

Quinton Township School District
Health
Grade 6
[Pacing Guide](#)

Unit	1	Unit Title:	Personal Health & Safety	Pacing:	4.5 Days
Unit Summary: In this unit, students focus on a variety of health and safety measures. Being responsible for one's health and knowing the causes and triggers for a medical condition is important in controlling medical conditions. They learn basic information for first aid for allergies and asthma. Within the unit, students also learn about gang pressures, refusal strategies, and respecting themselves and others both online and in their communities.					
Essential Questions: Why is it important to know basic first aid? How can refusal skills help you avoid peer pressure and live a healthier life?					
Objectives: - Discover how asthma and allergies affect the body. - Demonstrate an understanding of your own special needs and medical problems; assume responsibility for well being. - Discover why smoking poses a high risk to people with medical problems. - Demonstrate responsible behavior when helping someone with a medical emergency. - Demonstrate refusal strategy to fight peer pressure for joining gangs, smoking, doing drugs. and participating in cyber or in-person bullying.					
NJSLS-CHPE Standards: 2.1.8.PGD.2, 2.1.8.PGD.4, 2.1.8.CHSS.1, 2.1.8.CHSS.6, 2.3.8.PS.1, 2.3.8.ATD.1, 2.3.8.ATD.3, 2.3.8.ATD.5, 2.3.8.DSDT.1, 2.3.8.DSDT.2, 2.3.8.HCDM.2, 2.1.8.HCDM.3					
Interdisciplinary Connections: RI.CR.6.1, W.IW.6.2, W.SE.6.6, SL.PE.6.1					

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.4, 9.1.8.FP.2, 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.Cl.3		
Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2,		
Career Education: 9.2.8.CAP.3, 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Discuss prior knowledge of allergies and asthma. - Read articles and answer text-based questions about allergies and asthma. - List "Challenges" and "Special Needs" on the board and classify concerns as students brainstorm ideas. - Use role-play to practice refusal skills for joining gangs, smoking, doing drugs. and participating in cyber or in-person bullying. - Read an article about dating violence and respond to questions. - In small groups, have students work together to role play an emergency situation.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Role Play Scenarios - Self Assessment	Summative Assessments - Completed Text-Dependent Questions - End-of-Unit Assessment	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt,	Alternative Assessments Alternative Choice Projects	

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content-specific benchmarks)		● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence frames/sentence starters. ● Utilize manipulatives as necessary. ● Provide breaks to allow for refocusing as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents. ● Hold conferences with translator present.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Health
Grade 6

Unit	2	Unit Title:	Nutrition	Pacing:	4.5 Days
Unit Summary: In this unit, students discuss how nutritional needs vary during different points in life. They practice meal planning while learning about nutrition labels and the importance of comparing unit prices as shoppers. Additionally, they explore healthy and disordered eating and how social media impacts body image.					
Essential Question: How do diet, nutrition, and good eating habits support a healthier life?					
Objectives: - List rules for safe food handling. - Explain the positive effects of a healthful diet. - Summarize the factors that are important in responsible meal planning and shopping for food. - Identify healthful and unhealthful reasons for eating and explain what the consequences can be in certain eating disorders.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.PGD.1, 2.1.8.PGD.4, 2.1.8.N.1, 2.1.8.N.2, 2.1.8.N.3, 2.1.8.N.4					
Interdisciplinary Connections: RI.CR.6.1, W.IW.6.2, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.1.8.CR.4, 9.1.8.FP.2, 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.3					
Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2,					
Career Education: 9.2.8.CAP.3, 9.2.8.CAP.12, 9.2.8.CAP.18					
Overview of Activity/Focus			Instructional Materials		Technology Infusion

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● Assess prior knowledge through a food activity. ● Conduct class discussions on healthy eating and body image. ● Analyze positive and negative messaging via social media. ● Create a word web to record Nutritional Facts. ● Use example situations to survey student's prior knowledge of eating disorders. ● Conduct a group activity for promoting healthy eating and body images.	Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks	
Assessments			
Formative Assessments ● Class Discussions ● Social Media Messaging Activity ● Self Assessment	Summative Assessments ● Completed Meal Plan ● End-of-Unit Assessment		
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments		
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels.

