Comprehensive Health Grade 6

Unit: Personal Health and Development

them to make informed choices about their health now and in the future. Overview: Students will be introduced to general health skills involving topics such as personal wellness, hygiene, nutrition, and community health. This unit aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling

Time Frame: One Marking Period

Enduring Understandings:

- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Staying healthy is a lifelong process that includes all dimensions of wellness
- Eating patterns are influenced by a variety of factors.
- The early detection and treatment of diseases and health conditions impact one's health

Essential Questions:

- What does it mean to be healthy?
- How does health impact my growth and development?
- What is good nutrition?
- How does the community and environment impact health?

2.1.6. A 2 Relate how personal lifestyle habits, environment, and heredity	personal wellness.	data can be used to assess and improve each dimension of	Comprehensive Health	Standards
effective decision making strategies can impact choices	Objectives	Personal Wellness	Topics	Topics and Objectives
	which includes physical health, social health and	categorize them as being related to the health triangle	The class will brainstorm a list of healthy habits and	Activities
Health Triangle Activity: https://www.sps186.org/downloads/basic/587526/health	gle pp.pdf		Health triangle survey:: https://www.svsd410.org/cms/l	Resources
wnloads/basic/587526/hea	completing the Health Triangle Activity:	וטו בי	Formative Assessment: Students' will show	Assessments

development in each influence growth and life stage.

contrast how families 2.4.6. A.1 Compare and may change over time.

> decision-making strategies. in regard to personal wellness. Students will use effective

made by individuals or groups

by self or others. alternative decision is made decision may differ if an outcome(s) of a health-related Students will predict how the

culture/family history growth and health. impacts one's personal Students will determine how

personal growth and practices, and environment on contrast the impact of genetics Students will compare and development in each life stage family history, personal health

Topics

Comprehensive Health 6. A.2 Relate how

Nutritional Needs and Growth

Objectives

analyze food's nutritional Students will examine how to individual's needs. value in relation to an

environment, and heredity personal lifestyle habits, Students will relate how

2.1.6. B.2 Summarize the

choices and eating patterns

factors that influence food

2.1.6 B.I Determine

and development in each

heredity influence growth

life stage

environment, and personal. Infest yle habitis

> survey to evaluate their Student will complete a s/lib05/WA01919490/Centri personal health triangle th Triangle pp.pdf https://www.svsd410.org/cm ity/Domain/534/Your Heal

SL 6.1)(NJSLS SL 6.2) decision-making. (NJSLS different types of families, discussion comparing The teacher will lead a tamily structures, values and

nloads/basic/587526/health Health Triangle Activity: Students will complete the https://www.sps186.org/dow

triangle in Athlete profiles: ds.com.au/wp-content/uploads/2014/01/U3 components of the health Students will identify https://www.healthyactiveki

23R1-Athlete-Profiles.pdf

(NJSLS RI 6.7) (M-LS1-7) apply to personal nutrition video/and discuss how they https://www.healthyactiveki should we eat? Videos: Students will view What ds.com.au/teachers/online-

Food Pyramid Guide and use Students will review the their nutritional needs. (MSthe My Plate Daily Checklist Calculator: to determine

https://www.choosemyplate

om.au/wpcontent/uploads/2014/01/U3L3 https://www.healthyactivekids.c Athlete profiles

R1-Athlete-Profiles.pdf

Alternative Assessments:

Calculator: My Plate Daily Checklist

mput v/MyPlate-Daily-Checklisthttps://www.choosemyplate.go

om.au/teachers/online-video/ https://www.healthyactivekids.c What should we eat? Videos:

v/teens https://www.choosemyplate.go Choose my plate resources for

> Assessment Common Formative Benchmark Assessment:

Summative Assessment: knowledge of the health

profile. Students will apply content/uploads/2014/01/ find in each athlete profiles. Students will healthy habits in Athlete kids.com.au/wplist healthy habits they triangle to identify Profiles.pdf J3L3R1-Athletenttps://www.healthyactive

Peer Assessment Self-Assessment Formative Assessment: Discussions

Summative Assessment:

participation

Observation of

proper nutrition show understanding of balanced meal plan to Students will create a

Peer Assessment Self-Assessment **Alternative Assessments: Uiscussions**

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.

influence growth and development in each life stage. Students will analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

gov/MyPlate-Daily-Checklist-input

Students will prepare a balanced meal plan for the week

Teacher will lead a discussion about famous people with eating disorders (NJSLS SL 6.1)

Comprehensive Health

2.2.6. E.1 Determine the validity and reliability of different types of health resources.

2.1.6. C2 Determine the impact of public health strategies in preventing diseases and health conditions.

2.1.6 B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

Topics

Community and Environmental Health

Objectives

Students will determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

MyInfluences.pdf

.3R2AssessmentWorksheet

Students will determine how culture/family history impacts one's personal growth and health.

Students will assess and apply health data to enhance each dimension of personal wellness

Students will compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

Students will fill out the My influences and the teacher will lead a discussion on outside factors influencing health. (MS-LS1-8) (https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U3

Students will complete the interactive module How does your environment affect your health?
(MS-LS1-8)

Students will choose a health issue in your school or community (that is related to environmental influences) and debate how it is being handled by local and national officials (6.3.8.D.1)

What affects your health?:
http://www.mychandlerschools.
org/cms/lib6/AZ01001175/Cent
ricity/Domain/2183/Lesson 2
PP - What Affects Your Total
Health.ppt_PowerPoint

Activity: My influences:

https://www.healthyactivekids.com.au/wpcontent/uploads/2014/01/U3L3
R2AssessmentWorksheetMyInf
luences.pdf

en-us/lesson/envh10-

nealth-spls58/1 module

Learning module: How does your environment affect your health?:

https://lsintsp13.wgbh.org/en-us/lesson/envh10-health-

public service message

nttps://Isintspl3.wgbh.org/en

us/lesson/envh10-health-

spls58/1

Public Service
Announcement Video
Activity Plan and Lesson:
http://www.readwritethink.org/parent-afterschool-resources/activities-

Formative Assessment: Students understanding

will be assessed with follow up questions for the How does your environment affect your health?:
https://lsintspl3.wgbh.org/

Summative Assessment:
Students will demonstrate
understanding of public
health issues by creating in
informational poster or

