

To view the complete 2020 New Jersey Student Learning Standards for Health and Physical Education please visit:

[Health and PE](#)

<p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Personal Growth and Development.</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.1.6.A.1</b> Explain how health data can be used to assess and improve each dimension of personal wellness.  <b>2.1.6.A.2</b> Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. <b>2.1.6.A.3</b> Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p> <p><b>NJSLS:</b></p> <p><b>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</b></p> <ul style="list-style-type: none"> <li>• <b>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</b></li> <li>• <b>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</b></li> </ul>	
<p><b>Big Ideas:</b></p> <p>Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>	
<p><b>Essential Questions:</b></p> <p>What causes optimal growth and development?</p>	<p><b>Enduring Understandings:</b></p> <p>An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end 6<sup>th</sup>Grade, students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Discuss how each dimension of wellness contributes to ones overall well being.</li> <li>· Derive what factors influence the purchase and use of personal healthcare and hygiene products.</li> <li>· Explain how lifestyle habits, environment, and heredity influence growth and development at each life stage.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Wellness (Occupational, Physical, Social, Spiritual, Emotional, Intellectual.)</li> <li>· Habits</li> <li>· Heredity</li> <li>· Influence</li> <li>· Lifestyle</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul>

	8.1.5.A.1
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>· Direct and personal applications to student's current lives.</li> </ul>	

· Daily or Weekly Journal	
<b>Cross-curricular Connections/Standards:</b> <p>Language Arts: SL.6.1  21<sup>st</sup> Century Skills: 9.2.8.B.1  CRP1; CRP3; CRP4</p>	
<b>Suggested Assessments:</b> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Role Playing</li> <li>· Formal (Test/Quiz)</li> </ul>	
<b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>	<b>Strand: B. Nutrition</b>

<b>NJCCCS:</b> <p>2.1.6.B.1 Determine factors that influence food choices and eating patterns.  2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.  2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</p>	
<b>NJSLS:</b> <ul style="list-style-type: none"> <li>• 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li> <li>• 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li> <li>• 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.</li> <li>• 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</li> </ul>	

**Big Ideas:**

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

What makes a food healthy?

How do you determine appropriate portion sizes?

**Enduring Understandings:**

There are many short and long term health benefits and risks associated with nutritional choices.

**Knowledge, Skills, and Instructional Objectives:**

By the end 6<sup>th</sup>Grade, students will be able to . . .

- Identify the basic sections of MyPlate.gov
- List examples of foods that belong to each section of MyPlate.gov
- Name the 6 essential nutrients.
- Describe the purpose of a nutrition label.
- Interpret the information on a nutrition label.
- Develop a personalized meal plan.
- Create a weekly food log and analyze and interpret the data.
- Compare and contrast nutritional information of similar foods and make an informed decision based on the information collected.

**Instructional Materials/Resources:**

- Notebook
- Writing Implement
- Journal
- Highlighter
- Health Book
- Web Sources

**Suggested Vocabulary**

- Diet
- Nutritional Value
- Calorie
- Meal Plan
- Carbohydrate, Protein, Fat
- Vitamins / Minerals

**Technology:**

- Video
- Ipads
- Computer Activities
- Active Board
- Document Camera

8.1.5.A.1

**Recommended Instructional Activities:**

- Discussions
- Debate
- Role Playing / Skits
- Small Group
- Presentations
- Guest Presenters

**Extension Strategies/Activities:**

- Direct application on personal food choices and diets.
- Create a personalized food journal to evaluate personal food choices.