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• Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	3	Unit Title:	Functions of the Body	Pacing:	4.5 Days
Unit Summary: In this unit, students learn about the function of cells, cellular growth, abnormal cells, and the functions of genetic material in cells. Students identify common components of cells, distinguish between cell types, and discuss recessive and dominant genes and traits.					
Essential Question: How do cells function to keep our bodies healthy?					
Objectives: ● Identify the functions of the cells within the body. ● Explain how cells grow, reproduce and form tissues, organs and systems. ● Explain the function of genetic material in cells upon the human body. ● Describe what can happen when cells behave abnormally. ● Explain how to lower risks of some cancers.					
NJSLS-CHPE Standards: 2.1.8.PGD.2, 2.1.8.PGD.4, 2.1.8.CHSS.1, 2.3.8.HCDM.2, 2.3.8.HCDM.6, 2.3.8.HCDM.7					
Interdisciplinary Connections: MS-LS1-3, MS-LS1-8, RI.CR.6.1, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.1.8.CR.4, 9.1.8.FP.2, 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.3					
Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2					
Career Education: 9.2.8.CAP.3, 9.2.8.CAP.12, 9.2.8.CAP.18					

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Overview of Activity/Focus		Instructional Materials	Technology Infusion
● Complete group project "Cells." ● Use graphic organizers to compare and contrast body systems. ● Complete the activity handout "Physical Characteristics." ● Brainstorm ways to lower the risk of certain cancers. ● Create a poster about preventing one form of cancer.		Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments			
Formative Assessments ● Class Discussions ● Graphic Organizers ● Social Media Messaging Activity ● Self Assessment		Summative Assessments ● Completed Cell Projects ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development

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• Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	4	Unit Title:	Growth and Development	Pacing:	4.5 Days
Unit Summary: In this unit, students will learn about the reproductive system, identify changes during puberty, and examine the stages of growth from fertilization to birth. They also explore emotional maturity, meaningful friendships, and safe relationships.					
Essential Question: How does the development of a human being, from a single cell to a newborn, demonstrate the incredible complexity of life? How can you develop healthy relationships?					
Objectives: - Describe physical changes which happen during puberty and why they happen. - Identify stages of growth from fertilization to birth. - Define emotional maturity and set goals to be responsible to self, family, and community. - Describe a meaningful friendship and the importance of mutual respect in a relationship.					
NJSLS-CHPE Standards: 2.1.8.PP.3, 2.1.8.PGD.2, 2.1.8.PGD.3, 2.1.8.PGD.4, 2.1.8.SSH.3, 2.1.8.SSH.5					
Interdisciplinary Connections: MS-LS1-5, MS-LS3-1, MS-LS3-2, RI.CR.6.1, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.1.8.CR.4, 9.1.8.FP.2, 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.3					
Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2					
Career Education: 9.2.8.CAP.3					
Overview of Activity/Focus			Instructional Materials		Technology Infusion

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● Use worksheet "How the Body Changes" to chart puberty's impact on the body. ● Create a timeline to show the stages of growth from fertilization to birth. ● Read "Emotional Maturity" and answer text-dependent questions. ● Brainstorm important qualities of friendship. ● Discuss why abstinence reduces stress on young relationships.	Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks	
Assessments			
Formative Assessments ● Class Discussions ● Graphic Organizers ● Body Changes Worksheet ● Self Assessment	Summative Assessments ● Completed Timelines ● End-of-Unit Assessment		
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments		
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels.

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• Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	5	Unit Title:	Disease and Illness Prevention	Pacing:	4.5 Days
Unit Summary: In this unit, students learn about the immune system and illness and disease transmission. They define viruses, including HIV, and study how to prevent and lower the risks of communicable diseases. Students also examine responsible sources for health information and learn about use, misuse, and abuse of prescription and over-the-counter drugs.					
Essential Questions: How can we reduce the chance of or prevent illnesses?					
Objectives: ● Explain key components of the immune system. ● Define virus in general and HIV specifically, including modes of transmission. ● Explain how HIV destroys the immune system and makes the patient susceptible to many diseases. ● State how you can protect yourself against HIV. ● Explain ways to reduce transmission of common illnesses. ● Demonstrate how to confirm if an online resource is reliable. ● Explain safe drug use. ● Identify those whom you can turn to for help in different situations.					
NJSLS-CHPE Standards: 2.1.8.SSH.11, 2.1.8.CHSS.1, 2.1.8.CHSS.3, 2.1.8.CHSS.5, 2.3.8.HCDM.3, 2.3.8.HCDM.5					
Interdisciplinary Connections: RI.CR.6.1, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.1.8.CR.4, 9.1.8.FP.7, 9.4.8.CI.3					

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Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2			
Career Education: 9.2.8.CAP.3			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
● Use a quiz to survey current knowledge of AIDS. ● Read "When A Body Has HIV" and complete text-dependent questions. ● Read "What Drugs Have To Do With It" and create a list of concerns about prescription and over-the-counter drugs. ● In groups, respond to scenarios with appropriate role play activities.		Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments			
Formative Assessments ● Class Discussions ● Text-Dependent Responses ● HIV Quiz ● Self Assessment		Summative Assessments ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