Alternative Assessments:
Discussions
Self-Assessment
Peer Assessment

Students will evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions.	Students will analyze how culture, health status, age, and environment influence personal eating patterns and recommend ways to provide nutritional balance.
Students will create a public service message using technology or poster addressing the issue (related to environmental influence). (NJSLS W 6.10)(6.3.8.A.1)	Students will share their findings about the impact of environmental issues with local officials (via email, letter, etc.) (NJSLS W 6.7) (NJSLS L 6.3)
https://youtu.be/q8iOve03LX E	projects/mytube-make-video- public-30157.html Public Service Announcement Video Examples: https://youtu.be/94Ve2vctL9

Key Vocabulary:

Health Triangle – A measurement of the different aspects of health. It consists of physical, social, and mental health

Wellness – A state of being in good health, especially as an actively pursued goal.

emotional, spiritual and environmental health. Physical Health - Critical for overall well-being and is the most visible of the various dimensions of health, which also include social, intellectual,

Social Health - Involves ability to form satisfying interpersonal relationships with others

Emotional Health - A positive state of well-being which enables an individual to be able to function in society and meet the demands of everyday

Public Health - The health of the population as a whole, especially as monitored, regulated, and promoted by the state.

Personal Eating Pattern - The way a person eats, considered in terms of what types of food are eaten, in what quantities, and when

Genetic – Relating to genes or heredity. Personal Hygiene - Involves those practices performed by an individual to care for one's bodily health and well-being, through cleanliness

Nutritional balance - Consuming enough nutritional needs while not providing too much of any nutrients.

Integration of 21st Century Standards NJSLS 9:

928B3

in a career Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all with additional staff so all student can fully participate in the standards associated with this curriculum. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA https://www.wida.us/standards/CAN DOs/

the requirements. Continue Complex Comp			
age Learners Special Education Utilize modifications & in the student's IEP Work with paraprofessional will be challenged with complex, high level challenges in the student's IEP Work with paraprofessional information/materials will be challenged with complex, high level challenges in Teachers may modify in the student is expected what the student is expected in the student's IEP Work with paraprofessional informations may be printed out in large print and hung up information/materials in auditory, and tactile reinforcement of ideas. Idisplay Peer Support Provide extended time and post routines Solidify and refine concepts through repetition. modeling and post routines Solidify and refine concepts through repetition. Cive directions/instructions informat. Peer Support Solidify and refine concepts through repetition. Cive directions/instructions enthrough repetition. Cive directions/instructions informat. Cive directions/instructions information/materials information			 Using advance organizers
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age Learners Special Education ming/webbing ng KWL Chart g h Vocabulary Special Education Outilize modifications & accommodations delineated in the student's IEP Work with paraprofessional Nocabulary Special Education At-Risk Teachers may modify instructions by modeling what the student is expected to do Instructions may be printed Instructions may be printed	S	information/material	 Pre-Teaching or Reviewing
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age Learners Special Education At-Risk	- × ×	 Utilize modifications 	Brainstorming/webbing
tted Students: Students excelling in mastery of standards will be challenged with	[-tk	Special Education	glish Language Learners
	ards will be chal	s excelling in mastery of stand	tted and Talented Students: Students requirements.
to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.		ards will be cha ards will be incapted as. as. as. ay. own own own	sarve and summative data will be used to marent consultation, basic skills review and differs. More time and will be made available with excelling in mastery of standards will be chase excelling in the student's IEP Work with paraprofessional expreviewing information/materials exprovide helpful visual, auditory, and tactile reinforcement of ideas. Peer Support extended time excellenged repetition. Learner will work at own pace excellenged figures shorter assignments/more frequently

Interdisciplinary Connections: ELA - NJSLS/ELA:

Reading

coherent understanding of a topic or issue. RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a

writing:

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

Speaking and Listening:

- topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language:

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Social Studies

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Science:

- and/or release energy as this matter moves through an organism. MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth
- or storage as memories MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior

Integration of Technology Standards NJSLS 8:

- to be critiqued by professionals for usability. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications
- including appropriate use of social media. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health Grade 6

Unit: Personal Values, Communication, and Community Health Support

conflicts, and building character. Students compare and contrast the positives and negative factors that influence character and contribute to Overview: In this unit effective communication is explored to provide a basis for strengthening interpersonal interactions, resolving community mental health. Using this information they identify and develop a position in relation to a health related issue that affects the school community.

Time Frame: One Marking Period

Enduring Understandings:

- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Participation in social and health- or service-organization initiatives have a positive social impact.

Essential Questions:

- How can effective communication contribute to my health and wellness?
- What shapes my values and character?
- When is it time to get an adult involved to support health needs?
- How can I have a positive social impact on health?

2.2.6. E.1 Determine the validity and reliability of	others	settings that impact the health of oneself and	interpersonal communication in various	2.2.6. A.1 Demonstrate verbal and nonverbal	Comprehensive Health	Steindeirds
core ethical values.	Predict situations that may challenge an individual's	Objectives	Communication	Personal Values and	Topics	Topics and Objectives
communication strategies in the activity	Students will learn effective	org/classroom/6to8/persona l/growing/empathy.pdf	Empathy: http://classroom.kidshealth.	ways to promote understanding in the lesson.	Students will recognize	S Activities
1/growing/getting_along.pdf	http://classroom.kidshealth. org/classroom/6to8/persona	Activity: Communication: A Two-Way Street:	<u>l/growing/empathy.pdf</u>	http://classroom.kidshealth. org/classroom/6to8/persona	Lesson: Empathy:	Resources
 Groups of students will present a problem solving 	Summative Assessment:	Assessment	Benchmark Assessment: Common Formative	Questioning during lessons	Formative Assessment:	Assessments

health resources. different types of

influence one's decisions. 2.2.6. B.3 Determine how conflicting interests may

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

> with different values, challenge beliefs and backgrounds. beliefs, and cultural display empathy for others Identify situations that may

conflicting interests may influence one's decisions Determine how

assertiveness skills plays an to communicate with others negotiation, refusal, and Describe how the use of important role in being able

discrimination bullying, and gang violence, harassment help resolve incidences of facilitate communication to Identify strategies that will

> http://classroom.kidshealth Way Street (NJSLS RI 6.7 Communication: A Twoorg/classroom/6to8/persona /growing/getting_along.pdf

Re-evaluate if necessary solution that is best for all. decision. 5. Implement the possible solutions to the Define the problem to all problem solving strategies: (NJSLS SL 6.1)(NJSLS SL problem 4. Make a involved. 3. Determine The teacher will discuss six 1.Recognize the problem 2.

could implement in order to communication) that they of strategies (empathy, Students will generate lists a possible confrontation. of different backgrounds in occur between individuals cultural values) that may scenarios (language students with a list of negotiation, confrontation. deal with the stated barriers, religious beliefs The teacher will provide

> Students will classroom Kids Health in the

Identify actions that show empathy.

will go on to

scenarios to the class and to the confrontation scenario and their solutions

which would attempt to

resolve the conflict.

solving process at each step define/describe the problem

empathy.pdf org/6to8/personal/growing/ http://classroom.kidshealth to empathize Discover ways with others during conflict.

