#1 Health and Wellness WWA (23-24)

Duration: 6 Weeks, 2 hours
Unit dates: 23rd Aug 2023 - 4th Oct 2023
Subjects: Language, Library Media, Social Studies, Science, English, Physical Education, Music
Grades: 4

Planning

Transdisciplinary theme

Who we are

Transdisciplinary theme focus

- personal, physical, mental, social and spiritual health

Central idea

The choices we make can have an impact on health and wellness

Learner profile attributes

Balanced, Thinkers

Key concepts

Responsibility, Change, Form

Related concepts

Concepts

- **Responsibility:** health and wellness
- **Change:** outcomes
- **Form:** choice

Lines of inquiry

- The choices people make about their health (choice, form)
- The outcome of our choices and behaviors on our health (outcomes, causation)
- The responsibility we have to our own wellness (health and wellness, responsibility)

Approaches to learning

Social Skills

Social Skills

Social Skills (General)

Self-management skills

Self-Management Skills

Self-Management Skills (General)

Teaching the ATL skills

SEL Journeys - Self Awareness

Subject standards

Physical Education

Health

Active living

- Examines the health benefits of participating in physical activity.

Self-expression & enjoyment

Interactions

- Ranks the enjoyment of participating in different physical activities.

Working with others

Interactions

- Praises the movement performance of otheres both more skilled and less skilled.

Personal Responsibility

Interactions

- Reflects on personal social behavior in physical activity.

Engages in Physical Activity

Interactions

- Engages actively in the activities of physical education class, both teacher-directed and independent.

Fitness Knowledge

Active living

- Demonstrates warm-up and cool- down relative to the cardiorespiratory fitness assessment.

- Identifies the components of health-related fit- ness.

Nutrition

Active living

- Discusses the importance of hydration and hydration choices relative to physical activities.

Physical Activity Knowledge

Active living

- Analyzes opportunites for participating in physical activity outside physical education class.

Assesment and program planning

Interactions

- Completes fitness assessments (pre and post)

Challenge

Interactions

- Rates the enjoyment of participating in challenging and mastered physical activities.

English

Reading: Literature

Key Ideas and Details

- CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *(CCSS.ELA-LITERACY.RL.4.1)*

Writing

Production and Distribution of Writing

- CCSS.ELA-LITERACY.W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) *(CCSS.ELA-LITERACY.W.4.4)*
- CCSS.ELA-LITERACY.W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) *(CCSS.ELA-LITERACY.W.4.5)*

Text Types and Purposes

- CCSS.ELA-LITERACY.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(CCSS.ELA-LITERACY.W.4.3)*
- CCSS.ELA-LITERACY.W.4.3.A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. *(CCSS.ELA-LITERACY.W.4.3.A)*
- CCSS.ELA-LITERACY.W.4.3.B - Use dialogue and description to develop experiences and events or show the responses of characters to situations. *(CCSS.ELA-LITERACY.W.4.3.B)*
- CCSS.ELA-LITERACY.W.4.3.C - Use a variety of transitional words and phrases to manage the sequence of events. *(CCSS.ELA-LITERACY.W.4.3.C)*
- CCSS.ELA-LITERACY.W.4.3.D - Use concrete words and phrases and sensory details to convey experiences and events precisely. *(CCSS.ELA-LITERACY.W.4.3.D)*
- CCSS.ELA-LITERACY.W.4.3.E - Provide a conclusion that follows from the narrated experiences or events. *(CCSS.ELA-LITERACY.W.4.3.E)*

Connections: Transdisciplinary and past

Physical Education- This unit will be reinforced when the students participate in the Connecticut Physical Fitness Assessment. Students will learn how to make appropriate choice for a healthy lifestyle. They will see their results from the physical fitness tests to help improve their overall physical health and wellness.

Art

- Art can be used as a tool to help us relax.
- Tying into Hispanic Heritage Month, students will learn about Frida Kahlo and how art helped her when her health was poor.
- Students will learn how to use Zentangling as a strategy for relaxation.

Implementing

Learning experience library

MGT.U1.RLM2 Get to know your classmates.

Amy Rios

Learning experiences

Google Slides

Reflecting

Teacher reflections

Ongoing reflection

Siobhan Warren • 1:40 pm, 5th Oct 2023

Students have been able to make connections to the central idea and the lines of inquiry. Students can explain these ideas in their own words. We defined the wellnesses, important terms, and vocabulary. Kids defined Learner Profiles and Lines of Inquiry in their own words. We did guided discoveries of "calming corners" and talked about emotional regulation. We introduced reading logs as reading is taking care of intellectual wellness. We gave kids water bottles so that they can stay hydrated and take care of their physical wellness. Read Alouds connect to wellness (mostly social): My Secret Bully, Henry is Kind, Invisible Boy. Connections with PE and Music (mindfulness).

Assessment reflections

Ongoing reflection

Siobhan Warren • 1:43 pm, 5th Oct 2023

We observed student learning by class discussions. We also had them create a self-portrait/collage which we will display in the hallway.