

Winslow Township School District

Grade 6

Unit 3: Personal Growth, Development and Nutrition

Overview: Personal Growth, Development and Nutrition are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime.

Overview	Standards for Personal Growth, Development and Nutrition	Unit Focus	Essential Questions
Unit 3: Personal Growth, Development and Nutrition	<ul style="list-style-type: none"> • 2.1.8.PGD.1 • 2.1.8.PGD. 2 • 2.1.8.PGD.3 • 2.1.8.PGD.4 • 2.2.8.N.1 • 2.2.8.N.2 • 2.2.8.N.3 • 2.2.8.N.4 • WIDA1 	<ul style="list-style-type: none"> • Students will explain how personal growth and development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. • Students will explain human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. 	<ul style="list-style-type: none"> • How do individuals enjoy different activities and grow at different rates? • Why does personal hygiene and self-help skills promote healthy habits? • What importance do the body systems have on a person’s personal development?
Unit 3: Enduring Understandings	<ul style="list-style-type: none"> • Health choices and behaviors have a profound impact on personal, family, community, and global wellness. • Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy. • Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. • Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries. 	<ul style="list-style-type: none"> • What can I do to reduce or avoid health risks? • What do I need to know to make good decisions and stay healthy? • How do the different body systems impact and affect one another? • How do decisions we make each day influence our health and wellness? 	

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Curriculum Unit 3	Standards		Pacing	
			Week	Unit Weeks
	2.1.8.PGD.1	Explain how appropriate health care can promote personal health.	.5	7
	2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.	.5	
	2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.	.5	
	2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health	1	
	2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.	1	
	2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.	1	
	2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.	.5	
	2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).	1	
	Assessment, Re-teach and Extension		1	

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Core Idea	Indicator #	Performance Expectations
Individual actions, genetics, and family history can play a role in an individual's personal health.	2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
	2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
	2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
Responsible actions regarding behavior can impact the development and health of oneself and others.	2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
	2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
	2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
	2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

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Assessment Plan	
<p>Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Quizzes/homework/teacher observation/projects
Resources	Activities
<ul style="list-style-type: none"> • Drawing related to topics or content • Entrance or Exit cards • Game Activities • Informational surveys/Questionnaires/Inventories • Initiating Activities • Interest Survey • KWL charts and other graphic organizers • Open-ended Questioning • Picture Interpretation • Prediction • Self-evaluations • Student demonstrations and discussions • Student products and work samples • Table Top discussions • Teacher observation/checklist • Teacher prepared pretest • Content Surveys • Anticipatory Chart • Quick Write <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<p>2.1.8.PGD.1</p> <ul style="list-style-type: none"> • List the healthcare professionals you should see yearly. • How does regular exams promote personal health? <p>2.1.8.PGD.2</p> <ul style="list-style-type: none"> • Define genetics. • Define family history. • How does family history and genetics play a role in personal health? <p>2.1.8.PGD.3</p> <ul style="list-style-type: none"> • Describe the human reproductive system. • SW be able to label on a diagram the internal and external parts of the male and female reproductive systems. • Explain the function of the parts of the female and male reproductive system. <p>2.1.8.PGD.4</p> <ul style="list-style-type: none"> • What is the relationship between health behaviors and personal health. <p>2.2.8.N.1</p> <ul style="list-style-type: none"> • SW brainstorm what factors influence personal eating habits.

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	<p>2.2.8.N.2</p> <ul style="list-style-type: none"> • Discuss the skills and behaviors that can contribute to weight loss, weight gain, and maintenance of weight in adolescents. <p>2.2.8.N.3</p> <ul style="list-style-type: none"> • Design a nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. <p>2.2.8.N.4</p> <ul style="list-style-type: none"> • Discuss ways to improve health and performance.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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 Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students

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

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments as needed.
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grade 1 WIDA Can Do Descriptors:
 - Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in health practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- ❖ [Gifted Programming Standards](#)
- ❖ [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- ❖ [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

ELA - NJSLS/ELA:

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format