

Comprehensive Health

Grade 6

Unit: Personal Health and Development

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 them to make informed choices about their health now and in the future.

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?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.6 A.1 Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6 A.2 Relate how personal lifestyle habits, environment, and heredity	<p>Topics</p> <p>Personal Wellness</p> <p>Objectives</p> <p>Students will describe how effective decision making strategies can impact choices</p>	<p>The class will brainstorm a list of healthy habits and categorize them as being related to the health triangle which includes physical health, social health and mental/emotional health.</p>	<p>Health triangle survey: https://www.svsd410.org/cms/lib05/WA01919490/Centricity/Domain/534/Your_Health_Triangle_pp.pdf</p> <p>Health triangle activity: https://www.sps186.org/downloads/basic/587526/health</p>	<p>Formative Assessment:</p> <p>Students' will show understanding of the many aspects of health by completing the Health Triangle Activity: https://www.sps186.org/downloads/basic/587526/health</p>

influence growth and development in each life stage.

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

made by individuals or groups in regard to personal wellness.

Students will use effective decision-making strategies.

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

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

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.

Student will complete a survey to evaluate their personal health triangle

https://www.svsd410.org/cm/s/11b05/WA01919490/Centri-city/Domain/534/Your_Health_Triangle_pp.pdf

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

Students will complete the Health Triangle Activity: <https://www.sps186.org/downloads/basic/587526/health>

Students will identify components of the health triangle in Athlete profiles: <https://www.healthyaetveki.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf>

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

Students will review the Food Pyramid Guide and use the My Plate Daily Checklist Calculator to determine their nutritional needs. (MS-LS1-7) <https://www.choosemyplate.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf>

Benchmark Assessment:
Common Formative Assessment

Summative Assessment:

Students will apply knowledge of the health triangle to identify healthy habits in Athlete profiles. Students will list healthy habits they find in each athlete profile. <https://www.healthyaetveki.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf>

Alternative Assessments:
Discussions
Self-Assessment
Peer Assessment

Formative Assessment:
Observation of participation

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

Alternative Assessments:
Discussions
Self-Assessment
Peer Assessment

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2.1.6. A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

2.1.6. B.1 Determine factors that influence food choices and eating patterns

2.1.6. B.2 Summarize the benefits and risks associated

Topics

Nutritional Needs and Growth

Objectives

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

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

My Plate Daily Checklist Calculator: <https://www.choosemyplate.gov/MyPlate-Daily-Checklist-input>

What should we eat? Videos: <https://www.healthyaetveki.com.au/teachers/online-video/>

Choose my plate resources for teens: <https://www.choosemyplate.gov/teens>

<https://www.choosemyplate.com.au/wp-content/uploads/2014/01/U3L3R1-Athlete-Profiles.pdf>

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.

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

2.1.6. C.2 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.

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. (NJSL SL 6.1)

Topics

Community and Environmental Health

Objectives

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

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.healthyaactivekids.com.au/wp-content/uploads/2014/01/U3_L3R2AssessmentWorksheetMyInfluences.pdf)

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

(<https://sintsp13.wgbh.org/en-us/lesson/envh10-health-spls58/1>)

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/Centricity/Domain/2183/Lesson_2_PP - What Affects Your Total Health.ppt](http://www.mychandlerschools.org/cms/lib6/AZ01001175/Centricity/Domain/2183/Lesson_2_PP_-_What_Affects_Your_Total_Health.ppt) PowerPoint

Activity: My influences:

<https://www.healthyaactivekids.com.au/wp-content/uploads/2014/01/U3L3R2AssessmentWorksheetMyInfluences.pdf>

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

<https://sintsp13.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://sintsp13.wgbh.org/en-us/lesson/envh10-health-spls58/1> module

Summative Assessment:

Students will demonstrate understanding of public health issues by creating an informational poster or public service message

Alternative Assessments:

Discussions
Self-Assessment
Peer Assessment

Students will analyze how culture, health status, age, and environment influence personal eating patterns and recommend ways to provide nutritional balance.	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://mytube-make-video-public-30157.html Public Service Announcement Video Examples: https://youtu.be/94Ve2yvtL9c
Students will evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions.	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)	https://youtu.be/qERBFMI1pPdW https://youtu.be/q8iOve03LXE

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.

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

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 life.

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.

Personal Hygiene – Involves those practices performed by an individual to care for one’s bodily health and well-being, through cleanliness.

Genetic – Relating to genes or heredity.

