

STANDARD 2.1 WELLNESS GRADE 5&6

<p>Established Goals: Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>A. Personal Growth and Development</p> <p>2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.</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.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p> <p>B. Nutrition</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 with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</p> <p>C. Diseases and Health Conditions</p> <p>2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>2.1.6.C.3</p>	Transfer	
	<p>Students will be able to:</p> <p>A. Staying healthy is a lifelong process that includes all dimensions of wellness</p> <p>B. Eating patterns are influenced by a variety of factors</p> <p>C. The early detection and treatment of disease and health conditions impact one's health.</p> <p>D. Identifying unsafe situations and choosing appropriate ways to reduce risks contributes to the safety and others. Applying First-Aid procedures can minimize injury and save lives.</p> <p>E. Social and emotional development impacts all components of wellness. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity socioeconomic background religion and/ or culture provide a foundation for prevention and resolution of conflict.</p> <p>Stress management skills impact an individual's ability to cope with different types of emotional situations</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<p>A. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</p> <p>B. There are many short and long term health benefits and risks associated with nutritional choices</p> <p>C. Current and emerging diagnostic prevention and treatment strategies can help people live healthier and longer than ever before.</p> <p>D. Being consistently aware of the environment and taking safety precautions can reduce the</p>	<p>A. What are the consequences of our choices in terms of wellness?</p> <p>B. How do you determine appropriate portion size?</p> <p>C. To what extent can we keep ourselves disease free?</p> <p>D. What is the difference between healthy and unhealthy risks?</p> <p>E. How can you learn to like yourself and others?</p>	

<p>Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>D. Safety</p> <p>2.1.6.D.1</p> <p>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>2.1.6.D.2</p> <p>Explain what to do if abuse is suspected or occurs.</p> <p>2.1.6.D.3</p> <p>Summarize the components of the traffic safety system and explain how people contribute to making the system effective</p> <p>2.1.6.D.4</p> <p>Assess when to use basic first-aid procedures.</p>	<p>risk of injury to oneself and others.</p> <p>E. Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</p>	
Acquisition		
	KNOWLEDGE	SKILLS
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
<p>E. Social and Emotional Health</p> <p>2.1.6.E.1</p> <p>Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6.E.2</p> <p>Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.6.E.3</p> <p>Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p>	<p>Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy and active lifestyle.</p>	<p>A. Explain how health data can be used to assess and improve each dimension of personal wellness. Relate how personal lifestyle habits, environment, and heredity influence growth and development each life stage .Determine factors that influence the purchase of healthcare products and the use of personal hygiene practices.</p> <p>B. Determine factors that influence food choices and eating patterns</p> <p>Summarize the benefits and risks associated with nutritional choices, based on eating patterns. Create a daily balanced nutritional meal plan based on nutritional content, value, calories and cost. Compare and contrast nutritional information on similar food products in order to make informed choices.</p> <p>C. Summarize means of detecting and treating disease and health conditions that are prevalent in adolescents. Determine the impact of public health strategies in preventing diseases and health conditions. Compare and contrast common mental illnesses (depression, anxiety, panic disorders, phobias) and ways to detect and treat.</p> <p>D. Summarize the common causes of intentional and unintentional injuries in adolescents, and related prevention strategies.</p> <p>Explain what to do if abuse is suspected or occurs</p> <p>Summarize the components of the traffic safety system, and explain how people contribute to making it effective.</p> <p>Assess when to use basic first-aid procedures.</p>

		<p>E. Examine how personal assets and protective factors support healthy social and emotional development</p> <p>Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination and bullying.</p> <p>Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss and separation.</p>
--	--	--

Vocabulary		Instruction and Pacing	
Wellness, Heredity, Personal Hygiene, Nutritional Content, Value, Calories, Basic first-aid procedures. Intentional and unintentional injuries, Social and Emotional development. Related Vocabulary	Content and learning activities related to		
	A. Personal Growth and Development		1 week
	B. Nutrition		1 week
	C. Diseases and Health Conditions		1 week
	D. Safety		
	E. Social and Emotional Health		1 week
Resources			
Text Books/Workbooks Internet research Health Web Sites Games			
Differentiation and Accommodations			

Provide graphic organizers
 Provide additional examples and opportunities for additional problems for repetition
 Provide tutoring opportunities
 Provide retesting opportunities after remediation (up to teacher and district discretion)
 Teach for mastery not test
 Teaching concepts in different modalities
 Adjust pace and homework assignments

ELL Modifications

- Utilize the World Language Teacher and the ELL Teacher

21st Century Skills

Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Literacy

Instructional Strategies

Fairfield School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Interdisciplinary Connections

Common Misconceptions

- A. Staying healthy is not a lifelong process.
- B. Eating patterns are no influenced by a variety of factors.
- C. Early detection and treatment of diseases does not impact one's life.
- D. Identifying unsafe situations does not keep you and others safe.
- E. Respect and acceptance does not provide the foundation for conflict resolution.

Proper Conceptions

- A. Staying healthy is a lifelong process.
- B. Eating patterns are influenced by a variety of factors.
- C. Early detection and treatment of diseases do impact one's life.
- D. Identifying unsafe situations does keep you and others safe.
- E. Respect and acceptance does provide the foundation for conflict Resolution.

Performance Task

Written assessments, Small group/class discussion, Homework,

Rubric

ASSESSMENTS

Suggested Formative Assessment

Problem of the Day

Lesson Quizzes

Exit Ticket

Anecdotal Records (Topic Observation Checklist)

Suggested Summative Assessment

Grade level developed Unit/Envisions Topic Tests

Ed-Connect Express Tests /State Unit Benchmark Assessment/Performance Task