

CURRICULUM

FOR

HEALTH
GRADE 6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title:
Health
Grade 6

Date of Board Adoption:
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ACCOMMODATIONS

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| <p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. | <p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule. |
| <p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. | <p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. |

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| | <ul style="list-style-type: none"> ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors. |
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Health – Grade 6

PACING GUIDE

| Unit | Title | Pacing |
|-------------|----------------------------|---------------|
| 3 | Personal and Social Health | 10 weeks |

UNIT OVERVIEW

Content Area: Health

Unit Title: Personal and Social health

Target Course/Grade Level: 6th grade

Unit Summary: Students will learn how to navigate through negative interactions online or social media. Students will identify cyber bullying in its many forms including video games and TikTok. Students will find resources and solutions to cyberbullying. Students will learn about various health resources in their community and elsewhere. Students will be able to identify personal health topics and community health resources.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.3.8.PS.6.** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7.** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 2.1.5.SSH.3.** Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- 2.1.8.PGD.1.** Explain how appropriate health care can promote personal health.
- 2.3.8.PS.6.** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7.** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 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).
- 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.

21st Century and Career Skills:

- 9.1.4.B.3.** Explain what a budget is and why it is important.
- 9.1.4.B.4.** Identify common household expense categories and sources of income.

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively with reason.
- CRP11.** Use technology to enhance productivity.

Interdisciplinary Connections and Standards: Science, ELA, Math Social Studies

- RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings
- 6.3.5. GeoGL.1.** Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 3.OA.** Interpret products of whole numbers.

Unit Understandings:

Students will understand that...

- Students will be able to explain the importance of online etiquette on social media.
- Students will identify ways to combat cyber bullying.
- Students will develop breathing and mindfulness techniques.
- Students will learn how to incorporate stress management skills into their daily life.
- Students will learn the importance of goal setting and understand the acronym “SMART” when creating goals.
- Students will learn ways to practice healthy habits with diet and hygiene, to prevent illness.
- Students will identify community health resources.

Unit Essential Questions:

- What are safe strategies to use when using social media/cellular devices?
- Why is it important to be mindful of what you post online?
- Why is movement important?
- Why is breathing important?
- Why is a positive mindset important?
- What are ways to manage stress?
- What is emotional well-being?
- What are self-management skills?
- What is peer pressure?
- How do eating habits and lifestyles affect your personal health?
- What are boundaries?
- How do emotions influence behavior?

Knowledge and Skills:

Students will know...

- How to identify positive and negative peer pressures
- How to identify stress and stressors in their life

- How emotions influence behavior
- How eating habits and lifestyle affect personal health
- Meditation and Breathing Techniques
- Mindset
- Responsibility
- Technology/visual safety
- Social media strategies

Students will be able to...

- Identify social media strategies and cyberbullying resources.
- Identify and name strategies a person can use to leave a dangerous situation such as bullying.
- Identify community health resources.
- Identify ways to mitigate or cope with stress.
- Identify ways to manage their social and emotional health.
- Identify social and personal boundaries.
- Identify and define peer pressure.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Participation
- Skills assessment
- Grading

Learning Activities:

- Social media project
- Team building activities

RESOURCES

Teacher Resources:

- <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>
- kidshealth.org
- Who was Jackie Robinson? By- Gail Herman,
- Centers for Disease Control and Prevention. (2020). *Physical activity facts*. Retrieved from:
- “No Standing Around in My Gym” by J.D. Hughes .

- Respect- <https://ideas.classdojo.com/b/respect>
- Mindfulness-<https://ideas.classdojo.com/b/mindfulness>
- Moods and Attitudes-<https://ideas.classdojo.com/b/moods-and-attitudes>
- pespecialist.com
- pecentral.org
- shapeamerica.org

Equipment Needed:

- Poly spots, Cones, Speaker, Soccer ball, Hockey Stick, Hockey puck, Assorted Foam balls, Bowling pins, Football, Scooters, workout dice, whistle, timer