**Cross-curricular Connections/Standards:**

Language Arts: SL.6.1  
21<sup>st</sup> Century Skills: 9.2.8.B.1  
CRP1; CRP3; CRP4

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Role Playing
- Formal (Test/Quiz)

**2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**Strand: C. Diseases and Health Conditions**

**NJCCCS:**

**2.1.6.C.1** Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. **2.1.6.C.2** Determine the impact of public health strategies in preventing diseases and health conditions.  
**2.1.6.C.3** Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

**NJSLS:**

- **2.3.8.HCDM.3:** Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- **2.3.8.HCDM.5:** Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

**Big Ideas:**

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<p><b>Essential Questions:</b></p> <p>To what extent can we keep ourselves disease free?</p>	<p><b>Enduring Understandings:</b></p> <p>Current and emerging diagnostic, prevention and treatment</p>
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	<p>strategies can help people live healthier and longer than ever before.</p>
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<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end 6<sup>th</sup>Grade, students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Name a variety of ways to detect and treat diseases or illnesses that are common during adolescence.</li> <li>· Discuss and evaluate the effectiveness of public health strategies for preventing and treating various health conditions.</li> <li>· Explore common mental health illnesses and develop strategies for prevention and treatment of such illnesses.</li> </ul>	
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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Mental Illness</li> <li>· Treatment vs. Cure</li> <li>· Prevention</li> <li>· Public Health</li> </ul>
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<ul style="list-style-type: none"> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<ul style="list-style-type: none"> <li>· Disease</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Direct application to personal and community health.</li> <li>· Draw connections to personal experiences and apply appropriate strategies.</li> </ul>	
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**Cross-curricular Connections/Standards:**

Language Arts: SL.6.1

21<sup>st</sup> Century Skills: 9.2.8.B.1

CRP1; CRP3; CRP4

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Role Playing
- Formal (Test/Quiz)

**2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**Strand: D. Safety**

**NJCCCS:**

**2.1.6.D.1** Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. **2.1.6.D.2** Explain what to do if abuse is suspected or occurs.

**2.1.6.D.3** Summarize the components of the traffic safety system and explain how people contribute to making the system effective. **2.1.6.D.4** Assess when to use basic first-aid procedures.

**NJSLS:**

**2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence,**

**human trafficking, nonconsensual sexual encounters, other threats of violence).**

**Big Ideas:**

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

What is the difference between healthy and unhealthy risks?

Why do we sometimes take risks that can cause harm to ourselves or others?

**Enduring Understandings:**

Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

**Knowledge, Skills, and Instructional Objectives:**

By the end 6<sup>th</sup> Grade, students will be able to . . .

- List a variety of ways to prevent common injuries among adolescents
- Compare and contrast intentional vs. unintentional injury.
- Define abuse and what can be done to get help.
- Explore the traffic safety system to determine how people contribute to making it effective.
- Assess and apply basic first aid procedures to a variety of situations.
- Create a list of suggestions that can be used to make your school safer.

**Instructional Materials/Resources:**

- Notebook
- Writing Implement
- Journal
- Highlighter
- Health Book
- Web Sources

**Suggested Vocabulary**

- Intentional Injury
- Unintentional Injury
- Traffic Safety System
- First Aid
- RICE
- CPR
- Rescue Breathing
- Abuse

**Technology:**

- Video
- Ipads
- Computer Activities
- Active Board
- Document Camera

8.1.5.A.1

**Recommended Instructional Activities:**

- Discussions
- Debate
- Role Playing / Skits
- Small Group

- Presentations
- Guest Presenters

**Extension Strategies/Activities:**

- Create a student led safety team to consistently evaluate and explore new ways to create a safe school environment.

**Cross-curricular Connections/Standards:**

Language Arts: SL.6.1  
21<sup>st</sup> Century Skills: 9.2.8.B.1  
CRP1; CRP3; CRP4

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Role Playing
- Formal (Test/Quiz)

**2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**Strand: E. Social and Emotional Health**

**NJCCCS:**

- 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

**NJSLS:**

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

**Big Ideas:**

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

What are healthy and unhealthy ways to cope with stress? How can conflict be prevented and resolves appropriately?

**Enduring Understandings:**

Lifelong wellness is dependent upon the ability to prevent and appropriately resolve/cope with stress and conflict.

**Knowledge, Skills, and Instructional Objectives:**

By the end 6<sup>th</sup>Grade, students will be able to . . .

