

# Englewood Public School District

## Comprehensive Health

### Grade 6

#### Unit: Personal Health and Development

**Overview:** Students will be introduced to general health skills involving topics such as personal wellness, hygiene, nutrition, and community health. This unit aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Eating patterns are influenced by a variety of factors.
- The early detection and treatment of diseases and health conditions impact one's health.

**Essential Questions:**

- What does it mean to be healthy?
- How does health impact my growth and development?
- What is good nutrition?
- How does the community and environment impact health?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><u>Comprehensive Health</u></b> 2.1.6. A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.  2.1.6. A.2 Relate how personal lifestyle habits, environment, and heredity	<b>Topics</b>  Personal Wellness  <b>Objectives</b>  Students will describe how effective decision making strategies can impact choices	The class will brainstorm a list of healthy habits and categorize them as being related to the health triangle which includes physical health, social health and mental/emotional health.	Health triangle survey:; <a href="https://www.svsd410.org/cms/lib05/WA01919490/Centricity/Domain/534/Your_Health_Triangle_pp.pdf">https://www.svsd410.org/cms/lib05/WA01919490/Centricity/Domain/534/Your_Health_Triangle_pp.pdf</a>  Health triangle activity: Health Triangle Activity: <a href="https://www.sps186.org/downloads/basic/587526/health">https://www.sps186.org/downloads/basic/587526/health</a>	<b>Formative Assessment:</b> Students' will show understanding of the many aspects of health by completing the Health Triangle Activity; <a href="https://www.sps186.org/downloads/basic/587526/health">https://www.sps186.org/downloads/basic/587526/health</a>

<p>influence growth and development in each life stage.</p> <p>2.4.6. A.1 Compare and contrast how families may change over time.</p>	<p>made by individuals or groups in regard to personal wellness.</p> <p>Students will use effective decision-making strategies.</p> <p>Students will predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>Students will determine how culture/family history impacts one's personal growth and health.</p> <p>Students will compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p>	<p>Student will complete a survey to evaluate their personal health triangle <a href="https://www.svsd410.org/cms/lib05/WA01919490/Centricity/Domain/534/Your_Health_Triangle_pp.pdf">https://www.svsd410.org/cms/lib05/WA01919490/Centricity/Domain/534/Your_Health_Triangle_pp.pdf</a></p> <p>The teacher will lead a discussion comparing different types of families, family structures, values and decision-making. (NJSLS SL 6.1)(NJSLS SL 6.2)</p> <p>Students will complete the Health Triangle Activity: <a href="https://www.sps186.org/downloads/basic/587526/health">https://www.sps186.org/downloads/basic/587526/health</a></p> <p>Students will identify components of the health triangle in Athlete profiles: <a href="https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf">https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf</a></p>	<p>Athlete profiles: <a href="https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf">https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf</a></p>	<p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Summative Assessment:</b> Students will apply knowledge of the health triangle to identify healthy habits in Athlete profiles. Students will list healthy habits they find in each athlete profile. <a href="https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf">https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf</a></p> <p><b>Alternative Assessments:</b> Discussions Self-Assessment Peer Assessment</p>
<p><b><u>Comprehensive Health</u></b></p> <p>2.1.6. A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6. B.1 Determine factors that influence food choices and eating patterns.</p> <p>2.1.6. B.2 Summarize the benefits and risks associated</p>	<p><b>Topics</b></p> <p>Nutritional Needs and Growth</p> <p><b>Objectives</b></p> <p>Students will examine how to analyze food's nutritional value in relation to an individual's needs.</p> <p>Students will relate how personal lifestyle habits, environment, and heredity</p>	<p>Students will view What should we eat? Videos: <a href="https://www.healthyactivekids.com.au/teachers/online-video/">https://www.healthyactivekids.com.au/teachers/online-video/</a> and discuss how they apply to personal nutrition (NJSLS RI 6.7) (M-LS1-7)</p> <p>Students will review the Food Pyramid Guide and use the My Plate Daily Checklist Calculator to determine their nutritional needs. (MS-LS1-7) <a href="https://www.choosemyplate.gov/teens">https://www.choosemyplate.gov/teens</a></p>	<p>My Plate Daily Checklist Calculator: <a href="https://www.choosemyplate.gov/MyPlate-Daily-Checklist-input">https://www.choosemyplate.gov/MyPlate-Daily-Checklist-input</a></p> <p>What should we eat? Videos: <a href="https://www.healthyactivekids.com.au/teachers/online-video/">https://www.healthyactivekids.com.au/teachers/online-video/</a></p> <p>Choose my plate resources for teens: <a href="https://www.choosemyplate.gov/teens">https://www.choosemyplate.gov/teens</a></p>	<p><b>Formative Assessment:</b> Observation of participation</p> <p><b>Summative Assessment:</b> Students will create a balanced meal plan to show understanding of proper nutrition</p> <p><b>Alternative Assessments:</b> Discussions Self-Assessment Peer Assessment</p>

with nutritional choices, based on eating patterns.

