

Grade 6
Content Area: Health Curriculum
Length of Course: One Quarter of the School Year

Curriculum

Course Description:

Every student must complete one quarter of Health Education. Students are scheduled for a 8-9 week Health course during their Physical Education period. Non-music students have three or four days of Health and one or two days of Physical Education per week. All students are asked to have PE clothes and sneakers available in the event of cancelled music classes.

The diversified health curriculum allows students to explore topics that are relevant to their social, mental, emotional and physical development.

Unit 1: Personal Growth, Wellness, and Nutrition

Unit 2: Tobacco

Unit 3: Body Systems

Unit 4: Community Health Skills/First Aid Procedures

Big Ideas: Course Objectives / Content Statement(s)

Lawton C Johnson Summit Middle School students will experience the following objectives.

Course Objectives:

- Unit 1: Personal Growth, Wellness, and Nutrition
 - Students will be able to describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness
 - Students will be able to examine how to analyze food's nutritional value in relation to an individual's needs.
 - Students will be able to determine how culture/family history impacts one's personal growth and health.
 - Students will be able to evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions.
- Unit 2: Tobacco
 - Students will be able to demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of tobacco in several social settings
 - Students will be able to research the relationship between tobacco use and diseases.
- Unit 3: Body Systems
 - Students will be able to identify the body systems and describe their functions.
 - Students will be able to understand how each body system is connected to the others.
 - Students will be able to connect what happens to the body systems when the body is not taken care of.
- Unit 4: Community Health Skills
 - Students will be able to identify healthy communication skills.

- Students will be able to communicate through I-messages.
- Students will be able to identify effective conflict resolution strategies.
- Students will be able to assess an emergency.
- Students will be able to find help or give assistance to others in emergency situations where first aid procedures may need to be in place.

Unit 1- Personal Growth, Wellness, and Nutrition

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Essential Questions</p> <ul style="list-style-type: none"> • What is wellness? • What are the three sides of the wellness triangle? • How does each side of the wellness triangle affect the other? • What are the major factors that affect your health? • What roles do family, peers, and the media have on food choices now and throughout life? • What are the main healthy food choices based off of the MyPlate plan? • How does a personal commitment to healthy choices reduce one's risk for diseases, health conditions, and injuries? • How do personal health choices impact our own health, as well as others? • Why is it so difficult to educate and influence people about harmful behaviors? • Why do people participate in harmful behaviors? • What are strategies to avoid harmful habits? • What are the benefits of positive and healthy habits? • How can one's culture influence their personal health? • How does goal setting improve health? | <p>Enduring Understandings</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Staying healthy is a lifelong process that includes all dimensions of wellness. • Total health is a combination of physical, mental and social well being. • Wellness is achieved by balancing all three sides of the "health triangle" over a period of time. • Overall health is influenced by genetic factors as well as physical and social environmental conditions, including community health resources, family, friends, and the media. • How to choose a healthy diet of meals and snacks. • Every health related decision has long and short term consequences and affects the ability to reach health goals. • Making responsible decisions can promote good health. • The difference between wellness and illness • The connection between physical health, social health, and emotional health. • Various factors influence one's health. • Family, peers and the media have a significant impact on food choices and the availability of healthy options. • Medical advances, technology, and public health efforts allow people to live healthier and longer lives. • Many people struggle to be healthy for various reasons. |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will: (Enter NJCCCS or Common Core CPI's here)</p> <p>By the end of Gr. 6</p> <p>2.1 Wellness: Personal Growth and Development:</p> <ul style="list-style-type: none"> • 2.1.6.A.2- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. • 2.1.6.A.3- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices <p>2.1 Wellness: Nutrition:</p> <ul style="list-style-type: none"> • 2.1.6.B.1-Determine factors that influence food choices and eating patterns. • 2.1.6.B.2-Summarize the benefits and risks associated with nutritional choices, based on eating patterns. <p>2.1 Wellness: Diseases and Health Conditions:</p> <ul style="list-style-type: none"> • 2.1.6.C.1- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. • 2.1.6.C.2- Determine the impact of public health strategies in preventing diseases and health conditions. | <p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Character education • Wellness • Nutrition • Social and Emotional health • Collaboration and communication skills • Problem solving • Student-guided learning <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Entrance & Exit tickets • Self assessments • Pair & Share assessments • Pre & Post Tests • Research Projects • MyPlate supplement activities <p>Teacher observation</p> <ul style="list-style-type: none"> • Motivation levels • Teamwork & Cooperation • Social & Emotional skill sets |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 2.1.6.C.3- Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. <p>2.2 Integrated skills: Decision-Making and Goal Setting:</p> <ul style="list-style-type: none"> • 2.2.6.B.1- Use effective decision-making strategies • 2.2.6.B.2- Predict the outcome(s) of a health-related decision may differ if an alternative decision is made by self or other <p>2.2: Integrated skills: Character Development</p> <ul style="list-style-type: none"> • 2.2.6.C.1- Explain how character and core ethical values can be useful in addressing challenging situations | <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Students will have the opportunity to work independently, in partnerships and small groups throughout the unit. • Post Essential questions, rubrics, class expectations on website. • Post Rubrics; Clear goals and objectives for student learning and performance are communicated to Students and parents. • Students are held accountable for those various strategies (e.g., teacher monitoring, rubrics, assessment and evaluations will be utilized). <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Literature - could include bulletin board postings, website articles and possible blog, student initiated writing <p>Technology Integration</p> <ul style="list-style-type: none"> • Use of available technology and appropriate apps • Use of YouTube clips (ex. Jamie Oliver) • Google Docs for Educators • Google Classroom • Individual Google Sites with links for students and parents <p>Global Perspectives</p> <ul style="list-style-type: none"> • Each culture has different health care forms that may vary based on their values. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • We can learn more about our students through informal surveys or discussions, google form, entrance tickets, and by sharing articles about current health trends. |
| | |