- Describe how personal assets and protective factors support healthy social and emotional development. · Create a list of suggestions and recommendations to help create a safe and welcoming school environment, by limiting and/or eliminating community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Explore different ways people handle and cope with change, crisis, rejection, loss, and separation.
- Evaluate how they commonly cope with stress and determine its effectiveness.

**Instructional Materials/Resources:**

- Notebook

**Suggested Vocabulary**

- Stress



<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Interpersonal Communication</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.2.6.A.1</b> Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. <b>2.2.6.A.2</b> Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p><b>NJSLS:</b></p> <p><b>2.3.8.PS.2: Define sexual consent and sexual agency.</b></p> <p><b>2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</b></p> <p><b>2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</b></p> <p><b>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</b></p>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>How do you know whether or not health information is accurate?</p> <p>How do I learn to stand for and communicate my beliefs to others without alienating them?</p>	<p><b>Enduring Understandings:</b></p> <p>Making good health decisions requires the ability to access and evaluate reliable resources.</p> <p>Effective communication skills enhance a person's ability to express and defend their beliefs.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 6<sup>th</sup>Grade, students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Demonstrate verbal and nonverbal interpersonal communication in various settings.</li> <li>· Explain why refusal, negotiation, and assertiveness skills are important for personal health and wellness.</li> <li>· Demonstrate refusal, negotiation, and assertiveness skills in different situations.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Refusal</li> <li>· Negotiation</li> <li>· Assertiveness</li> <li>· Verbal vs. Non-Verbal Communication</li> <li>· Interpersonal vs. Intrapersonal</li> </ul>

	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> </ul>
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<ul style="list-style-type: none"> <li>· Guest Presenters</li> </ul>
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Conflict resolution application</li> </ul>	<ul style="list-style-type: none"> <li>·</li> </ul>
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<p><b>Cross-curricular Connections/Standards:</b>  Language Arts: SL.6.1  21<sup>st</sup> Century Skills: 9.2.8.B.1  CRP1; CRP3; CRP4</p>
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<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>
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<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Decision-Making and Goal Setting</b></p>
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<p><b>NJCCCS:</b></p> <p><b>2.2.6.B.1</b> Use effective decision-making strategies.  <b>2.2.6.B.2</b> Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. <b>2.2.6.B.3</b> Determine how conflicting interests may influence one's decisions.  <b>2.2.6.B.4</b> Apply personal health data and information to support achievement of one's short- and long-term health goals.</p>
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<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>Why might educated people make poor health decisions?</p> <p>How do I overcome negative influences when making decisions about my personal health?</p>	<p><b>Essential Questions:</b></p> <p>Why might educated people make poor health decisions?</p> <p>How do I overcome negative influences when making decisions about my personal health?</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 6<sup>th</sup>Grade, students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Apply decision-making strategies to a variety of situations.</li> <li>· Examine possible outcomes of health-related decisions.</li> <li>· Explain and provide example on how conflicting interests may influence one’s decision.</li> <li>· Utilize personal health information and data to both create personal short- and long-term health goals.</li> <li>· Examine personal health information and data to support achievement on one’s short-and long- term goals.</li> </ul>	

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Decision Making</li> <li>· Short- vs. Long- Term Goals</li> </ul>
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<ul style="list-style-type: none"> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Application of goal setting and decision making.</li> </ul>	<p>.</p>
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**Cross-curricular Connections/Standards:**

Language Arts: SL.6.1

21<sup>st</sup> Century Skills: 9.2.8.B.1

CRP1; CRP3; CRP4

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Group Project
- Formal (Test/Quiz)
- Report/Paper

**2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

**Strand: C. Character Development**

**NJCCCS:**

**2.2.6.C.1** Explain how character and core ethical values can be useful in addressing challenging situations.

**2.2.6.C.2** Predict situations that may challenge an individual's core ethical values.

**2.2.6.C.3** Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

**Big Ideas:**

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

**Essential Questions:**

How are character and health related? What aspects of our character can be changed?