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• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	6	Unit Title:	Substance Abuse Prevention	Pacing:	4.5 Days
Unit Summary: In this unit, students examine the pressures of adolescent life and why some people become addicted to alcohol or drugs. They learn the benefits of a drug-free lifestyle and discuss strategies to cope with stress and peer pressure. They also explore the importance of goal setting, self-esteem, and steps in the decision-making process.					
Essential Questions: How does self-esteem and goal-setting help someone live a healthier life?					
Objectives: ● Explain the value of a drug free lifestyle. ● Identify external and internal pressures and ways to cope with these pressures. ● Describe problems that could lead to addiction and appropriate resources for help. ● Identify ways to build one's self-esteem and demonstrate self-respect through goal setting.					
NJSLS-CHPE Standards: 2.3.8.PS.7, 2.3.8.ATD.1, 2.3.8.ATD.2, 2.3.8.ATD.3, 2.3.8.ATD.4, 2.3.8.ATD.5, 2.3.8.DSDT.3					
Interdisciplinary Connections: MS-LS1-5, RI.CR.6.1, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.1.8.CR.4, 9.1.8.FP.7, 9.4.8.CI.3					
Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2					
Career Education: 9.2.8.CAP.3					
Overview of Activity/Focus			Instructional Materials		Technology Infusion

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● Read "Nature of Addiction" and answer text-dependent questions. ● In groups practice positive ways to cope with pressure. ● With a graphic organizer, use Decision Making Steps to decide what to do about a friend who is at risk. ● Read "Assets Inside And Out" and brainstorm characteristics of healthy relationships. ● Research 3 places to get help for someone who is addicted to alcohol or drugs.	Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks	
Assessments			
Formative Assessments ● Class Discussions ● Text-Dependent Responses ● Completed Graphic Organizer ● Self Assessment	Summative Assessments ● Addiction Research ● End-of-Unit Assessment		
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments		
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels.

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• Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Unit	7	Unit Title:	Community Health and Safety	Pacing:	4.5 Days
Unit Summary: In this unit, students discuss the importance of community laws in maintaining a healthy environment for all citizens. They examine laws that help make our towns, state, and country a healthy place to live and work, as well as those that protect us as individuals from gang violence, bullying, and sexual harassment.					
Essential Questions: What makes a community safe?					
Objectives: ● Define the environment and identify the components of a healthful environment. ● Describe how the environment can be polluted and ways to prevent and clean up pollution. ● Define a safe community; identify values needed to produce a safe community. ● Explain how community resources work together to provide a safe and healthful environment. ● Create a plan to maintain a safe, healthy environment.					
NJSLS-CHPE Standards: 2.1.8.CHSS.7, 2.2.8.PF.5, 2.3.8.PS.1, 2.3.8.PS.5, 2.3.8.HCDM.1					
Interdisciplinary Connections: MS-ESS3-3, RI.CR.6.1, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.1.8.CR.4, 9.1.8.FP.7, 9.4.8.CI.3					
Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2					
Career Education: 9.2.8.CAP.3					

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Overview of Activity/Focus		Instructional Materials	Technology Infusion
● Discuss and develop a group vision for a model community. ● After reading "Pollution Is A Problem," "Noise Pollution," "Solid Waste," and "Pollution Protection," use word web to summarize key details. ● In groups, define a safe community. ● Role play situations relating to maintaining a safe community and a healthy environment.		Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments			
Formative Assessments ● Class Discussions ● Role Playing Scenarios ● Self Assessment		Summative Assessments ● Word Webs ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development

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• Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
Health
Grade 6**

Unit	8	Unit Title:	Self-worth, Mental and Emotional Health	Pacing:	4.5 Days
Unit Summary: In this unit, students explore ways to prioritize mental and emotional health. They examine the impact of stress on the body and discuss strategies to reduce stress, build healthy relationships, and deal with grief and loss. They also discuss the importance of respecting the uniqueness in themselves and in others. () +					
Essential Questions: How can we develop healthy habits to manage our emotions, build strong relationships, and promote our overall well-being? How do we value the diversity in ourselves and others?					
Objectives: ● Define stress and identify ways it can help or hurt your body. ● Describe various sources of stress for different people at different stages of life. ● Explain positive ways of managing stress. ● Explain how stress can be felt throughout a community. ● Create a list of resources for coping with grief. ● Analyze the value in being an individual.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.PGD.4, 2.1.8.SSH.6, 2.1.8.CHSS.1, 2.1.8.CHSS.8, 2.3.8.HCDM.2					
Interdisciplinary Connections: RI.CR.6.1, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.1.8.CR.4, 9.1.8.FP.7, 9.4.8.CI.3					