2.1.6. B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

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2.2.6. E.1 Determine the validity and reliability of different types of health resources.

2.1.6. C.2 Determine the impact of public health strategies in preventing diseases and health conditions.

2.1.6. B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

influence growth and development in each life stage. Students will analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

[gov/MyPlate-Daily-Checklist-input](http://gov/MyPlate-Daily-Checklist-input)

Students will prepare a balanced meal plan for the week.

Teacher will lead a discussion about famous people with eating disorders. (NJSL SL 6.1)

**Topics**  
Community and Environmental Health

**Objectives**  
Students will determine factors that influence the purchase of healthcare products and use of personal hygiene practices.  
Students will determine how culture/family history impacts one's personal growth and health.  
Students will assess and apply health data to enhance each dimension of personal wellness.  
Students will compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

Students will fill out the My influences and the teacher will lead a discussion on outside factors influencing health. (MS-LS1-8) (<https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3L3R2AssessmentWorksheetMyInfluences.pdf>)  
Students will complete the interactive module How does your environment affect your health? (MS-LS1-8) (<https://lsintspl3.wgbh.org/en-us/lesson/envh10-health-spls58/1>)  
Students will choose a health issue in your school or community (that is related to environmental influences) and debate how it is being handled by local and national officials. (6.3.8.D.1)

What affects your health?: <http://www.myhandlerschools.org/cms/lib6/AZ01001175/Centricity/Domain/2183/Lesson2PP-WhatAffectsYourTotalHealth.ppt> PowerPoint

Activity: My influences: <https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3L3R2AssessmentWorksheetMyInfluences.pdf>

Learning module: How does your environment affect your health?: <https://lsintspl3.wgbh.org/en-us/lesson/envh10-health-spls58/1>

Public Service Announcement Video Activity Plan and Lesson: <http://www.readwritethink.org/parent-afterschool-resources/activities->

**Formative Assessment:**  
Students understanding will be assessed with follow up questions for the How does your environment affect your health?: <https://lsintspl3.wgbh.org/en-us/lesson/envh10-health-spls58/1> module

**Summative Assessment:**  
Students will demonstrate understanding of public health issues by creating in informational poster or public service message

**Alternative Assessments:**  
Discussions  
Self-Assessment  
Peer Assessment

	Students will analyze how culture, health status, age, and environment influence personal eating patterns and recommend ways to provide nutritional balance.	Students will share their findings about the impact of environmental issues with local officials (via email, letter, etc.) (NJSLS W 6.7) (NJSLS L 6.3)	<a href="https://www.youtube.com/watch?v=public-30157">projects/mytube-make-video-public-30157.html</a> Public Service Announcement Video Examples: <a href="https://youtu.be/94Ve2vctL9c">https://youtu.be/94Ve2vctL9c</a> <a href="https://youtu.be/qErBFM1pPdW">https://youtu.be/qErBFM1pPdW</a> <a href="https://youtu.be/q8iOve03LXE">https://youtu.be/q8iOve03LXE</a>
	Students will evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions.	Students will create a public service message using technology or poster addressing the issue (related to environmental influence). (NJSLS W 6.10)(6.3.8.A.1)	

### Key Vocabulary:

**Health Triangle** – A measurement of the different aspects of health. It consists of physical, social, and mental health.

**Wellness** – A state of being in good health, especially as an actively pursued goal.

**Physical Health** – Critical for overall well-being and is the most visible of the various dimensions of health, which also include social, intellectual, emotional, spiritual and environmental health.

**Social Health** – Involves ability to form satisfying interpersonal relationships with others.

**Emotional Health** – A positive state of well-being which enables an individual to be able to function in society and meet the demands of everyday life.

**Public Health** – The health of the population as a whole, especially as monitored, regulated, and promoted by the state.

**Personal Eating Pattern** – The way a person eats, considered in terms of what types of food are eaten, in what quantities, and when.

**Personal Hygiene** – Involves those practices performed by an individual to care for one's bodily health and well-being, through cleanliness.

**Genetic** – Relating to genes or heredity.

**Nutritional balance** – Consuming enough nutritional needs while not providing too much of any nutrients.

### Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### 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/](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
<ul style="list-style-type: none"> <li>● Brainstorming/webbing</li> <li>● Modeling</li> <li>● Employing KWL Chart</li> <li>● Predicting</li> <li>● Pre-Teach Vocabulary</li> <li>● Pre-Teaching or Reviewing</li> <li>● Students will share information about families in their culture</li> <li>● Speak and display terminology</li> <li>● Family planning books in student's native languages</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Using advance organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Previewing information/materials</li> <li>● Provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Peer Support</li> <li>● Provide extended time</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Learner will work at own pace</li> <li>● Give shorter assignments/more frequently</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Use visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Provide extended time</li> <li>● Previewing information/materials</li> <li>● Increase one on one time</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will present research to a different audience</li> <li>● Students will ask to attend a local council meeting to present findings</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>

#### Interdisciplinary Connections:

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.

**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

**Science:**

MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories

**Integration of Technology Standards NJSL 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.