**Enduring Understandings:**

Character can be developed and supported through individual and group activities, the influence of positive role models and

To what extent do outside influences shape values?

involvement in community service.

Character is who you are when no one is looking.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 6<sup>th</sup>Grade, students will be able to . . .

- Define Character
- Identify and understand personal core ethical values.
- Predict situations in which core ethical values may be challenged.
- Discuss and determine ways to combat and stand up for personal core ethical values.
- Brainstorm and create ways to ensure all peers (specifically with disabilities) are included at home, school, and community activities.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Character</li> <li>· Core Ethical Values</li> <li>· Disabilities</li> <li>· Beliefs</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Personal reflection and understanding of core ethical values and beliefs.</li> </ul>	<p>.</p>

<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.6.1  21<sup>st</sup> Century Skills: 9.2.8.B.1  CRP1; CRP3; CRP4</p> <ul style="list-style-type: none"> <li>· Social Studies and Family Studies</li> </ul>
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> </ul>

<ul style="list-style-type: none"> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>	
<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: D. Advocacy and Service</b></p>

<p><b>NJCCCS:</b></p> <p><b>2.2.6.D.1</b> Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. <b>2.2.6.D.2</b> Develop a position about a health issue in order to inform peers.</p>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>How can you inspire others to address health issues?</p>	<p><b>Essential Questions:</b></p> <p>How can you inspire others to address health issues?</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 6<sup>th</sup>Grade, students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Identify various community groups and organizations that do volunteer work in the community.</li> <li>· Evaluate missions of the various volunteer groups and their effectiveness.</li> <li>· Research, evaluate, and develop a position on a health issue and present information to peers.</li> <li>· Create, design, and plan a volunteer opportunity for the class or school.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Volunteer</li> <li>· Health Issue</li> <li>· Service-Organization</li> <li>· Service</li> </ul>

	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Participate in a volunteer opportunity within the school</li> </ul>	<p>.</p>
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and/or community.	
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.6.1          21<sup>st</sup> Century Skills: 9.2.8.B.1          CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>	
<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p> <p style="text-align: right;"><b>Strand: E. Health Services and Information</b></p> <p><b>NJCCCS:</b></p> <p>2.2.6.E.1 Determine the validity and reliability of different types of health resources.          2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>• 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</li> </ul>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	

<p><b>Essential Questions:</b></p> <p>Where do I go to access information about good health and fitness services?</p>	<p><b>Enduring Understandings:</b></p> <p>There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 6<sup>th</sup>Grade, students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Differentiate between reliable and non-reliable health resources.</li> <li>· Discuss ways to check the validity of health resources.</li> <li>· Create a list of health issues that warrant support from trusted adults and health professionals.</li> </ul>	

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Validity</li> <li>· Reliability</li> <li>· Health Professionals</li> </ul> <hr/> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul>
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<p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Medicines.</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.3.6.A.1</b> Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p> <p><b>2.3.6.A.2</b> Compare information found on over-the-counter and prescription medicines.</p> <p><b>NJSLS:</b></p>	
<p><b>Big Ideas:</b></p> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p> <p><b>Essential Questions:</b></p> <p>How do I determine whether or not a medication will be effective?</p> <p><b>Enduring Understandings:</b></p> <p>Medicines must be used correctly in order to be safe and have the maximum benefit.</p>	

<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 6<sup>th</sup> grade, students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Define and analyze the use, misuse, and abuse of medicines.</li> <li>· Discuss the short- and long-term effects of commonly used OTC, herbal, and medicinal supplements.</li> <li>· Compare and contrast the potential for abuse on commonly used OTC, herbal, and medicinal supplements.</li> <li>· Examine information found on OTC and prescription medicines including ingredients, side-effects, and directions.</li> </ul>
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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> <li>· Visual Sample Medicine Containers</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Over the counter (OTC)</li> <li>· Prescription</li> <li>· Medicine</li> <li>· Short- and Long- Term Effects</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Direct application to home and family medicinal use.</li> </ul>	