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Unit 2 - Tobacco

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Essential Questions</p> <ul style="list-style-type: none"> • Why do people use and abuse tobacco, despite the warnings about the dangers to self and others? • What are the classifications of tobacco as a drug? • What are the physical and behavioral effects of tobacco use? • What psychological effects does tobacco have on the body? • How can the effects of second-hand smoke be reduced? • How do inhalants affect the body? • Where can I turn to for help to reverse my dependency on tobacco? • What are strategies on saying “no” to using tobacco. | <p>Enduring Understandings</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • The difference between responsible use and misuse of tobacco • Tobacco can affect the body mentally and physically, for short-term and long-term. • Family and friends are also affected by tobacco abuse. • The signs and symptoms of tobacco abuse. • How to research where treatment services are and how they work. • Factors like peer pressure, low self-esteem, genetics and poor role models affect the use and abuse of tobacco. • Refusal and coping strategies |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will: (Enter NJCCCS or Common Core CPI’s here)</p> <p>By the end of Gr. 6</p> <p>2.3 Drugs and Medicines: Alcohol, Tobacco, and other drugs:</p> <ul style="list-style-type: none"> • 2.3.6.B.4- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health. • 2.3.6.B.5- Determine situations where the use of alcohol and other drugs influence decisionmaking and can place one at risk. <p>2.3 Drugs and Medicines: Dependency/Addiction and Treatment</p> <ul style="list-style-type: none"> • 2.3.6.C.1- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction • 2.3.6.C.2- Explain how wellness is affected during the stages of drug dependency/addiction • 2.3.6.C.3- Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models • 2.3.6.C.4- Determine effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug-free | <p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Drug protection • Social health • Problem solving • Communication strategies <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Entrance & Exit tickets • Self assessments • Pair & Share assessments • Pre & Post Tests • Skits & Reflection • Group projects <p>Teacher observation</p> <ul style="list-style-type: none"> • Motivation levels • Teamwork & Cooperation • Social & Emotional skill sets <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Students will have the opportunity to work independently, in partnerships and small groups throughout the unit. • Post Essential questions, rubrics, class expectations on on website. • Post Rubrics Clear goals and objectives for student learning and performance are |

| | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>communicated to Students and parents.</p> <ul style="list-style-type: none"> • Students are held accountable for those various strategies (e.g., teacher monitoring, rubrics, assessment and evaluations will be utilized). <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Literature - could include bulletin board postings, website articles and possible blog, student initiated writing <p>Technology Integration</p> <ul style="list-style-type: none"> • Use of available technology & appropriate apps. • Google Docs for Educators • Google Classroom • Individual Google Sites with links for students and parents <p>Global Perspectives</p> <ul style="list-style-type: none"> • Discussing the differences in Health and Wellness trends throughout the world. • Discussing different cultural views on the usage of tobacco. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • We will survey kids about their experiences through entrance tickets about their experience with their personal family health experiences or how they view health epidemics globally and in our community. • We can learn more about our students through informal surveys or discussions, google form, entrance tickets, and by sharing articles about current health trends. |
| | |

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Unit 3 - Body Systems

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Essential Questions</p> <ul style="list-style-type: none"> • What happens to the food that I eat? (digestive system) • How does a broken bone heal? (skeletal system) • How can I develop muscles? (muscular system) • Why is it good to feel pain? (nervous system) • What are the many ways of being intelligent (brain) • How does my body get the oxygen it needs? (respiratory system) • How do I feed my cells? (circulatory system) • How do I get rid of poisons in my body? (excretory system) • Why am I growing so quickly? (endocrine system) • What are the major organs in the body? • What is the purpose of the systems and what are the essential functions of the systems? • How do the body systems work together? | <p>Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • All of the body systems are connected • Body systems work together to keep your body healthy. • Each body system has a specific job in keeping your body running smoothly. |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will: (Enter NJCCCS or Common Core CPI's here)</p> <p>By the end of Gr. 6</p> <p>2.1 Wellness: Personal Growth and Development</p> <ul style="list-style-type: none"> • 2.1.6.A.2- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage <p>2.2 Integrated skills: Health Services and Information:</p> <ul style="list-style-type: none"> • 2.2.6.E.1- Determine the validity and reliability of different types of health resources • 2.2.6.E.2- Explain when and how to seek help when experiencing a health problem | <p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus: The functions of each body system.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Body system project: create a publication using all body systems while describing each system's function • Entrance & Exit tickets • Self assessments • Pair & Share assessments • Pre & Post Tests • *Rubric used to assess participation & effort, development of skill, fitness level, overall knowledge, cooperation, attitude & respect, safety, rules and preparation. <p>Teacher observation</p> <ul style="list-style-type: none"> • Motivation levels • Teamwork & Cooperation • Social & Emotional skill sets <p>Instructional Strategies:</p> |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Students will have the opportunity to work independently, in partnerships and small groups throughout the unit. • Post Essential questions, rubrics, class expectations on on website. • Post Rubrics Clear goals and objectives for student learning and performance are communicated to Students and parents. • Students are held accountable for those various strategies (e.g.,teacher monitoring, rubrics, assessment and evaluations will be utilized). <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Literature - could include bulletin board postings, website articles and possible blog, student initiated writing regarding current health topics. <p>Technology Integration</p> <ul style="list-style-type: none"> • Use of the available technology & appropriate apps • Google Docs for Educators • Google Classroom • Individual & Department Google Sites with links for students and parents (if applicable) <p>Global Perspectives</p> <ul style="list-style-type: none"> • Discussing the differences in Health and Wellness trends throughout the world. • Different diseases may be more prevalent with certain cultures. • Different environments around the world can affect your overall well-being. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • We will survey kids about their experiences through entrance tickets about their experience with their personal family health experiences or how they view health epidemics globally and in our community. |
| | |

