Barrington Haddon Heights Lawnside Merchantville

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**Course Name: Health**

**Grade: 6th Grade Health**

Board Approved: September 8, 2022

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

 **Comprehensive Health and Physical Education**

**INTRODUCTION**

**Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also

emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond

their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the

contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle

that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical,*

*social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

• Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.

• Engages in a physically active lifestyle.

• Is knowledgeable about health and wellness and how to access health resources.

• Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health

products and services.

• Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

• Is accepting and respectful of individual and cultural differences.

• Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health

and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary

connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and

assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards

is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global

community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents

published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments.

Revisions to the standards include cumulative progress indicators that reflect:

o Recently enacted legislation outlined in the section below

o An emphasis on health literacy, a 21st century theme

o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other

countries

o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention

o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public

schools, including those enacted from 2009-2014:

• Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

• CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary

resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

• Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are

health enhancing.

• Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress

reduction.

• Using available information to make appropriate health-related decisions.

• Establishing and monitoring personal and family health goals.

• Understanding national and international public health and safety issues.

The 2020 revisions now will incorporate the following New Jersey Legislative Statutes related to the health and well being of students from 2014-2020:

* Consent (N.J.S.A. 18A:35)
* Mental Health (N.J.S.A. 18A:35-4.39)
* NJ Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
* Sexting (N.J.S.A. 18A:35-4.33)
* Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a)

| **STANDARD: 2.3 Alcohol, Tobacco and other Drugs****Name: Grade 6** |
| --- |
| **Unit 1: Drugs** |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** |
| **2.3.8.ATD.**1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.**2.3.8.ATD.2:** Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse.**2.3.8.ATD.3:** Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.**2.3.8.ATD.4:** Explain the impact of alcohol and other drugs on areas of the brain that controlvision, sleep, coordination, reaction time, judgment, and memory.**2.3.8.ATD.5:** Analyze how the influence of peers and different social settings (e.g., home,school, party) can result in positive and/or negative outcomes.**2.3.8.DSDT.1:** Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.**2.3.8.DSDT.2:** Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.**2.3.8.DSDT.3:** Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.**2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.**2.3.8.DSDT.5:** Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. | *Students will be able to independently use their knowledge to…** Identify various types of drugs and what they are used for; list effects of drugs on the body
 |
| **MEANING** |
| CORE IDEAS* The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
* A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
* The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.
 | ESSENTIAL QUESTIONS* What is the difference between intentional and unintentional bullying?
* What are the effects drugs have on the body?
* Can being bullied lead to drug use?
* Why do people try illegal drugs?
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| **Unit 1: Grade 6 - Lessons** |
| **Lesson 1-2.3.8.ATD.1,2,3,4,5:** Types of Drugs**Lesson 2-2.3.8.ATD.1,2,3,4,5:** Drug Effects on the Body**Lesson 3**-**2.3.8.DSDT.1,2,3,4,5:** Drugs and Addiction |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Do NowDiscuss with a PartnerChalk TalkTicket to LeaveQuizzesClasswork supplemental to information presentedGraphic Organizers | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*Teacher created tests/quizzes Comprehension Questions throughout lessonUnit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Suggestion: Performance Task** **Drug Information Sheet**Students will create a table listing the drugs and their effects on a body. Students will also categorize, legal, illegal or prescription.  |
| **District/School Texts** | **District/School Supplementary Resources** |
| * Google Classroom
* Worksheets
 | * Internet/Newspaper Articles
* Scholastics Articles/ Newsela
 |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**LA.12.RI.9-10.1LA.12. RI.11-12.1 | **Math**MA.12.3.S-ID.B.5 | **Science**SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**CRP4 W.9-10.6CAEP 8.1.12.A.2 | **Technology**TECH 8.1.12.A.CS1 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping****modeling** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment****independent study** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *3 Days* |

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| **STANDARD: 2.2 Nutrition****Name: Grade 6** |
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| **Unit 2: Nutrition** |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** |
| **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). | *Students will be able to independently use their knowledge to…** The student will be able to analyze nutrition information; read labels; compare various foods to determine which is a healthier choice
 |
| **MEANING** |
| CORE IDEAS* Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.
 | ESSENTIAL QUESTIONS* How do I know what is in the food I am eating?
* What can reading a food label tell me about my food?
* What do I use to determine healthier choice?
 |
|
| **Unit 2: Grade 6 - Lessons** |
| **Lesson 1-2.2.8.N.1:** Reading Food Labels**Lesson 2-2.2.8.N.2,3,4:** Compare factors to determine “healthy” choices |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Do NowDiscuss with a PartnerChalk TalkTicket to LeaveQuizzesClasswork supplemental to information presentedGraphic Organizers | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*Teacher created tests/quizzes Comprehension Questions throughout lesson |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Suggestion: Performance Task** **Food Label Activity**Students are given two food labels and are asked to use factual information to determine the healthier choice..  |
| **District/School Texts** | **District/School Supplementary Resources** |
| -Worksheets-Google Classroom | -Student Handouts-Internet/Newspaper articlesScholastics Articles/ Newsela |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**LA.12.RI.9-10.1LA.12. RI.11-12.1 | **Math**MA.12.3.S-ID.B.5 | **Science**SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**CRP4 W.9-10.6CAEP 8.1.12.A.2 | **Technology**TECH 8.1.12.A.CS1 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping****modeling** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment****independent study** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *2 Days* |

| **STANDARD: 2.1 Personal Growth and Development, Pregnancy and Parenting****Name: Grade 6**  |
| --- |
| **Unit 3: Family Life** |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** |
| **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.**2.1.8.PP.1:** Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.**2.1.8.PP.2**: Summarize the stages of pregnancy from fertilization to birth.**2.1.8.PP.3:** Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. | *Students will be able to independently use their knowledge to…** The student will be able to list changes that occur during puberty; describe aspects of the male and female reproductive system
 |
| **MEANING** |
| CORE IDEAS* Individual actions, genetics, and family history can play a role in an individual’s personal health.
* An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
 | ESSENTIAL QUESTIONS* What are the changes that occur to the body during puberty?
* What is the difference in the stages of puberty for girls and boys?
* What is fetal development?
* What are challenges of teen parenthood?
 |
|
| **Unit 3: Grade 6 - Lessons** |
| **Lesson 1-2.1.8.PGD.3:** Male vs Female reproductive system**Lesson 2-2.1.8.PP.1,2,3:** Fetal Development and Teen Parenthood |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Do NowDiscuss with a PartnerChalk TalkTicket to LeaveQuizzesClasswork supplemental to information presentedGraphic Organizers | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*Teacher created tests/quizzes Comprehension Questions throughout lessonUnit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Suggestion: Performance Task** **Reproductive System**Students will complete worksheet labeling and defining the reproductive systems of both male and female.  |
| **District/School Texts** | **District/School Supplementary Resources** |
| -Google Classroom-Worksheet | -Magazine/Newspaper/Internet ArticlesScholastics Articles/ Newsela |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**LA.12.RI.9-10.1LA.12. RI.11-12.1 | **Math**MA.12.3.S-ID.B.5 | **Science**SCI.11-12.5.1.3.B.a |
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| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment****independent study** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *2 Days* |