<p>Create a better understanding of safety and proper handling.</p>	
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.6.1  21<sup>st</sup> Century Skills: 9.2.8.B.1  CRP1; CRP3; CRP4</p>	

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project
- Group Project
- Formal (Test/Quiz)
- Report/Paper

<p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Alcohol, Tobacco, and Other Drugs</b></p>
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**NJCCCS:**

- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.2 Relate tobacco use and the incidence of disease.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.
- 2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

**NJSLS:**

- 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.

**Big Ideas:**

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions:**

Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?

How do I make the "right" decisions in the face of peer, media and other pressures?

**Enduring Understandings:**

Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 6<sup>th</sup> grade, students will be able to . . .

- List various ways that drugs can enter the body.
- Describe the drug classification system and how it is useful for preventing drug abuse.
- Compare the relationship between tobacco and alcohol abuse and the incidence of disease.
- Present the effects of laws, policies, and procedures on smokers and nonsmokers.
- List the short- and long term effects of alcohol on the body and behaviors.
- Describe how alcohol and substance abuse can impact decision-making and could put someone at risk.
- Examine and present the signs and symptoms of inhalant abuse.

- Explore and discuss the relationship between injected drug use and incidences of disease such as HIV/AIDS and hepatitis.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> <li>· Advertisements for Tobacco, Alcohol, and other Drugs</li> <li>· Disease Descriptions (as associated with tobacco, drug and alcohol use.)</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Tobacco</li> <li>· Alcohol</li> <li>· Inhalants</li> <li>· Stimulants (uppers)</li> <li>· Depressants (downers)</li> <li>· Abuse</li> <li>· Signs and Symptoms</li> <li>· Disease</li> <li>· HIV/AIDS</li> <li>· Hepatitis</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul>
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Participate in the D.A.R.E program.</li> </ul>	<p>.</p>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.6.1  21<sup>st</sup> Century Skills: 9.2.8.B.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>	
<p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: C. Dependency/Addiction and Treatment</b></p>
<p><b>NJCCCS:</b></p>	

**2.3.6.C.1** Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. **2.3.6.C.2** Explain how wellness is affected during the stages of drug dependency/addiction. **2.3.6.C.3** Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. **2.3.6.C.4** Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

**NJSLS:**

- **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.**

**Big Ideas:**

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions:**

Why does one person become an addict and another does not?

**Enduring Understandings:**

There are common indicators, stages and influencing factors of chemical dependency.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 6<sup>th</sup> grade, students will be able to . . .

- Define and summarize the signs and symptoms of substance abuse.
- List the stages that lead to dependency and addiction.
- Discuss how wellness changes as one becomes dependent and addicted to a controlled substance.
- Examine and present various factors that lead adolescents to use and abuse tobacco, alcohol, and other drugs.
- Create and apply strategies for resisting and refusing tobacco, alcohol, and other drugs.
- Research proven strategies that assist in the elimination of tobacco, alcohol, and drug use, while supporting a drug-free lifestyle.

**Instructional Materials/Resources:**

- Notebook
- Writing Implement
- Journal
- Highlighter
- Health Book
- Web Sources
- In-Patient and Out-Patient Resources

**Suggested Vocabulary**

- Signs and Symptoms
- Abuse
- Addiction and Dependency
- Refusal

**Technology:**

- Video
- Ipads
- Computer Activities
- Active Board
- Document Camera

**Recommended Instructional Activities:**

- Discussions
- Debate
- Role Playing / Skits
- Small Group
- Presentations
- Guest Presenters

<b>Extension Strategies/Activities:</b>	
<ul style="list-style-type: none"> <li>· Provide information on how to get friends or relatives help if they suffer from addiction or dependency.</li> </ul>	