Solving Problems (social

Peer to Peer Discussions Whole Class Discussion Alternative Assessment:

Teacher Observation

emotional-skills/ content/grades-6-8-socialteachers/articles/teachinghttps://www.scholastic.com

Conflict resolution

- Identify what conflicts are.
- watch?v=KY5TWVz5ZDU https://www.youtube.com conflict effectively Ways to resolve

Topics

Mental Health and Abuse

2.1.6. C.3 Compare and

Comprehensive Health

ADDRESS RATIONAL PROPERTY.

of known mental illnesses. Students will generate lists

http://classroom.kidshealth. Lesson: Depression:

> Students will generate lists Formative Assessment:

depression, anxiety and detect and treat them. pame disorders, and Illnesses (such as phobias) and ways to

or occurs. 2.1.6. D.2 Explain what to do if abuse is suspected

professionals. warrant support from trusted adults or health health issues that 2.2.6. E.2 Distinguish

Objectives

phobias) and ways to detect and panic disorders, and and treat them. common mental illnesses (such as depression, anxiety Compare and contrast

suspected. be taken if self or other kinds of abuse are Describe what steps should

health professionals. situations require support from adults or qualified Determine when health

> abuse are suspected. steps that should be taken if information about types of self-abuse or other kinds of mental illnesses and the The teacher will present

depressed in the lesson to help someone who is of depression and strategies Students will learn the signs s/emotions/depression.pdf org/classroom/6to8/problem Depression: http://classroom.kidshealth.

6.1)(NJSLS SL 6.2) would use. (NJSLS SL with depression they strategy to help someone peer to identify what Students will pair with a

6.7)(NJSLS W 6.8) SL 6.1)(NJSLS W accomplish this. (NJSLS and discuss how one can mental wellness looks like expressions etc.) of what poster, drawing, a visual (infographic, Student groups will develop

should be able to develop a etc.) of ensuring that one plan (trusted adult, medical intervention, counseling Through the discussion they

Tamara Zann-Roland List of mental health topics Grade 6

- Depression
- ADHD
- Fear vs. Anxiety
- Stress
- Talk about it

watch?v=XiCrniLQGYc&] https://www.youtube.com/ 0n4uSW6V9NphUce&inde st=PLZfgrJ9ni84xG9XIOI

Mental Health lesson plan: Can We Talk?

- The stigma Stress Management
- Self-talk
- Teacher tips

content/uploads/2011/05/N http://www.insideout.net/w

Phobias: Teacher worksheet:

http://www.insideout.net/w

content/uploads/2011/05/N AIO479T-Phobias.pdt

s/emotions/depression.pdf org/classroom/6to8/problem

> to assess prior knowledge of known mental illnesses

Article: Phobias:

AIO479-Phobias.pdf

ric§ion_id=1#01

Alternative Assessment:

http://rubistar.4teachers.org/ assessed with a rubric. Student projects will be Summative Assessment:

index.php?screen=NewRub

Conferencing

Portfolios Reflection Journal

2.2.6. D.I Appraise the determine opportunities organization initiatives to goals of various for volunteer service. community or service-Connorchensive Bizaldi

professionals, trusted adults or health warrant support from 2.2.6. E.2 Distinguish health issues that

> abuse is suspected. (NJSLS negatively impacted or self-SL 6.1)(NJSLS SL 6.2) their wellness is being plan in place if they feel that has a support system or a

Topics

for Health Community Support

Objectives

community. affects the school health related issue that position in relation to a Identify and develop a

inform peers. health issue in order to Develop a position about a

> issues that they believe community. within their school would be health concerns and identify conditions and Students will brainstorm

school community. that are affecting their health concerns or issues to create a list of these (NJSLS SL 6.1) Students will then be asked

asked to join a side to All students will then be 6.1)(NJSLS L 6.3) with this issue. work to support people how the local officials may complete a debate about (6.3.8.D.1)(NJSLS SL

and suggest solutions. to a local official to state Students will write a letter their position on the issue

e.asp?id=2640

<u>s.org/makeagame/viewgam</u>

http://www.englishexercise

Medicine.net

42 Free ESL Health icy-brief-2.pdf

s=health%20problems resources/search_result?Tag https://en.islcollective.com/ Problems Worksheets.

content/uploads/2016/03/C lesson-plans.pdf OOR-791-2016-03-CWThttp://canwetalk.ca/wp-

Mental Illness Basics m/mental illness/page2.htm http://www.medicinenet.co

concerns. Children's health issues and Government. Queensland State age/common-issues [th/children/schoolittps://www.qld.gov.au/hea

https://forthesakeofall.files. wordpress.com/2013/09/pol dropout. Health can influence school

English Exercises

Health Problems and

Treatments.

Participation Formative Assessments:

Assessments: Summative

Questioning during lesson

assessed with a rubric. Student debate will be index.php?screen=NewRub ric§ion_id=1#01 http://rubistar.4teachers.org/

Letter to Local Official

Assessments: Alternative

Daily Writing Assignments

Oral responses

Key Vocabulary:

Negotiation - Discussion aimed at reaching an agreement

Assertiveness - Confident and forceful behavior

Gang - A group of persons working to unlawful or antisocial ends

Harassment - Aggressive pressure or intimidation toward someone in a constant or repeated way.

Bullying - Use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants

Discrimination - The unjust prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Empathy – The ability to understand and share the feelings of another.

Values - The regard that something is held to deserve; the importance, worth, or usefulness of something

Depression - A common and serious medical illness that negatively affects how you feel, the way you think and how you act.

Panic Disorders – A psychiatric disorder in which debilitating anxiety and fear arise frequently and without reasonable cause Anxiety – A nervous disorder characterized by a state of excessive uneasiness and apprehension, typically with compulsive behavior or panic attacks.

Phobias - An extreme or irrational fear of or aversion to something.

