Google Classroom while developing the projects.

	The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
	Data can be organized, displayed, and presented to highlight relationships.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Connections

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including

	figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Supplemental materials/supplies

Assignments/homework written on board

Check for understanding before moving on

Break long term assignments into smaller steps

One to one assistance as needed

Provide an example of the work expectations/sample problem

Start homework/project in school when possible

Modify projects, if needed

Student will brainstorm ways that the curriculum is connected to the real world

Connect the curriculum to field of knowledge

Choice activity/learning opportunity

Incorporate authentic component

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit

Teacher designed assessments to measure growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher will listen for appropriate input during open discussion

Question and answer

Check homework

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Graded test (multiple choice, open-ended questions, matching, and fill-in the blanks)

Instructional Materials

Textbook

Teacher designed study guides for note taking and study support

Standards

2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
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.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.