<b>2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>	<b>Strand: A. Relationships.</b>
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<p><b>NJCCCS:</b></p> <p>2.4.6.A.1 Compare and contrast how families may change over time.  2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.  2.4.6.A.3 Examine the types of relationships adolescents may experience.  2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.  2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p><b>NJSLS:</b>  2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health</p>
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<p><b>Big Ideas:</b></p> <p>Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>
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<p><b>Essential Questions:</b></p> <p>How do we learn to understand and respect diversity in relationships?</p> <p>How do we know when a relationship is not worth saving?</p>	<p><b>Enduring Understandings:</b></p> <p>Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</p> <p>Reliable personal and professional resources are available to assist with relationship problems.</p> <p>Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.</p>
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<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 6<sup>th</sup> grade, students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Compare and contrast different types of families and how they change over time.</li> <li>· List and describe the characteristics of healthy friendships and other types of relationships.</li> <li>· Explore and discuss the various types of relationships adolescents may experience.</li> <li>· Participate and apply proven successful resolutions to problems and conflicts among friend and other peer relationships. · Compare and contrast the role of dating and dating behaviors in adolescence.</li> </ul>
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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Adolescence</li> <li>· Friendship</li> <li>· Relationship</li> <li>· Problem Solving/Conflict Resolution</li> </ul>
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	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>
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<b>Recommended Instructional Activities:</b>
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<ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Applied skills and knowledge to real life friendships and relationships.</li> </ul>	
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.6.1  21<sup>st</sup> Century Skills: 9.2.8.B.1  CRP1; CRP3; CRP4</p>
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<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>
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<p><b>2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Sexuality</b></p>
<p><b>NJCCCS:</b></p> <p>2.4.6.B.1 Compare growth patterns of males and females during adolescence.          2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.          2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.          2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p> <p><b>NJSLS:</b></p> <p>2.1.8.SSH.3: <b>Demonstrate communication skills that will support healthy relationships</b>          2.1.8.SSH.4: <b>Compare and contrast the characteristics of healthy and unhealthy relationships.</b>          2.1.8.SSH.5: <b>Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</b>          2.1.8.SSH.6: <b>Examine how culture influences the way families cope with traumatic situations, crisis, and change.</b></p>	
<p><b>Big Ideas:</b></p> <p>Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>	

<p><b>Essential Questions:</b></p> <p>How do you know when the time is right for you to become sexually active</p> <p>Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?</p> <p>What determines a person's sexual orientation?</p>	<p><b>Enduring Understandings:</b></p> <p>External pressures and opportunities that present themselves may influence a person to become sexually active.</p> <p>Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</p> <p>There are many additional challenges that confront those who are not heterosexual.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 6<sup>th</sup> grade, students will be able to . . .</p>	

- Compare growth patterns among males and females during adolescence.
- Research and summarize strategies to remain abstinent and resist pressures to become sexually active.
- Discuss what behaviors put one at risk for HIV/AIDS, STI's, HPV and unintended pregnancies.
- Explore the physical, social, and emotional impacts adolescent decisions have in regard to sexual behavior.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Notebook</li> <li>· Writing Implement</li> <li>· Journal</li> <li>· Highlighter</li> <li>· Health Book</li> <li>· Web Sources</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Adolescence</li> <li>· Abstinence</li> <li>· HIV/AIDS</li> <li>· STI's</li> <li>· HPV</li> <li>· Sexual Behavior</li> </ul>
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.5.A.1</p>	
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Application of abstinent and resistant behavior in regard to personal sexual situations.</li> <li>· Personal safety and awareness of sexual decision consequences.</li> </ul>	

<p><b>Cross-curricular Connections/Standards:</b>  Language Arts: SL.6.1  21<sup>st</sup> Century Skills: 9.2.8.B.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Group Project</li> <li>· Formal (Test/Quiz)</li> <li>· Report/Paper</li> </ul>	
<p><b>2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: C. Pregnancy and Parenting</b></p>



**NJCCCS:**

- 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2.4.6.C.2 Identify the signs and symptoms of pregnancy.
- 2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy.
- 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.