Integration of 21st Century Standards NJSLS 9:

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use ın a career

Accommodations and Modifications:

precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum. to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

students in reaching the standards. UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will

requirements. complexity of the Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the

 Create higher order thinking 	Peer Support	Students will share • Previewing	Stuce
		《《《··································	:
Gifted and Talented	At-Risk	earners	English L:

in their culture information about families

- Speak and display terminology
- student's native languages Family planning books in
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Using advance organizers
- Brainstorming/webbing
- Modeling
- **Employing KWL Chart**
- Predicting
- Pre-Teach Vocabulary
- Pre-Teaching or Reviewing

- information/materials
- Provide helpful visual reinforcement of ideas auditory, and tactile
- accommodations delineated in the student's Utilize modifications &
- paraprofessional Work with
- Peer Support
- Provide extended time
- concepts through Solidify and refine
- Learner will work at own

repetition.

Give shorter pace assignments/more

frequently

- Provide extended time
- illustrations, and models Use visual demonstrations,
- written format. verbally and in simple directions/instructions
- Previewing information/materials
- Increase one on one time
- Teachers may modify instructions by modeling
- expected to do Instructions may be printed

what the student is

- up for the student to see out in large print and hung during the time of the
- adjustments for personal needed. space or other behaviors as expectations and make Review behavior lesson.

- questions for students
- Adjusting the pace of lessons
- Students will present research to a different audience
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Interest based content
- Real world scenarios
- Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSLS/ELA:

coherent understanding of a topic or issue RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a

Writing:

of others while avoiding plagiarism and providing basic bibliographic information for sources. relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather

Speaking and Listening:

- topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6
- topic, text, or issue under study. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a

Language:

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Social Studies

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- points of view are addressed in a democratic society 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting

Integration of Technology Standards NJSLS 8:

- to be critiqued by professionals for usability. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications
- including appropriate use of social media. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

Comprehensive Health Grade 6

Unit: Drugs and Medicines

healthy, active lifestyle. internal and external pressures that influence them to use substances and will be enabled and empowered to make positive choices that support a other drugs. The link between substance abuse and intentional and unintentional health risks will be analyzed. Students will acknowledge the Overview: This unit aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and

Time Frame: One Marking Period

Enduring Understandings:

- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

Essential Questions:

- What is the difference between medicine and a drug?
- How do drugs/alcohol effect decision-making?
- How can I make positive choices about my health?

					medicines.	the-counter and prescription	information found on over-	2.3.6. A.2 Compare	Comprehensive Health	Standards
counter and prescription	on the bottle of over the	information that is contained	Identify and compare	The second secon	Objectives	5	- Medicine		Topics	Topics and Objectives
	ÜIZ.pdf	n1/MedicineSafety PREQ	safety/pdfs/teachers/Lesso	/otc-med-	http://www.scholastic.com	medicine.	their understanding of	assessment to determine	Students will take a pre-	Activities
owse/article.jsp?id=3757744	http://www.scholastic.com/br	Lesson: All About Medicine:		<u>df</u>	MedicineSafety PREQUIZ.p	safety/pdfs/teachers/Lesson1/	-med-	http://www.scholastic.com/otc	Medicine Pre-assessment:	Resources
	Assessment	Common Formative	Assessment:	Benchmark		Teacher Observation	Discussion	Assessments:	Formative	Assessments

Students will differentiate between over the counter and prescription medicine in the lesson All About Medicine:

http://www.scholastic.com/browse/article.jsp?id=375

owse/article.jsp?id=3757745

Students will learn how to read medicine labels in the lesson Reading and Understanding the Drug Facts Label. (NJSLS RI 6.7)
http://www.scholastic.com/browse/article.jsp?id=375

Students will review and reinforce how to read medicine labels by watching the video Medicines In My Home: The Over-the-Counter Drug Facts Label (NJSLS RJ 6.7

https://www.youtube.com/ watch?v=hT6Th_OfOKE

Students will discuss the need for responsible medicine storage and dosing in the lesson Medicine Measuring Tools, Storage, and Disposal. (NJSLS SL

Lesson: Reading and Understanding the Drug Facts Label: http://www.scholastic.com/br

Video: Medicines In My
Home: The Over-the-Counter
Drug Facts Label:
https://www.youtube.com/wat
ch?v=hT6Th_QfQKE

Lesson: Medicine Measuring Tools, Storage, and Disposal: http://www.scholastic.com/browse/article.jsp?id=3758265

Medicine Post-assessment:
http://www.scholastic.com/otc-med-safety/pdfs/teachers/Lesson4/
MedicineSafety POSTQUIZ.

Summative Assessment: Student understa

Student understanding of proper medicine use will be assessed using the Medicine Postassessment:

http://www.scholastic.com/otc-med-safety/pdfs/teachers/Leson4/MedicineSafety
POSTQUIZ.pdf

Alternative
Assessments:
Peer to Peer
Discussions
Reflection Journal

and can place one at risk. alcohol and other drugs 2.3.6. B.S Defermine influence decision-making situations where the use of Comprehensive Health

one's health. of illness, injuries, and of alcohol on the incidence the likelihood of harm to risky health behaviors, and disease, the increase of impact of the use and abuse 2.3.6. B.4 Determine the

substance abuse problem to dependency addiction. and the stages that lead signs and symptoms of a 2.3.6. C.1 Summarize the

remain drug-free. support the ability to other drugs, and that using alcohol, tobacco and effective strategies to stup 2.3.6. C.4 Determine

decision-making strategies. 2.2.6. B.I Use effective

Topics

8265

http://www.scholastic.com/ /browse/article.jsp?id=375

Medicine Misuse, Alcohol, Tobacco, Drugs

Objectives

risky health behaviors. illness, injury, disease, and making, the potential for drugs/alcohol effect decision Examine data on how

drugs influence decisionmaking and can place one the use of alcohol and other Determine situations where

of harm to one's health. the incidence of illness, use and abuse of alcohol on behaviors, and the likelihood increase of risky health injuries, and disease, the Determine the impact of the

drug addiction. stages of alcoholism and Describe the different

and diseases such as HIV/AIDS and hepatitis. between injected drug use Analyze the relationship

> Medicines and Misuse: improperly in the lesson the consequences of Students will understand http://www.scholastic.com taking medicine browse/article.jsp?id=375

on topic of substance and lead a class discussion (NJSLS SL 6.1)(NJSLS Alcohol and other drugs. abuse with the lesson The teacher will introduce

https://www.scps.k12.fl.us ${
m Drug}{
m AndAlcoholPreventu}$ acher%20Resources/TR resources/documents/Te

alcoholism/addiction activity Exploding the Students will complete the 6.7)(NJSLS W 6.8) one's wellness. (NJSLS W stages, treatment, and signs and symptoms, definition of the disorder, pamphlet should include a stages and definitions. The pamphlet for Students will develop a Myths to discover true three tips for maintaining facts about alcohol.

