# Englewood Public School District
# Comprehensive Health
# Grade 6

## Unit: Personal Values, Communication, and Community Health Support

**Overview:** In this unit effective communication is explored to provide a basis for strengthening interpersonal interactions, resolving community conflicts, and building character. Students compare and contrast the positives and negative factors that influence character and contribute to mental health. Using this information they identify and develop a position in relation to a health related issue that affects the school community.

**Time Frame:** One Marking Period

**Enduring Understandings:**
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Participation in social and health- or service-organization initiatives have a positive social impact.

**Essential Questions:**
- How can effective communication contribute to my health and wellness?
- What shapes my values and character?
- When is it time to get an adult involved to support health needs?
- How can I have a positive social impact on health?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
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| **Comprehensive Health** **2.2.6. A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.** **2.2.6. E.1 Determine the validity and reliability of** | **Topics** Personal Values and Communication **Objectives** Predict situations that may challenge an individual's core ethical values. | Students will recognize ways to promote understanding in the lesson. Empathy: http://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf Students will learn effective communication strategies in the activity | Lesson: Empathy: http://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf Activity: Communication: A Two-Way Street: http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf | **Formative Assessment**: Questioning during lessons **Benchmark Assessment**: Common Formative Assessment **Summative Assessment**: Groups of students will present a problem solving |

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| **different types of health resources.**<br><br>**2.2.6. B.3 Determine how conflicting interests may influence one's decisions.**<br><br>**2.2.6. C.2 Predict situations that may challenge an individual's core ethical values.**<br><br>. | Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds.<br><br>Determine how conflicting interests may influence one's decisions.<br><br>Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others<br><br>Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination. | Communication: A Two-Way Street. (NJSLS RI 6.7) http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf<br><br>The teacher will discuss six problem solving strategies: 1.Recognize the problem 2. Define the problem to all involved. 3. Determine possible solutions to the problem 4. Make a decision. 5. Implement the solution that is best for all. 6. Re-evaluate if necessary (NJSLS SL 6.1)(NJSLS SL 6.2)<br><br>The teacher will provide students with a list of scenarios (language barriers, religious beliefs, cultural values) that may occur between individuals of different backgrounds in a possible confrontation. Students will generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated confrontation. | Kids Health in the classroom<br>Students will<br>• Identify actions that show empathy.<br>• Discover ways to empathize with others during conflict.<br>http://classroom.kidshealth.org/6to8/personal/growing/empathy.pdf<br><br>Solving Problems (social skills)<br>https://www.scholastic.com/teachers/articles/teaching-content/grades-6-8-social-emotional-skills/<br><br>Conflict resolution<br>• Identify what conflicts are.<br>• Ways to resolve conflict effectively.<br>https://www.youtube.com/watch?v=KY5TWVz5ZDU | scenario and their solutions to the confrontation scenarios to the class and will go on to define/describe the problem solving process at each step which would attempt to resolve the conflict.<br><br>**Alternative Assessment:**<br>Teacher Observation<br>Whole Class Discussion<br>Peer to Peer Discussions |
| <u>**Comprehensive Health**</u><br>**2.1.6. C.3 Compare and contrast common mental** | **Topics**<br><br>Mental Health and Abuse | Students will generate lists of known mental illnesses. | Lesson: Depression: http://classroom.kidshealth. | **Formative Assessment**: Students will generate lists |

**illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.**

**2.1.6. D.2 Explain what to do if abuse is suspected or occurs.**

**2.2.6. E.2 Distinguish health issues that warrant support from trusted adults or health professionals.**

**Objectives**

Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

Describe what steps should be taken if self or other kinds of abuse are suspected.

Determine when health situations require support from adults or qualified health professionals.

The teacher will present information about types of mental illnesses and the steps that should be taken if self-abuse or other kinds of abuse are suspected.

Students will learn the signs of depression and strategies to help someone who is depressed in the lesson Depression: http://classroom.kidshealth. org/classroom/6to8/problem s/emotions/depression.pdf

Students will pair with a peer to identify what strategy to help someone with depression they would use. (NJSLS SL 6.1)(NJSLS SL 6.2)

Student groups will develop a visual (infographic, poster, drawing, expressions etc.) of what mental wellness looks like and discuss how one can accomplish this. (NJSLS SL 6.1)(NJSLS W 6.7)(NJSLS W 6.8)

Through the discussion they should be able to develop a 3-5 step plan (trusted adult, medical intervention, counseling etc.) of ensuring that one

org/classroom/6to8/problem s/emotions/depression.pdf

Article: Phobias: http://www.insideout.net/w p-content/uploads/2011/05/N AIO479-Phobias.pdf

Teacher worksheet: Phobias: http://www.insideout.net/w p-content/uploads/2011/05/N AIO479T-Phobias.pdf

Tamara Zann-Roland. List of mental health topics – Grade 6
- Depression
- ADHD
- Fear vs. Anxiety
- Stress
- Talk about it
https://www.youtube.com/ watch?v=XiCrniLQGYc&li st=PLZfgrJ9ni84xG9XIOL 0n4uSW6V9NphUce&inde x=1