**NJSLS:**

- 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.

**Big Ideas:**

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Essential Questions:**

How do you know when you are ready to have a child?

**Enduring Understandings:**

Raising a child requires physical, economic, emotional, social and intellectual commitment.

Prenatal care has a direct impact on the delivery and long-term health of the child.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 6<sup>th</sup> grade, students will be able to . . .

- Describe the developmental process of a fetus from fertilization through full development during pregnancy.
- Identify the signs and symptoms of pregnancy.
- List appropriate practices to support a healthy pregnancy.
- Predict and explore the possible challenges that may be faced by adolescent parents and their families.
- Understand that there is assistance and resources available to adolescent parents and their families.

**Instructional Materials/Resources:**

- Notebook
- Writing Implement
- Journal
- Highlighter
- Health Book
- Web Sources

**Suggested Vocabulary**

- Adolescence
- Fertilization
- Embryo
- Fetal Development
- Trimesters

**Technology:**

- Video
- Ipads
- Computer Activities
- Active Board
- Document Camera

8.1.5.A.1

<b>Recommended Instructional Activities:</b>	
<ul style="list-style-type: none"> <li>· Discussions</li> <li>· Debate</li> <li>· Role Playing / Skits</li> <li>· Small Group</li> <li>· Presentations</li> <li>· Guest Presenters</li> </ul>	
<b>Extension Strategies/Activities:</b>	
<ul style="list-style-type: none"> <li>· May elicit conversation between students and parents that</li> </ul>	

<b>2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>	<b>Strand: A. Movement Skills and Concepts</b>
<b>NJCCCS:</b>	
<p><b>2.5.6.A.1</b> Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). <b>2.5.6.A.2</b> Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p><b>2.5.6.A.3</b> Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p><b>2.5.6.A.4</b> Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p>	
<b>NJSLS:</b>	
<ul style="list-style-type: none"> <li>• <b>2.2.8.MSC.1:</b> Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</li> <li>• <b>2.2.8.MSC.2:</b> Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>• <b>2.2.8.MSC.3:</b> Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</li> </ul>	
<b>Big Ideas:</b>	
<p>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>How does effective and appropriate movement affect wellness?</p> <p>Why do I have to understand concepts of movement when I can already perform the movement?</p>	<p>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</p> <p>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</p>

**Knowledge, Skills, and Instructional Objectives:**

By the end of 6<sup>th</sup> grade, all students will be able to . . .

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated and applied settings.
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Create and demonstrate planned movement sequences, both individually and with others, based on tempo, beat, rhythm, and music.
- Utilize self-evaluation and external feedback to detect and correct errors in one's movement performance.

**Instructional Materials/Resources:**

- Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).

**Suggested Vocabulary**

- Biomechanics
- Force
- Flow
- Self-Evaluation

**Technology:**

- Video
  - Ipads ®
  - Ipod ®(music)
  - Document Camera
  - Xbox 360 Kinect ®
- 8.1.5.A.1

**Recommended Instructional Activities:**

- Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.

**Extension Strategies/Activities:**

Application in :

- Everyday movement.
- Team Activities / Sports
- Individual Activities / Sports
- Dual Activities / Sports
- Exercise

**Cross-curricular Connections/Standards:**

Language Arts: SL.6.1  
21<sup>st</sup> Century Skills: 9.2.8.B.1  
CRP1; CRP3; CRP4

<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Performance Assessment / Rubric</li> <li>· Class Discussion</li> <li>· Formal (Test/Quiz)</li> <li>· Oral Q/A</li> </ul>	
<p><b>2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Strategy</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.5.6.B.1</b> Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.  <b>2.5.6.B.2</b> Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p>	
<p><b>Big Ideas:</b></p> <p>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p><b>Essential Questions:</b></p> <p>To what extent does strategy influence performance in competitive games and activities?</p>	<p><b>Enduring Understandings:</b></p> <p>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 6<sup>th</sup> grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> <li>· Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Individual vs. Team vs. Dual Activities</li> <li>· Strategy</li> <li>· Offensive vs. Defensive</li> <li>· Cooperative VS. Competitive</li> </ul>

<p>when others do not?</p>	<p>maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</p>
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**Knowledge, Skills, and Instructional Objectives:**

By the end of 6<sup>th</sup> grade, all students will be able to . . .