> Lesson: Medicines and Misuse:

owse/article.jsp?id=3758264 http://www.scholastic.com/br

safety/ nttps://www.cdc.gov/injection Injection Safety Information:

Myths Activity: Exploding the

dG1hLm9yZ3w3dGgtZ3JhZ ${f neDoyZTRIMjMzYTJhZWY}$ 4tLW1ycy1sYXBvaW50ZXx r?a=v&pid=sites&srcid=bXlz https://docs.google.com/viewe <u>HlzaWNhbC1IZHVjYXRpb2</u> ${
m GUtaGVhbHRoLWFuZC1we}$

lessons: Additional articles and

physical-education--mrs-Alcohol and Drugs: tma.org/7th-grade-health-andhttps://sites.google.com/a/mys lapointe/unit-5-alcohol-and-

https://youtu.be/SY2luGTX7 Drug Addiction Video:

Assessment: Formative

Students communicate activities d=3758264 lesson om/browse/article.jsp?i http://www.scholastic.c Medicines and Misuse: risk during the the consequences and

Summative

Myths: the Exploding the Students will correctly Assessments facts about alcohol in identify myths and

aGVhbHRoLWFuZC https://docs.google.com waHlzaWNhbC1IZHV yZ3w3dGgtZ3JhZGUt &srcid=bXlzdG1hLm9 Y2Ey activity /viewer?a=v&pid=sites IRIMjMzYTJhZWY3 XBvaW50ZXxneDoyZ YXRpb24tLW1ycy1sY

evaluated using a rubric pamphlets will be Students' alcoholism http://rubistar.4teachers org/index.php?screen= NewRubric§ion_id

Demonstrate through roleplay the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings.

Use effective decisionmaking strategies.

https://docs.google.com/viewer?a=v&pid=sites&srcid=bXlzdG1hLm9yZ3w3dGgtZ3JhZGUtaGVhbHRoLWFuZC1waHlzaWNhbC1lZHVjYXRpb24tLW1ycylsYXBvaW50ZXxneDovZTRlMjMzYTJhZWY3Y2Ey

and The Chemistry of podcasts Drug Addiction Students will listen to a.org/resource/06c6c7f5-SL 6.1)(NJSLS SL 6.2) Drug Addiction (NJSLS Is a Disease of the Brain podcast/ a.org/resource/5b9d4314-05a5f341a13e/drug-5530-4206-9903https://nj.pbslearningmed addiction-earth-and-skyaddiction-is-a-disease-of-56e4a1aaa69c/the-<u>nttps://nj.pbslearningmedi</u> he-brain/ hemistry-of-drug-12c3-4402-9093-

Students will practice refusal skills through role playing.

Students groups will research an important community issue and develop arguments for each side of the following question. Should people

Student's oral
arguments will be
evaluated using a rubric
during debate
http://rubistar.4teachers.org/index.php?screen=
NewRubric§ion id
<a href="mailto:ellower.google.go

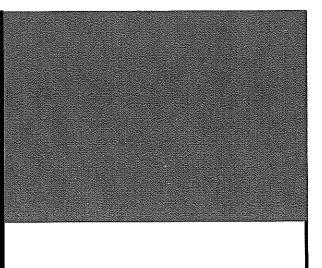
Alternative
Assessments:
Oral responses

Portfolios

Conferencing

Homework Assignments

Daily Writing Assignments



addicted to drugs have access to clean needles? (Clinic, pharmacy, with or without prescription) The groups must be prepared to give research-based data to defend their position. The data should include, but is not limited to, statistics, definitions of diseases, treatment, programs that have been implemented (successful or not). (NJSLS W

Key Vocabulary:

Medicine - The science or practice of the diagnosis, treatment, and prevention of disease

6.7)(NJSLS W 6.8)

(6.2.12.D.5) (6.3.8.D.1)

OTC (Over the Counter) – By ordinary retail purchase, with no need for a prescription or license

Prescription – An instruction written by a medical practitioner that authorizes a patient to be provided a medicine or treatment.

Alcohol - A liquor that contains ethanol and has the potential to intoxicate drinkers, and it can be burned as fuel.

Tobacco - The leaves of cultivated tobacco prepared for use in smoking or chewing or inhaling when pulverized

Drugs - A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.

HIV – A virus spread through certain body fluids that attacks the body's immune system.

by HIV virus. AIDS - A disease in which there is a severe loss of the body's cellular immunity, greatly lowering the resistance to infection and cancer. It is caused

Hepatitis – A disease characterized by inflammation of the liver.

Risk – A situation involving exposure to danger.

Peer pressure – Influence from members of one's peer group.

Refusal skills - Set of skills designed to help children avoid participating in high-risk behaviors

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3

a career Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with

additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards. Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in

the requirements. Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of

			Interdisciplinary Connections:
	the lesson.		
	student to see during the time of		Modeling
Instruction	large print and hung up for the	frequently	Brainstorming/webbing
Student Driven	 Instructions may be printed out in 	Give shorter assignments/more	Using advance organizers
Real world scenarios	expected to do	Learner will work at own pace	Word walls
Interest based content	by modeling what the student is	through repetition.	 Label classroom materials
lessons	 Teachers may modify instructions 	 Solidify and refine concepts 	 Develop and post routines
 Adjusting the pace of 	 Increase one on one time 	Provide extended time	Peer modeling
skills	 Previewing information/materials 	student's IEP	Teacher modeling
 Higher order thinking 	 Provide extended time 	accommodations delineated in the	native languages
 Independent study 	 Peer Support 	Utilize modifications &	 Family planning books in student's
instruction	format.	Learner will work at own pace	 Speak and display terminology
 Inquiry-based 	verbally and in simple written	through repetition.	about families in their culture
use	Give directions/instructions	 Solidify and refine concepts 	 Students will share information
media to prevent drug	illustrations, and models	 Provide extended time 	Peer modeling
campaign for social	 Use visual demonstrations, 	 Peer Support 	Teacher modeling
 Students will create a 	needed.	and tactile reinforcement of ideas.	Pre-Teaching or Reviewing
audience	space or other behaviors as	 Provide helpful visual, auditory, 	Pre-Teach Vocabulary
research to a different	make adjustments for personal	Previewing information/materials	Predicting
 Students will present 	 Review behavior expectations and 	 Work with paraprofessional 	Employing KWL Chart
Gifted and Talented	At-Risk	Special Education At	English Language Learners

Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing:

of others while avoiding plagiarism and providing basic bibliographic information for sources relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather

Speaking and Listening:

topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6

topic, text, or issue under study. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a

Language:

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Social Studies:

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Integration of Technology Standards NJSLS 8:

- be critiqued by professionals for usability. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

Comprehensive Health Grade 6

Unit: Human Relationships

how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Students Overview: This unit provides students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and HIV/AIDS, and unintended pregnancy. Additionally, the challenges facing adolescent parents are explored. learn medically accurate information and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases,

Time Frame: One Marking Period

Enduring Understandings:

- Healthy relationships require a mutual commitment.
- Responsible actions regarding sexual behavior impact the health of oneself and others
- Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood

Essential Questions:

- How can I get along with others?
- How do my decisions about sexual activity impact myself and others?
- What are the challenges adolescent parents face?

					and in other relationships	problem(s) among friends	successful resolution of a	2.4.6. A.4 Demonstrate	Comprehensive Health	Standards
	individuals in relationships	be resolved between	Identify how conflicts may		nips. Objectives	ands.	Ta Conflict Resolution		<u>r</u> Topics	Topics and Objectives
conflict in the lesson Resolving	s. and role play solutions to	strategies to address conflicts,	y they have encountered, develop	Students will discuss conflicts		video:	Conflict Management animated	concept of conflict with a shor	The teacher will introduce the	s Activities
g R	60&&FORM=VRDGA	F7344EB2BC709EBC0	p 44EB2BC709EBC0606	view=detail∣=6F73	+management+gr+6&&	ideos/search?q=conflict	d <u>https://www.bing.com/v</u>	t Management;	Video: Conflict	Resources
Summative Assessment:	Assessment	Common Formative	Benchmark Assessment:		and how to resolve them.	understanding of conflicts	demonstrating their	Students will present a skit	Formative Assessment:	Assessments

Demonstrate successful resolution of a problem(s) among friends and in other relationships.

Conflicts. (NJSLS SL 6.1)(NJSLS SL 6.2)(6.3.4.D.1) http://www.discoveryeducation com/teachers/free-lessonplans/resolving-conflicts.cfm

http://www.discoveryed

Instructors will evaluate student's understanding of conflict resolution topics

ucation.com/teachers/fr

Lesson: Resolving

ee-lesson-

during classroom discussions.

Alternative Assessments:

[eacher Observation

plans/resolving-

Students will read articles about ways to resolve conflicts, discuss how conflict are portrayed in the media, and propose solutions to hypothetical conflicts in the lesson Working It Out. (NJSLS RI 6.7)
https://classroom.kidshealth.org

resolution.pdf

Students will watch the video and discuss In The Mix:

Conflict Resolution - Thinking It Through (NJSLS SL 6.2)

https://www.youtube.com/watc

h?v=xDoQlpe51xA

articles about conflicts.cfm

inflicts;
ict are Lesson: Working It Out:
edia, and https://classroom.kidshe
to alth.org/6to8/personal/g
icts in the rowing/conflict_resoluti
Out_(NJSLS) on.pdf

Video: In The Mix:
Conflict Resolution Thinking It Through:
https://www.youtube.co
m/watch?v=xDoQIpe5T
xA

Peer to Peer Discussions

Whole Class Discussion

Anecdotal Records

Toj

Dating and Relationships

Sexting

2.4.6.B.4 Predict the possible physical, social and emotional impacts of adolescent decisions

regarding sexual

behavior

Objectives

Describe the role that dating and dating behaviors (communication, honesty) play in the lives of

adolescents.

2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS.

The teacher will lead a discussion on Healthy Relationships and have students role play making positive decisions.

Students will complete activities about Peer Pressure and have students role play making positive decisions.

Formative Assessments: Do Now/Ticket to Leave

Journal Entry

Summative Assessments:

Student responses to n
Healthy Relationships:
http://classroom.kidshealth.
org/classroom/6to8/persona
l/growing/healthy relations
hips.pdf and

Lesson: Healthy
Relationships:
http://classroom.kidshea
Ith.org/classroom/6to8/p
ersonal/growing/healthy
relationships.pdf

Healthy Relationship
Video:
https://youtu.be/7J1vki
AazkM

2.4.6.B.2 Summarize sexually active. strategies to remain pressures to become absinent and resist

> sexually active. Summarize strategies to pressures to become remain abstinent and resist

emotional impacts of adolescent decisions physical, social, and Predict the possible regarding sexual behavior

activity during adolescence choices regarding sexual and how they relate to and Pregnancy) of sexual (HIV/AIDS, STIs, HPV, Evaluate the ramifications

unintended pregnancy. HIV/AIDS, STIs, HPV, or place one at risk for Determine behaviors that

> 6.2)(6.3.4.D.1) communication in developing positive and negative resolution and the role of implications of conflict Students will discuss the experience or media portrayal. drawing from personal that may occur when dating W 6.7)(NJSLS SL healthy relationships. (NJSLS Students will create scenarios

6.1)(NJSLS SL 6.2) programs or movies that depict was made and the resolution. what they might do and why. allow the students to discuss complete clip, but will stop and decision making situations. situations depicting intimate different "clips" from different Students will be shown these situations. (NJSLS SL from age appropriate television teacher will show what decision After a brief discussion the Teacher will NOT show the Teachers may use video clips

prevention and treatment in the Students will learn about lesson HIV/AIDS.

behaviors that put them at risk. STDs and determine the Students will list common

media/id/31746/

STDs Video: n0CvK1 https://youtu.be/FDVNd https://youtu.be/xvBHh

Resisting Peer Pressure Video:

Social Media and It's emotional-health-sociald/study-teenagers-Influence: https://youtu.be/W1To6 https://newsela.com/rea

http://classroom.kidshea ersonal/growing/peer_p Lesson: Peer Pressure: ressure.pdf lth.org/classroom/6to8/p

org/classroom/6to8/persona

http://classroom.kidshealth

Peer Pressure:

activities will demonstrate

l/growing/peer pressure.pdf

understanding of conflict

roblems/conditions/hiv Lesson: HIV/AIDS: http://classroom.kidshea th.org/classroom/6to8/p

about dating and conflicts

Student created scenarios

positive decision making resolution strategies and

will be scored using a

roblems/conditions/stds. Lesson: STDs: http://classroom.kidshea th.org/classroom/6to8/p

HIV/AIDS Video: nc§ion id=1 - 01 index.php?screen=NewRub http://rubistar.4teachers.org/

Peer reviews/mentors Alternative Assessments:

Dramatization

Games/simulations

Interview/survey

60iyt8

Reflection Journal

Portfolios

24.0.15.4
Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

Explain how character and core ethical values can be useful in addressing challenging situations.

Use effective decisionmaking strategies.

Comprehensive Health
2.4.6. C.4 Predict
challenges that may be
laced by adolescent
parents and their families

Students will understand the pressures on young people to send naked pictures (sexts).

Students will give advice to others to avoid sending a sext

Students will understand the possible consequences of sending a sext, including the legal consequences

Teacher will refer to the Childnet International sexting lesson plan, video and discussion questions https://www.childnet.com/resources/pshetoolkit/sexting

Students will discuss what they learned, specifically the consequences. (NJSLS SL 6.1)(NJSLS SL 6.2)

Sexting Laws in NJ:
https://cyberbullying.org/s
exting-laws/new-jersey

What is sexting video: https://youtu.be/R7_bLN7nDFU

Dangers of Sexting Video:

https://youtu.be/SuBxI5

OGdlw
Consequences of Sexting
Video:

Consequences of Sexting Video:

https://youtu.be/GLITG q3UH38

Topics

Family Health

Objectives

Identify the challenges faced by adolescent parents and their families

Students, as a class, will brainstorm ideas regarding what they believe would be challenges (financial, emotional, maturity) of being an adolescent parent. The teacher will assist in leading the discussion. Students will then create a list of these challenges. (NJSLS SL 6.1)(NJSLS SL 6.2)(MS-LS4-3)

Sinall student groups (3-4 students) will be formed and each group will select a specific challenge (financial, emotional,

Challenges of Teen
Parents
https://www.livestrong.
com/article/146370-theproblems-faced-byteen-parents/

Teen Pregnancy
http://www.discoveryed
ucation.com/teachers/fr
ee-lesson-plans/teenpregnancy.cfm

Formative Assessment: Discussions

Summative Assessment:
Group projects proposing
solutions to the challenges
of adolescent parenting will
receive a grade.

Alternative Assessments:

Conferencing
Homework Assignments
Daily Writing
Assignments



activities, writing an email or as a reason for prevention letter to a local official. (NJSLS maturity; etc.) that they will use W 6.8)(6.2.12.D.5)(6.3.8.D.1)

Key Vocabulary:

Relationship - The state of being connected, emotionally involved or by blood

Conflicts - A serious disagreement or argument, typically a protracted one

Sexual activity – Activities associated with sexual intercourse.

Abstinence - The fact or practice of restraining oneself from indulging in something, typically alcohol

STDs - Any disease characteristically transmitted by sexual contact.

STIs - Any infection that is characteristically transmitted by sexual contact and many either clear up or develop into a STD

HIV - A virus spread through certain body fluids that attacks the body's immune system.

by HIV virus. AIDS - A disease in which there is a severe loss of the body's cellular immunity, greatly lowering the resistance to infection and cancer. It is caused

HPV – Viral infection that is passed between people through skin-to-skin contact

Financial – Relating to or involving money.

Maturity - When something reaches its full level of development, it has achieved maturity.

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activit ies for use in a career

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum. learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA

https://www.wida.us/standards/CAN_DOs/

students in reaching the standards. UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will

Gifted and Talented Students: Students the complexity of the requirements.	ents excelling in mastery of standards	Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.	h level challenges related to
English Language Learners	Special Education	At-Risk	Gifted and Talented
 Family planning books in 	 Utilize modifications & 	 Previewing 	 Students will present research
student's native languages	accommodations	information/materials	to a different audience
 Speak and display 	delineated in the student's	 Use visual demonstrations, 	 Students can present
terminology	IEP	illustrations, and models	information to a school board
 Teacher modeling 	Work with	• Give	meeting or town council
 Peer modeling 	paraprofessional	directions/instructions	meeting
 Develop and post routines 	 Previewing 	verbally and in simple	 Inquiry-based instruction
 Label classroom materials 	information/materials	written format.	 Independent study
 Word walls 	 Provide helpful visual, 	Peer Support	 Higher order thinking skills
 Using advance organizers 	auditory, and tactile	 Provide extended time 	 Adjusting the pace of lessons
 Brainstorming/webbing 	reinforcement of ideas.	 Increase one on one time 	 Interest based content
 Modeling 	 Peer Support 	 Teachers may modify 	 Real world scenarios
 Employing KWL Chart 	 Provide extended time 	instructions by modeling	 Student Driven Instruction
 Predicting 	 Solidify and refine 	what the student is	
 Pre-Teach Vocabulary 	concepts through	expected to do	
 Pre-Teaching or Reviewing 	repetition.	 Instructions may be printed 	
	 Learner will work at own 	out in large print and hung	
	pace Table 1 and 1	up for the student to see	
	Give shorter	during the time of the	
	assignments/more	lesson.	
	frequently	 Review behavior 	
		expectations and make	
		enace or other hehaviors as	
		needed.	

Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

coherent understanding of a topic or issue RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a

Writing

shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

Speaking and Listening:

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

a topic, text, or issue under study. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to

Language:

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Social Studies

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- conflicting points of view are addressed in a democratic society 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how

Science

- MS-LS4-Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species
- to identify relationships not evident in the fully formed anatomy

Integration of Technology Standards NJSLS 8:

- to be critiqued by professionals for usability. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications
- including appropriate use of social media. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

Career Ready Practices:
CRP1. Act as a responsible and contributing citizen and employee.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.