Can We Talk?
Mental Health lesson plan:
- The stigma
- Stress Management
- Self-talk
- Teacher tips

of known mental illnesses to assess prior knowledge

**Summative Assessment**:
Student projects will be assessed with a rubric.
http://rubistar.4teachers.org/ index.php?screen=NewRub ric&section_id=1#01

**Alternative Assessment:**
Reflection Journal

Portfolios

Conferencing

| | | has a support system or a plan in place if they feel that their wellness is being negatively impacted or self-abuse is suspected. (NJSLS SL 6.1)(NJSLS SL 6.2) | http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79l-2016-03-CWT-lesson-plans.pdf<br><br>Medicine.net<br>Mental Illness Basics<br>http://www.medicinenet.com/mental_illness/page2.htm | |
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| **Comprehensive Health 2.2.6. D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.**<br><br>**2.2.6. E.2 Distinguish health issues that warrant support from trusted adults or health professionals.** | **Topics**<br><br>Community Support for Health<br><br>**Objectives**<br><br>Identify and develop a position in relation to a health related issue that affects the school community.<br><br>Develop a position about a health issue in order to inform peers. | Students will brainstorm and identify conditions and issues that they believe would be health concerns within their school community.<br><br>Students will then be asked to create a list of these health concerns or issues that are affecting their school community. (NJSLS SL 6.1)<br><br>All students will then be asked to join a side to complete a debate about how the local officials may work to support people with this issue. (6.3.8.D.1)(NJSLS SL 6.1)(NJSLS L 6.3)<br><br>Students will write a letter to a local official to state their position on the issue and suggest solutions. | Queensland State Government. Children's health issues and concerns. https://www.qld.gov.au/health/children/school-age/common-issues<br><br>Health can influence school dropout. https://forthesakeofall.files.wordpress.com/2013/09/policy-brief-2.pdf<br><br>42 Free ESL Health Problems Worksheets. https://en.islcollective.com/resources/search_result?Tags=health%20problems<br><br>English Exercises Health Problems and Treatments. http://www.englishexercises.org/makeagame/viewgame.asp?id=2640 | **Formative Assessments**: Participation Questioning during lesson<br><br>**Summative Assessments**: Student debate will be assessed with a rubric. http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01<br><br>Letter to Local Official<br><br>**Alternative Assessments:**<br><br>Daily Writing Assignments<br><br>Oral responses |

**Key Vocabulary:**

**Negotiation –** Discussion aimed at reaching an agreement.

**Assertiveness –** Confident and forceful behavior.

**Gang – A** group of persons working to unlawful or antisocial ends

**Harassment –** Aggressive pressure or intimidation toward someone in a constant or repeated way.

**Bullying –** Use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants.

**Discrimination –** The unjust prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

**Empathy –** The ability to understand and share the feelings of another.

**Values –** The regard that something is held to deserve; the importance, worth, or usefulness of something.

**Depression –** A common and serious medical illness that negatively affects how you feel, the way you think and how you act.

**Anxiety** – A nervous disorder characterized by a state of excessive uneasiness and apprehension, typically with compulsive behavior or panic attacks.

**Panic Disorders –** A psychiatric disorder in which debilitating anxiety and fear arise frequently and without reasonable cause.

**Phobias –** An extreme or irrational fear of or aversion to something.

**Accommodations and Modifications:**

*Students with special needs:* Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

*ELL/ESL students:* Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

*Students at risk of school failure:* Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

*Gifted and Talented Students:* Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the
requirements.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
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| ● Students will share | ● Previewing | ● Peer Support | ● Create higher order thinking |

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| information about families in their culture<br>● Speak and display terminology<br>● Family planning books in student's native languages<br>● Teacher modeling<br>● Peer modeling<br>● Develop and post routines<br>● Label classroom materials<br>● Word walls<br>● Using advance organizers<br>● Brainstorming/webbing<br>● Modeling<br>● Employing KWL Chart<br>● Predicting<br>● Pre-Teach Vocabulary<br>● Pre-Teaching or Reviewing | information/materials<br>● Provide helpful visual, auditory, and tactile reinforcement of ideas.<br>● Utilize modifications & accommodations delineated in the student's IEP<br>● Work with paraprofessional<br>● Peer Support<br>● Provide extended time<br>● Solidify and refine concepts through repetition.<br>● Learner will work at own pace<br>● Give shorter assignments/more frequently | ● Provide extended time<br>● Use visual demonstrations, illustrations, and models<br>● Give directions/instructions verbally and in simple written format.<br>● Previewing information/materials<br>● Increase one on one time<br>● Teachers may modify instructions by modeling what the student is expected to do<br>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.<br>● Review behavior expectations and make adjustments for personal space or other behaviors as needed. | questions for students<br>● Adjusting the pace of lessons<br>● Students will present research to a different audience<br>● Curriculum compacting<br>● Inquiry-based instruction<br>● Independent study<br>● Interest based content<br>● Real world scenarios<br>● Student Driven Instruction |

**ELA - NJSLS/ELA:**

**Reading**

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.

**Writing:**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Speaking and Listening:**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Language:**

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Social Studies**:

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

**Integration of Technology Standards NJSLS 8:**

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

**Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP3.** Attend to personal health and financial well-being.

**CRP4**. Communicate clearly and effectively and with reason.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.