- Examine the roles and responsibilities of participants and observers and develop strategies to encourage and improve sportsmanship-like behavior.
- Apply rules and procedures for all Physical Education and movement activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.

**Instructional Materials/Resources:**

- Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).

**Suggested Vocabulary**

- Participant
- Observer
- Cultures
- Origins

**Technology:**

- Video
- Ipads ®
- Ipod ®(music)
- Document Camera
- Xbox 360 Kinect ®

8.1.5.A.1

**Recommended Instructional Activities:**

- Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.

**Extension Strategies/Activities:**

Application in :

- Everyday movement.
- Team Activities / Sports
- Individual Activities / Sports
- Dual Activities / Sports
- Exercise

**Cross-curricular Connections/Standards:**

Language Arts: SL.6.1

21<sup>st</sup> Century Skills: 9.2.8.B.1

CRP1; CRP3; CRP4

**Suggested Assessments:**

- Performance Assessment / Rubric
- Class Discussion
- Formal (Test/Quiz)
- Oral Q/A

**2.6 Fitness - All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

**Strand: A. Fitness and Physical Activity**

**NJCCCS:**

**2.6.6.A.1** Analyze the social, emotional, and health benefits of selected physical experiences.  
**2.6.6.A.2** Determine to what extent various activities improve skill-related fitness versus health-related fitness. **2.6.6.A.3** Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.  
**2.6.6.A.4** Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. **2.6.6.A.5** Relate physical activity, healthy eating, and body composition to personal fitness and health. **2.6.6.A.6** Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. **2.6.6.A.7** Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

**NJSLS:**

**2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.**  
**2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.**  
**2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).**  
**2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.**  
**2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.**

**Big Ideas:**

Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Essential Questions:**

What is the minimum amount of exercise I can do to stay physically fit?

**Enduring Understandings:**

Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

**Knowledge, Skills, and Instructional Objectives:**

By the end of 6<sup>th</sup> grade, all students will be able to . . .

- Analyze the social, emotional, and health benefits of selected physical experiences.
- Determine to what extent various activities improve skill-related fitness vs. health-related fitness.
- Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.
- Explain and apply the training principles of Frequency, Intensity, Time, and Type (FITT) to improve personal fitness.
- Evaluate the short- and long- term effects of anabolic steroids and other performance-enhancing substances on personal health.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Skill- vs. health- Related Fitness</li> <li>· Fitness Plan</li> <li>· FITT</li> <li>· Anabolic Steroids</li> <li>· PED (Performance Enhancing Drugs)</li> </ul>
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	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads ®</li> <li>· Ipod ®(music)</li> <li>· Document Camera</li> <li>· Xbox 360 Kinect ®</li> <li>· Fitnessgram ®</li> </ul>
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	8.1.5.A.1
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.</li> </ul>	
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<p><b>Extension Strategies/Activities:</b></p> <p>Application in :</p> <ul style="list-style-type: none"> <li>· Everyday movement.</li> <li>· Team Activities / Sports</li> <li>· Individual Activities / Sports</li> <li>· Dual Activities / Sports</li> <li>· Exercise</li> </ul>	<ul style="list-style-type: none"> <li>·</li> </ul>
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.6.1  21<sup>st</sup> Century Skills: 9.2.8.B.1  CRP1; CRP3; CRP4</p>	
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<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Performance Assessment / Rubric</li> <li>· Class Discussion</li> <li>· Formal (Test/Quiz)</li> <li>· Oral Q/A</li> </ul>	
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## **Modifications for SpEd/ESL/students at Risk/Gifted**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

### **Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

### **Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker



- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments