

# Englewood Public School District

## Comprehensive Health

### Grade 7

#### Unit: Wellness and Nutrition

**Overview:** In this unit students will investigate how their overall wellness is impacted by mental health and positive decision making. The role of nutrition choices in overall health will also be examined with a specific focus on the role of health foods and supplements. Students will use this information and health data to develop strategies to enhance each dimension of their personal wellness.

**Time Frame:** One Marking Period

#### Enduring Understandings:

The prevention and control of diseases and health conditions are affected by many factors.

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.

Eating patterns are influenced by a variety of factors.

#### Essential Questions:

How does mental illness affect overall health and wellness?

When is collaborative decision making appropriate?

What support or hinders personal health goals at each life stage?

What influences food choices and nutrition?

How can nutritional supplements be evaluated?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>Comprehensive Health</b> 2.1.8. C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	<b>Topics</b>  Wellness Factors  <b>Objectives</b>  Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating	Students will be asked to solve different teacher provided health related scenarios individually and in groups (nutritional decisions, physical activity decisions, and lifestyle decisions). Students must use the steps of good decision-making. The group will perform the scenario	Teen Health, Chapters 5 & 6, pp. 84-124, Glencoe, 2014  Symptoms and Treatments of Mental Disorders: <a href="https://psychcentral.com/disorders/">https://psychcentral.com/disorders/</a>  Lesson: Eating Disorders: <a href="http://classroom.kidshealth.">http://classroom.kidshealth.</a>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Exit Tickets</li> <li>• Discussions</li> <li>• Observation of Participation in scenarios</li> </ul> <b>Summative Assessment:</b> Students will be asked to solve different teacher

2.2.8. B.2 Justify when individual or collaborative decision-making is appropriate.	disorders, and bipolar disorders) on physical, social, and emotional well-being	and analyze why the decision was the correct one to make. Groups will also be asked follow-up questions on how they could help others make the same decision. (NJSLS SL 7.1)(NJSLS SL 7.2)(NJSLS L7.3)(NJSLS L7.1)(NJSLS L7.2)	<a href="http://classroom.6to8.org/problems/emotions/eating_disorders.pdf">org/classroom/6to8/problems/emotions/eating_disorders.pdf</a>	provided health related scenarios individually and in groups (nutritional decisions, physical activity decisions, and lifestyle decisions). Students will be assessed based on project performance using a Rubric; <a href="http://rubistar.4teachers.org/index.php?screen=NewRubric&amp;section_id=1#01">http://rubistar.4teachers.org/index.php?screen=NewRubric&amp;section_id=1#01</a>
2.2.8. B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.	Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness.	Students will research types of mental illness including eating disorders ( <a href="http://classroom.kidshealth.org/classroom/6to8/problems/emotions/eating_disorders.pdf">http://classroom.kidshealth.org/classroom/6to8/problems/emotions/eating_disorders.pdf</a> ) and describe how one can gain help to diagnose or treat mental illness as well as help educate others regarding mental illness. The final project will include: 1. Typed sheet with facts and sources. 2. Video or poem. 3. Album or video cover with wellness slogan. (NJSLS W7.6)(NJSLS W7.7)(NJSLS W7.8)	Newsela Eating Disorder Article: <a href="https://newsela.com/read/eating-disorders-figure-skating/id/40626/">https://newsela.com/read/eating-disorders-figure-skating/id/40626/</a>	
2.2.8. B.1 Predict social situations that may require the use of decision-making skills.	Justify when individual or collaborative decision-making is appropriate.		Newsela Opinion: Weight Watchers Should Not Be For Kids: <a href="https://newsela.com/read/eight-watchers-teens/id/40516/">https://newsela.com/read/eight-watchers-teens/id/40516/</a>	<b>Benchmark Assessment:</b> Common Formative Assessment
	Analyze factors that support or hinder the achievement of personal health goals during different life stages.		Newsela Text Sets: Food and You: <a href="https://newsela.com/text-sets/177120">https://newsela.com/text-sets/177120</a>	<b>Alternative Assessments:</b>
		Students will watch the video Overcoming Mental Illness in Pakistan: <a href="https://nj.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPYvBI">https://nj.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPYvBI</a>	Video: Overcoming Mental Illness in Pakistan: <a href="https://nj.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPYvBI">https://nj.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPYvBI</a>	<ul style="list-style-type: none"> <li>• Peer Assessment</li> <li>• Self-Assessment</li> <li>• Reflection Journal</li> <li>• Portfolios</li> </ul>

I They will write a reflection about how they felt and what they learned from the video.  
(NJSLS RI 7.7)

### **Comprehensive Health**

2.1.8. A.1 Assess and apply Health Data to enhance each dimension of personal wellness.

2.1.8. B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8. B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.1.8. A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.2.8. E.1 Evaluate various health products, services, and resources from different sources, including the Internet.