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy

- Health Literacy

Unit 4 - Community Health Skills & First Aid

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Essential Questions</p> <ul style="list-style-type: none"> • How do communication skills impact health? • What is nonverbal communication? • How do I form an “I – message”? • How do I listen attentively? • What is the basis of a healthy relationship? • What qualities are important to good friendships? • What qualities are important to signs of good character? • How does communication strengthen relationships? • What is positive peer pressure? • How can I use positive peer pressure? • What is advocacy and how can I advocate for good health? • How do personal core ethical values impact behavioral choices? • What is negative peer pressure? • How can I resist negative peer pressure? • What causes conflict? • What methods can I use to resolve conflicts? • How do I assess an emergency situation? • What do I do if I find someone not breathing? • How do I when someone from choking? • What do I do when I scrape or bruise my knee? • How can you stop bleeding? • How can I determine if I have a sprain, strain or a fracture? • When is it necessary to go to the hospital for a burn? • What do I do if a child eats something poisonous? • What does it mean to be in “shock”? • How do I help someone having a seizure? | <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Effective communication may be a determining factor in the outcome of health- and safety-related situations • Good communication involves sending clear messages and listening carefully. • Body Language and tone of voice are important for clear communication. • I- messages may help express feelings in a nonconfrontational way. • Active and Reflective listening skills require focus on the speaker’s words, feelings and body language. • Healthy relationships require a mutual commitment. • Good friendships are based on trust, caring, respect and loyalty. • People with good character make good citizens and healthy role models. • In emergency situations, assessment is key, |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: (Enter NJCCCS or Common Core CPI’s here)</p> <p>By the end of Gr. 2.1 Wellness: Safety 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. 2.1.6.D.2 Explain what to do if abuse is suspected or occurs. 2.1.6.D.4: Assess when to use basic first-aid procedures.</p> <p>2.2 Integrated skills: Interpersonal Communication 2.2.6.A.2- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>2.2 Integrated skills: Decision-Making and Goal Setting 2.2.6.B.3- Determine how conflicting interests may</p> | <p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Conflict resolution • Communication <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Entrance & Exit tickets • Self assessments • Pair & Share assessments • Pre & Post Tests • *Rubric used to assess participation & effort, development of skill, fitness level, overall knowledge, cooperation, attitude & respect, safety, rules and preparation. <p>Teacher observation</p> <ul style="list-style-type: none"> • Motivation levels • Teamwork & Cooperation |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>influence one's decisions. 2.2.6.B.4-Apply personal health data and information to support achievement of one's short- and long-term health goals. 2.2 Integrated Skills: Character Development 2.2.6.C.2- Predict situations that may challenge an individual's core ethical values. 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p> <p>2.2 Integrated Skills: Advocacy and Service 2.2.6.D.2- Develop a position about a health issue in order to inform peers.</p> | <ul style="list-style-type: none"> ● Respect ● Social & Emotional skill sets <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Students will have the opportunity to work independently, in partnerships and small groups throughout the unit. ● Post Essential questions, rubrics, class expectations on on website. ● Post Rubrics Clear goals and objectives for student learning and performance are communicated to Students and parents. ● Students are held accountable for those various strategies (e.g.,teacher monitoring, rubrics, assessment and evaluations will be utilized). <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Literature - could include bulletin board postings, website articles and possible blog, student initiated writing regarding current health topics. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use of the available technology & appropriate apps ● Google Docs for Educators ● Google Classroom ● Individual & Department Google Sites with links for students and parents (if applicable) <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Respecting others as individuals will translate to respect towards other cultures ● First aid procedures can be different in other countries ● Cultures can affect how first aid procedures are evaluated <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Emphasis on communication for different cultures allow students to appreciate other cultures. |
| | |

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Curricular Addendum

Career-Ready Practices

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

CRP2: Apply appropriate academic and technical skills.

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

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

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

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

| Sensory Supports | Graphic Supports | Interactive Supports |
|-------------------------------------|--------------------|---------------------------------------------------|
| Real-life objects (realia) | Charts | In pairs or partners |
| Manipulatives | Graphic organizers | In triads or small groups |
| Pictures & photographs | Tables | In a whole group |
| Illustrations, diagrams, & drawings | Graphs | Using cooperative group structures |
| Magazines & newspapers | Timelines | |
| Physical activities | Number lines | With the Internet (websites) or software programs |
| Videos & films | | In the home language |
| Broadcasts | | With mentors |
| Models & figures | | |

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

| Accommodations | Interventions | Modifications |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/ expectations |
| Repeat/confirm directions | Increase task structure (e.g., directions, checks for understanding, feedback) | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class) | Individualized assessment tools based on student need |
| Audio Books | Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping | Modified assessment grading |