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

PACING GUIDE Health: GRADE 6

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Drugs and Medicines - Information that is	Human Relationships - How conflicts may be	Human Relationships - Role of dating and dating	Human Relationships - Identify the challenges	<u>Personal Health and</u> Development
contained on the bottle of	resolved between	behaviors play in the lives	faced by adolescent	- Decision making skills
over the counter and	individuals in	of adolescents.	parents and their families.	on personal wellness
prescription drugs.	relationships.	- Strategies to remain	- Understand the	- Predict how the outcome
 Effects of drugs/alcohol 	- Successful resolution of	abstinent and resist	pressures on young	of a health-related
- Alcohol and drugs	a problem among friends	pressures to become	people to send naked	decision may differ if an
influence decision-making	and in other relationships	sexually active.	pictures.	alternative decision is
affects		- Possible physical, social,	- Give advise to others to	made
- Effect of Alcohol use on	Standards	and emotional impacts of	avoid sending naked	- Culture/family history
one's health and safety.	2.4.6.A.4	adolescent decisions	pictures.	impacts one's personal
- Stages of alcoholism and		regarding sexual behavior	- Possible consequences	growth and health.
drug addiction		- Ramifications of sexual	to sending a sext,	- Genetics, family history,
- Relationship between		activity during	including legal	personal nealth practices,
arugs and diseases		adolescence and now mey	consequences.	and environment, and
		relate to choices regarding		now they affect personal
Standards		sexual behavior.	Standards	growth and development
2.3.6.A.2		 Behaviors that place one 	2.4.6.B.4	in each life stage.
2.3.6.B.5		at risk for HIV/AIDS, STIs,	2.2.6.C.1	
2.3.6.C.1		HPV, or unintended	2.2.6.B.1	Standards
2.3.6.C.4		pregnancy	2.4.6.C.4	2.1.6.A.1
2.2.6.B.1				2.1.6.A.2
		Standards		2.4.6.A.1
		2.4.6.B.4		
		2.4.6.B.3		
		2.4.6.B.2		
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Personal Lealth and Development Personal Malues Communication, and Community Health Community Health Community Health Community Health Communication, and Community Health Community Health <th< th=""><th>FEBRUARY</th><th>MARCH</th><th>APRIL</th><th>MAY</th><th>JUNE</th></th<>	FEBRUARY	MARCH	APRIL	MAY	JUNE
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ersonal lifestyle personal hygiene practices. Influence of stage. How culture/family histories impacts one's e ating patterns dimension of personal mend ways to genetics, family history. Personal health personal health personal mend ways to stritional patterns in each life stage. Situations that may challenge an individual's detect and treat them. Situations that may challenge beliefs and development display empathy for others suspected. With different values, health beliefs, and cultural backgrounds. - Conflicting interests may influence one's decisions skills plays an important role in being able to communicate with others. Standards 2.1.6.C.2 2.1.6.B.2 Standards Standards 2.2.6.B.1 2.2.6.B.3 2.2.6.C.2	individual's needs.	products and use of	- Situations that may	- Common mental	 Develop a position in
virinfluence - How culture/family histories impacts one's e stage. - How culture/family histories impacts one's e stage. - Struations that may challenge beliefs and personal growth and bearth adit to enhance each attitional personal health practices, and environment, and how are ach life stage. - Genetics, family history, personal meach life stage. - Strandards 2.1.6.C.2 - Strandards - Situations that may challenge beliefs and other kinds of abuse are suspected. - Health situations require in support from adults or qualified health practices, skills plays an important role in being able to communicate with others Strategies that will facilitate communication. - Strandards - Sitandards -	- Relate personal lifestyle	personal hygiene	challenge an individual's	illnesses and ways to	relation to a health related
'Influence - How culture/family development histories impacts one's e stage. Irre, health eating and eating ant influence and mays to underlicing personal formend ways to underlicing and environment, and environment, and development in each life stage. Standards 2.1.6.C.2 2.1.6.B.2 - Health situations require in display empathy for others display empathy for others also display empathy for others duspected. Assess and apply health backgrounds. - Genetics, family history, personal health practices, and environment, and how fine each life stage. Standards 2.1.6.C.2 2.1.6.B.2 - Strandards 2.2.6.E.1 Standards 2.2.6.E.1 Standards 2.2.6.E.3	habits, environment, and	practices.	core ethical values.	detect and treat them.	issue that affects the
di development histories impacts one's e stage. e stage. personal growth and ture, health e, and eating e, and eating atterns ading patterns are data to enhance each suritional suritional suritional suritional suritional suritional - Assess and apply health data to enhance each dimension of personal wellness Genetics, family history, personal health practices, and environment, and how they affect personal growth and development in each life stage. Standards 2.1.6.C.2 2.1.6.C.2 2.1.6.B.2 Standards 2.2.6.E.1 4 Carificting interests may professionals - Conflicting interests may professionals - Conflicting interests may professionals - Use of negotiation, refusal, and assertiveness skills plays an important cole in being able to gang violence, harassment, bullying, and discrimination. Standards 2.2.6.E.1 2.2.6.C.2	hereditary influence	 How culture/family 	 Situations that may 	 Steps to take if self or 	school community.
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ture, health - Assess and apply health acting patterns ort influence and to enhance each adata to enhance each dimension of personal wellness. - Genetics, family history, personal health practices, and environment, and how they affect personal in each life stage. Standards 2.1.6.C.2 2.1.6.B.2 Standards 2.1.6.B.2 Standards 2.1.6.B.2 Standards 2.1.6.B.2 Standards 2.1.6.B.2 Standards 2.1.6.B.2 Standards 2.1.6.B.2 Standards 2.1.6.B.3 Standards 2.2.6.E.1 2.2.6.B.3 2.2.6.B.3 2.2.6.C.2	in each life stage.	personal growth and	display empathy for others	suspected.	a health issue in order to
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and patterns ating patterns alting patterns alting patterns wellness. Juritional vays to uritional personal health practices, family history, personal health practices, and environment, and how growth and development in each life stage. Standards 2.1.6.C.2 2.1.6.B.2 Standards 2.1.6.B.3 2.2.6.B.1 2.2.6.B.1 2.2.6.B.3 2.2.6.B.3	status, age, and eating	 Assess and apply health 	beliefs, and cultural	support from adults or	
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and environment, and how they affect personal growth and development in each life stage. Standards 2.1.6.C.2 2.1.6.B.2 Standards 2.2.6.E.1 Standards 2.2.6.E.1 Standards 2.2.6.B.3 Standards 2.2.6.A.1 2.2.6.B.3 2.2.6.C.2	balance.	personal health practices,	eness	2.1.6.C.3	
they affect personal growth and development in each life stage. Standards 2.1.6.C.2 2.1.6.B.2 Standards 2.2.6.E.1 Standards 2.1.6.B.2 Standards 2.1.6.B.2 Standards 2.2.6.B.1 2.2.6.B.1 2.2.6.B.3 2.2.6.C.2		and environment, and how		2.1.6.D.2	
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2.2.6.A.1 2.2.6.E.1 2.2.6.B.3 2.2.6.C.2			Standards		
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2.2.6.C.2			2.2.6.B.3		
			2.2.6.C.2		