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Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2			
Career Education: 9.2.8.CAP.3			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
- Brainstorm in groups to review prior knowledge of stress and its effects on the body. - Read "Stress Starters" and respond to text-dependent questions. - Working in groups, make a chart of the positive and negative ways of coping with stress. - Research local resources for grief counseling available to students and families in the school community. - Design a poster that celebrates individualism and respect for others. + ()		Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments			
Formative Assessments - Class Discussions - Text-dependent Questions - Self Assessment		Summative Assessments - Posters - End-of-Unit Assessment	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

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• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
Health
Grade 6**

Unit	9	Unit Title:	Environmental and Consumer Health	Pacing:	4.5 Days
Unit Summary: In this unit, students explore ways they can contribute to a healthier community, including actions to clean the environment and advocate for important health-related issues. They also examine consumer habits, learning to read product labels and make smart financial decisions by evaluating unit prices in stores.					
Essential Questions: How do we contribute to healthier communities?					
Objectives: ● Explain how the environment contributes to individual health and wellness. ● List ways citizens can contribute to healthy air, water, and land. ● Write a letter to a local leader advocating for environmental protection. ● Analyze a food label to assess food health. ● Create a shopping list that considers unit price for the best purchase.					
NJSLS-CHPE Standards: 2.1.8.PGD.4, 2.2.8.PF.5, 2.3.8.HCDM.1, 2.2.8.N.1					
Interdisciplinary Connections: 6.RP.A, 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4, RI.CR.6.1, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.1, 9.1.8.CR.2, 9.1.8.CR.3, 9.1.8.CP.1, 9.1.8.CP.2, 9.1.8.EG.9, 9.1.8.FP.7					
Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.TL.2					

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Career Education: 9.2.8.CAP.3			
Overview of Activity/Focus		Instructional Materials	Technology Infusion
● Research a local environmental concern and find evidence of how the township, county, or state is trying to address it. ● Read articles about consumer protections and answer text-dependent questions. ● In groups, utilize local circulars to create a weekly bargain shopping list for a family of four.		Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments			
Formative Assessments ● Class Discussions ● Unit Price Calculations ● Text-dependent Responses ● Self Assessment		Summative Assessments ● Bargain Shopping Project ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent	● Allow self-directed learning for growth though independent projects. ● Challenge students with

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directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Health
Grade 6

Unit	10	Unit Title:	Physical Fitness	Pacing:	4.5 Days
Unit Summary: In this unit, students examine the impact an active lifestyle has on mental and physical health. They analyze the consequences of steroid use and explore the importance of safety equipment and safe exercise and sport practices to avoid injuries.					
Essential Questions: Why is it important to maintain an active lifestyle?					
Objectives: • Describe the benefits of exercise. • Identify common injuries in exercise and ways to exercise safely to avoid injury. • Recognize the effects of steroids. • Identify appropriate safety gear for different sports. • Explain benefits and drawbacks of social media fitness-themed channels.					
NJSLS-CHPE Standards: 2.2.8.LF.2, 2.2.8.LF.7, 2.2.8.PF.1, 2.2.8.PF.2, 2.2.8.PF.5					
Interdisciplinary Connections: 6.SP.A.1, RI.CR.6.1, W.SE.6.6, SL.PE.6.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.1.8.FP.2, 9.1.8.FP.6, 9.1.8.PB.2, 9.1.8.PB.5, 9.4.8.GCA.1					
Computer Science and Design Thinking: 9.4.8.DC.5, 9.4.8.IML.6, 9.4.8.IML.10					
Career Education: 9.2.8.CAP.3					
Overview of Activity/Focus			Instructional Materials		Technology Infusion

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● Create a class list of benefits of exercise. ● In groups students read articles about exercise safety and complete "Injury Chart." ● After interacting with multimedia texts on injuries, explain the benefits of using safety equipment. ● Read "Steroid Warning" and discuss the risks associated with steroid use. ● Read "Pool Rules" and brainstorm water safety strategies. ● Analyze a fitness-themed social media account for accuracy and message positivity.	Core Materials <i>The Great Body Shop</i> , The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks	
Assessments			
Formative Assessments ● Class Discussions ● Text-dependent Responses ● Self Assessment	Summative Assessments ● Fitness Social Media Review ● End-of-Unit Assessment		
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments		
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword,	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at

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modify as necessary. • Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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