

HEALTH GRADE 6

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Rationale and Summary:

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

Pacing: 35-45 Days

Unit 1: Personal Health (6-7 days)

Unit 2: Healthy Relationships (7-8 days)

Unit 3: Body Systems (8-10 days)

Unit 4: Adolescence and Puberty (3-4 days)

Unit 5: Medicine, Drugs and Tobacco (8-10 days)

Unit 6: Diseases (2-3 days)

Unit 7: Safety (2-3 days)

NJSLS for Health Education:

Personal Growth and Development

Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health.

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Pregnancy and Parenting

Core Idea: An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

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.

Core Idea: There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

Emotional Health

Core Idea: Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. .

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).

Social and Sexual Health

Core Idea: Inclusive schools and communities are accepting of all people and make them feel welcome and included.

2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

Core Idea: Relationships are influenced by a wide variety of factors, individuals, and behaviors.

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

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2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

Core Idea: There are factors that contribute to making healthy decisions about sex.

2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Community Health Services and Support

Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

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).

2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

Core Idea: Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Personal Safety

Core Idea: Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. .

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, and other threats of violence).

Core Idea: Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

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).

Core Idea: Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

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).

Health Conditions, Diseases and Medicines

Core Idea: Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

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).

Core Idea: The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

2.3.8.HCDM.6: Explain how the immune system fights disease.

Alcohol, Tobacco and other Drugs

Core Idea: The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.

2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Dependency, Substances Disorder, and Treatment

Core Idea: A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, and environment) and a wide variety of treatment options are available depending on the needs of the individual.

2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

Core Idea: The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

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.

NJSLS for 21st Century Life and Careers:

Career Ready Practices:

CRP 2 Apply appropriate academic and technical skills

CRP 4 Communicate clearly and effectively and with reason

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

Career Awareness, Exploration and Preparation:

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

9.4.8.CT.1 Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions

New Jersey Student Learning Standards for Computer Science and Design Thinking

8.2.8.ITH.1 Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Technology Integration:

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Cross-Curricular Integration and Connections:

PS:B1.8 Know when peer pressure is influencing a decision.

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instructional Focus:

Enduring Understandings

- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the
- safety of self and others
- Applying first aid procedures can minimize injuries and save lives
- Social and emotional development impacts all components of wellness
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Staying healthy is a lifelong process that includes all dimensions of wellness
- Eating patterns are influenced by a variety of factors (costs, needs of the individuals, cultural, age and
- environment, and availability
- The early detection and treatment of diseases and health conditions impacts one's health
- Effective communication may be a determining factor in the outcome of health and safety related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Every health related decision has short and long term consequences and affects the ability to reach health goals.
- Participation in social and health-or service-organization initiatives have a positive social impact.
- Health literacy includes the ability to compare and evaluate health resources.
- Communicating health needs to trusted adults and professionals to assist in the prevention, early detection, and treatment of health problems.
- Medicine comes in a variety of forms (prescription medicines, over-the- the – counter medicines, medical supplements), are used for numerous reasons and should be taken as directed in order to be safe and effective.

Essential Questions:

- How does peer pressure influence my decision making?
- Why are some medicines sold over-the-counter and some need a prescription?
- How can I avoid problems with taking medications?
- Why is it important to know what steps to take in an emergency?
- How can I be of assistance in a first aid emergency?
- How can inhalants harm my body?
- How do the physical, social, emotional, spiritual and mental dimensions of wellness help contribute to a healthy lifestyle?
- How can stress impact my overall wellness?
- How do the dimensions of wellness connect to overall wellness?
- How can my environment impact my health choices?
- How difficult is it to begin practicing healthy behaviors?
- How can disordered eating affect my dimensions of wellness?
- How does the media influence the way I care for my body?
- How are communicable diseases spread?
- How is HIV/AIDS spread?
- How can my healthy choices prevent disease?
- How and when should I advocate for my health?
- How do I make a good health choice?
- How can the use of inhalant prevent me from achieving short and long term goals?
- Is a good decision for one person a good decision for everyone?

Objectives:

Students will know

- The difference between communicable and non-communicable diseases
- The 4 different types of pathogens and how they transmit communicable diseases
- Modern medicine and vaccines that prevent/treat diseases
- The body's immune response to infection
- Strategies that they can use to improve their own health/wellness
- Strategies to manage and reduce stress
- Methods of HIV transfer and prevention strategies
- Signs and symptoms of common chronic non-communicable diseases
- Lifestyle behaviors that contribute to developing non-communicable diseases
- The difference between anorexia, bulimia, and compulsive/binge eating
- Factors that lead to an eating disorder
- Individuals and resources that can help identify and treat eating disorders

- The three different types of steroids
- Anabolic steroids and ways they affect the body

Students will be able to:

- Explain how the dimensions of wellness are interconnected
- Develop an action plan for personal wellness; chart progress toward goals; reflect on benefits of a healthy habits and behaviors
- Practice stress management strategies
- Differentiate between communicable and non-communicable diseases
- Explain how the four different pathogens are transmitted
- Describe how vaccines and medicines prevent or treat disease
- Describe the progression of immune system response
- List methods of HIV transfer
- List ways to prevent HIV
- Identify the main body fluids that carry HIV
- Explain how healthy living behaviors can prevent non-communicable diseases
- Describe the difference between the three eating disorders
- List factors that contribute to eating disorders
- Identify resources to treat eating disorders
- Differentiate between the three types of steroids
- List common signs and symptoms of steroids use
- Explain how the media influences development of body image
- Identify when it is appropriate to render first aid
- Sequence proper first aid procedures
- Identify types of inhalants
- List common abused inhalant substances
- List long and short term effects of inhalants
- Identify signs and symptoms of inhalant use
- Differentiate between prescription and over the counter medicines
- Read and interpret labels on prescription and over the counter medicine containers

Evidence of Learning

Assessments

- Formative-Student and teacher discussion using vocabulary presented in the lessons
- Alternative-Observation
- Benchmark-Review of student activities
- Benchmark-Mid-term
- Alternative-Comments during whole group discussions
- Summative- Unit assessments
- Alternative-Group projects

Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources

Suggested Resources:

Core Instructional Resources:

- Current Health Magazine by Weekly Reader
- Livestrong.com
- Play60.com
- Healthykid.org
- Healthyteen.org
- CDC.gov
- Medlineplus.gov
- Webmd.com
- Brain Pop

Supplemental Materials:

- You Tube Videos
- HRM video library
- Sunburst Video library
- PBS Kids
- American Red Cross