**Topics**  
Nutrition and Supplements

### **Objectives**

Investigate different case scenarios to determine how food choices/supplements impact total well-being.

Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

Assess and apply health data to enhance each dimension of personal wellness.

Evaluate the impact of marketing techniques of new nutritional products and supplements.

Relate advances in technology to maintaining and improving personal health.

Students will role play the effect advertising has on self esteem in the activity Healthy Advertising.  
(6.2.12.D.5c)

Students will complete an Advertising and Nutrition project to explore how media influence health choices. Students will collect data on the sources of media (TV, radio, t-shirts, billboards, internet, and radio) and how many nutritional products they see advertised for a week. They will then analyze the nutritional value of the products advertised and create their own advertisement for a product that identifies a target audience, describes the nutritional value to the consumer, affordability to the consumer, and product availability. (NJSLS W7.8)

Each student will complete a case study of a patient with disease/disorder including: age, occupation, family life, lifestyle/activity

Teen Health, Chapter 9, pp. 174-200, Glencoe, 2014

Lesson: Healthy Advertising:  
[http://classroom.kidshealth.org/classroom/6to8/problem\\_s/emotions/eating\\_disorders.pdf](http://classroom.kidshealth.org/classroom/6to8/problem_s/emotions/eating_disorders.pdf)

### **Formative Assessments:**

- Do Nows
- Exit Tickets
- Observation during project
- Questioning during group work

### **Summative Assessment:**

Students will demonstrate mastery of topics through completion of the Advertising and Nutrition project:  
Create a one-page print advertisement, or, a multi-media advertisement 3 minutes in length, that identifies a target audience, describes the nutritional value to the consumer, affordability to the consumer, and product availability.

Rubric:  
[http://rubistar.4teachers.org/index.php?screen=NewRubric&section\\_id=1#01](http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01)

### **Alternative Assessment:**

- Conferencing

2.1.8. A.1 Assess and apply Health Data: Health Data to enhance each dimension of personal wellness.

Determine the impact of marketing techniques on the use of nutritional products, personal hygiene products, practices, and services.

level, weight and age. Students will use the My Plate; <http://www.myplate.gov/> calculator to create a diet for the patient that suits the disease/disorder. Students will have to research the disease and then use the analyzing tool to get results to summarize a conclusion. (NJSLs W 7.6)(NJSLs W7.7)(NJSLs W 7.8)

- Homework Assignments
- Daily Writing Assignments

#### Key Vocabulary:

**Depression** – An illness that involves the body, mood, and thoughts and that affects the way a person eats, sleeps, feels about himself or herself, and thinks about things.

**Impulse Disorder** – A class of psychiatric disorders characterized by impulsivity.

**Eating Disorders** – A mental disorder defined by abnormal eating habits that negatively affect a person's physical or mental health.

**Bipolar Disorders** – A mental illness that brings severe high and low moods and changes in sleep, energy, thinking, and behavior.

**Wellness** – The state or condition of being in good physical and mental health.

**Nutrition** – The process of providing or obtaining the food necessary for health and growth.

**Supplement** – Something that completes or enhances something else when added to it.

#### 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>• Students will share information about families in their culture</li><li>• View advertisements in their native language</li><li>• Speak and display terminology</li><li>• Text/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><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></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>• Peer Support</li><li>• Use visual demonstrations, illustrations, and models</li><li>• Give directions/instructions verbally and in simple written format.</li><li>• Provide extended time</li><li>• Previewing information/materials</li><li>• Increase one on one time</li><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>• 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>• 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 - NJSL/ELA:

##### Reading

RI.7.7. 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.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. 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.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Speaking and Listening:**

SL.7.1. 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.7.2. 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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language:**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Integration of Technology Standards NJSL 8:**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

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.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

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.

**CRP6.** Demonstrate creativity and innovation.

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

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.