

**Glen Ridge Board of Education
Health Curriculum
6th Grade
Full Year: 1 day out of a 6 day cycle
Required**
New Jersey Student Learning Standard

Health & Physical Education Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life. It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners' ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability. We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today's world.

Course Description:

The health classroom promotes the physical, social, mental and emotional aspects of life. The class will provide current information and develop skills, attitudes and behaviors that will be essential for making healthy decisions throughout life. Students will be learning various health topics through discussion, google classroom, research, small and large group activities, videos and projects. Students will learn the importance of a healthy lifestyle. The cooperation between school and home will allow a successful and healthy education.

Health

Unit 1: How the Body Works

Time Allotted: 6

New Jersey Student Learning Standards (NJSLS)

Standard 2.1 Personal and Mental Health

Standard 2.2 Physical Wellness

Standard 2.3 Safety

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">• How do the body systems function together?• How can the choices one makes affect the function of the body?• Why does the body grow and develop into adulthood?	<ul style="list-style-type: none">• 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).• 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.• 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.• 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).• 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.• 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.• 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).• 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.	<ul style="list-style-type: none">• Students will review the function of heart, respiratory, nervous, muscular, skeletal and digestive systems• Students will investigate how a healthy body leads to good functioning• Students will identify how each systems works with another• Students will be introduced to the male and female reproductive systems• Students will research, make presentations and perform hand-on activities to learn more about the body
Resources/Materials	<ul style="list-style-type: none">• www.kidshealth.org• www.brainpop.com• www.thegreatbodyshop.net• Google classroom	

Interdisciplinary Connections	Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.
Diversity/Inclusion	All students will have access to a variety of materials to understand content. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Socrative ● Projects ● Exit slips ● Thumb up/down-teacher observation 	<ul style="list-style-type: none"> ● Google forms ● Google slides 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Group discussion ● Participation in class activities

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner work 	<ul style="list-style-type: none"> ● Discuss with case managers when needing help ● Modify tests and projects ● Extra time with assignments 	<ul style="list-style-type: none"> ● Provide extra challenges for students to explore.

Health
Unit 2: Healthy Lifestyles/ Nutrition
Time Allotted: 8
New Jersey Student Learning Standards (NJSLS)
Standard 2.1 Personal and Mental Health

Standard 2.2 Physical Wellness

Standard 2.3 Safety

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● How does good health impact quality of life?● How can we make better nutrition choices in our life?● How does disease affect one's lifestyle?	<ul style="list-style-type: none">● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).● 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.● 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).● 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.	<ul style="list-style-type: none">● Students will discuss elements of personal hygiene and the use of various products.● Students will role play wellness situations● Students will learn about disease of mental illness● Students will identify health concerns for different diseases that can affect the body● Students will research and create a presentation on different diseases.● Students will make a meal plan to assess one's health● Students will acquire techniques for better food choices● Students will complete a project about good nutrition and the impact on the family● Students work on nutrient projects● Students will practice situations to help make good decisions and learn about trusted adults.

	<ul style="list-style-type: none"> ● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. 1. 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) 	
Resources/Materials	<ul style="list-style-type: none"> ● www.kidshealth.org ● www.brainpop.com ● www.discoveryeducation.com ● www.thegreatbodyshop.net ● www.choosemyplate.org ● https://www.pgschoolprograms.com/ ● https://www.hazelden.org/web/public/lifelines.page 	
Interdisciplinary Connections	<p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Technology Standards	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>	
Diversity/Inclusion	<p>All students will have access to a variety of materials to understand content.</p>	

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Socratic ● Projects ● Exit slips ● Thumb up/down-teacher observation 	<ul style="list-style-type: none"> ● Google forms ● Google slides 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Group discussion ● Participation in class activities

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner work 	<ul style="list-style-type: none"> ● Discuss with case managers when needing help ● Modify tests and projects ● Extra time with assignments 	<ul style="list-style-type: none"> ● Provide extra challenges for students to explore.

Health		
Unit 3: Safety/ Drugs		
Time Allotted: 8		
New Jersey Student Learning Standards (NJSL)		
Standard 2.1 Personal and Mental Health		
Standard 2.2 Physical Wellness		
Standard 2.3 Safety		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can we be safe in our society? ● How can better decisions keep us safe? ● How does substance abuse affect our society? ● Why do the changes in drugs affect our health? 	<ul style="list-style-type: none"> ● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. ● 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. 	<ul style="list-style-type: none"> ● Students will identify and assess an unsafe situation ● Students will learn to handle a crisis situation ● Students will role play to identify good decisions in different situations ● Students will discover the cultural impact of drug use ● Students will participate in a NJ LEAD program

	<ul style="list-style-type: none"> ● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. ● 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) ● 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias). ● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. ● 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. ● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. ● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. ● 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. ● 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. ● 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). 	<ul style="list-style-type: none"> ● Students will discover the effects of vaping and e-cigarettes. ● Students will learn about alcohol abuse ● Students will be introduced to club drugs and their effects ● Students will discover how drug use can impact other factors of life
Resources/Materials	<ul style="list-style-type: none"> ● www.kidshealth.org ● www.brainpop.com 	

	<ul style="list-style-type: none"> • www.discoveryeducation.com • www.thegreatbodyshop.net • www.dare.org • https://www.tobaccofreenj.com/ • www.drugfreeworld.org • https://www.drugabuse.gov/drug-topics/tobacconicotine-vaping
Interdisciplinary Connections	<p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
21st Century Life and Careers	<p>Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
Technology Standards	<p>Standard 8.1 – Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 – Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.</p>
Diversity/Inclusion	<p>(N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Socrative • Projects • Exit slips • Thumb up/down-teacher observation 	<ul style="list-style-type: none"> • Google forms • Google slides 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Group discussion • Participation in class activities

Modifications		
English Language Learners	Special Education/504	Gifted and Talented

<ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner work 	<ul style="list-style-type: none"> ● Discuss with case managers when needing help ● Modify tests and projects ● Extra time with assignments 	<ul style="list-style-type: none"> ● Provide extra challenges for students to explore.
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Health		
Unit 4: Character Education/ Relationships		
Time Allotted: 8		
New Jersey Student Learning Standards (NJSLS)		
Standard 2.1 Personal and Mental Health		
Standard 2.2 Physical Wellness		
Standard 2.3 Safety		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How does character affect society? ● Why is it important to understand relationships? ● How can character impact relationships? 	<ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. ● 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. ● 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). ● 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 	<ul style="list-style-type: none"> ● Students will determine between good and bad character ● Students will role play situations to make better choices ● Students will promote community service activities ● Students will identify health care professions ● Students will participate in block the bully lessons ● Students will practice ways of being a good friend ● Students will identify what a good relationship is ● Students will incorporate community in character building project ● Students will have activities on suicide prevention ● Students will be able to identify how to help someone and who to go to for assistance ● Students will be able to discuss gender orientations ● Students will discuss family makeups

	<ul style="list-style-type: none"> ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. ● 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. ● 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. ● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. ● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). ● 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. ● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 	
Resources/Materials	<ul style="list-style-type: none"> ● www.kidshealth.org ● www.brainpop.com ● www.discoveryeducation.com ● www.thegreatbodyshop.net ● www.goodcharacter.com ● https://www.hazelden.org/web/public/lifelines.page 	
Interdisciplinary Connections	<p>Standard 9.3 - Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Standard</p>	

	6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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Diversity/Inclusion	(N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Assessments			
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