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

Integration of 21st Century Standards NJSLs 9: 9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities 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 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/

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 overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the 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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Brainstorming/webbing Modeling Employing KWL Chart Predicting Pre-Teach Vocabulary Pre-Teaching or Reviewing Students will share information about families in their culture Speak and display terminology Family planning books in student's native languages Teacher modeling Peer modeling Develop and post routines Label classroom materials Word walls Using advance organizers 	<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student's IEP Work with paraprofessional Previewing information/materials Provide helpful visual, auditory, and tactile reinforcement of ideas. Peer Support Provide extended time Solidify and refine concepts through repetition. Learner will work at own pace Give shorter assignments/more frequently 	<ul style="list-style-type: none"> Teachers may modify instructions by modeling what the student is expected to do Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. Use visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format. Peer Support Provide extended time Previewing information/materials Increase one on one time Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> Students will present research to a different audience Students will ask to attend a local council meeting to present findings Curriculum compacting Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content Real world scenarios Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSL/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:

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

Speaking and Listening:

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 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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:

MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories

Integration of Technology Standards NJSL 8:

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 be critiqued by professionals for usability.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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

Overview: In this unit effective communication is explored to provide a basis for strengthening interpersonal interactions, resolving community conflicts, and building character. Students compare and contrast the positives and negative factors that influence character and contribute to 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?

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

different types of health resources.

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

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

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

Determine how conflicting interests may influence one's decisions.

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

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

Communication: A Two-Way Street. (NJSL S RI 6.7) http://classroom.kidshealth.org/classroom/6to8/persona/growing/getting_alone.pdf

The teacher will discuss six problem solving strategies:

1. Recognize the problem 2. Define the problem to all involved. 3. Determine possible solutions to the problem 4. Make a decision. 5. Implement the solution that is best for all.
6. Re-evaluate if necessary (NJSL S SL 6.1)(NJSL S SL 6.2)

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

Kids Health in the classroom

- Students will
- Identify actions that show empathy.
 - Discover ways to empathize with others during conflict.

<http://classroom.kidshealth.org/6to8/personal/growing/empathy.pdf>

Solving Problems (social skills)

<https://www.scholastic.com/teachers/articles/teaching-content/grades-6-8-social-emotional-skills/>

Conflict resolution

- Identify what conflicts are.
 - Ways to resolve conflict effectively.
- <https://www.youtube.com/watch?v=KY5TWWVz5ZDU>

scenario and their solutions to the confrontation scenarios to the class and will go on to define/describe the problem solving process at each step which would attempt to resolve the conflict.

Alternative Assessment:
Teacher Observation
Whole Class Discussion
Peer to Peer Discussions

Topics

Students will generate lists of known mental illnesses.

Lesson: Depression: <http://classroom.kidshealth.org/6to8/personal/growing/empathy.pdf>

Formative Assessment:
Students will generate lists

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2.1.6. C.3 Compare and

contrast common mental

Mental Health and Abuse

<p>illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>2.1.6. D.2 Explain what to do if abuse is suspected or occurs.</p> <p>2.2.6. E.2 Distinguish health issues that warrant support from trusted adults or health professionals.</p>	<p>Objectives</p> <p>Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>Describe what steps should be taken if self or other kinds of abuse are suspected.</p> <p>Determine when health situations require support from adults or qualified health professionals.</p>	<p>The teacher will present information about types of mental illnesses and the steps that should be taken if self-abuse or other kinds of abuse are suspected.</p> <p>Students will learn the signs of depression and strategies to help someone who is depressed in the lesson Depression: http://classroom.kidshealth.org/classroom/6to8/problem_s/emotions/depression.pdf</p> <p>Students will pair with a peer to identify what strategy to help someone with depression they would use. (NJSLSL 6.1)(NJSLSL 6.2)</p> <p>Student groups will develop a visual (infographic, poster, drawings, expressions etc.) of what mental wellness looks like and discuss how one can accomplish this. (NJSLSL 6.1)(NJSLSL W 6.7)(NJSLSL W 6.8)</p> <p>Through the discussion they should be able to develop a 3-5 step plan (trusted adult, medical intervention, counseling etc.) of ensuring that one</p>	<p>org/classroom/6to8/problem_s/emotions/depression.pdf</p> <p>Article: Phobias: http://www.insideout.net/wp-content/uploads/2011/05/NAI0479-Phobias.pdf</p> <p>Teacher worksheet: http://www.insideout.net/wp-content/uploads/2011/05/NAI0479T-Phobias.pdf</p> <p>Tamara Zann-Roland. List of mental health topics – Grade 6</p> <ul style="list-style-type: none"> • Depression • ADHD • Fear vs. Anxiety • Stress • Talk about it <p>https://www.youtube.com/watch?v=XiCmiL0GYc&list=PLZfgrJ9ni84xG9XIOLOn4uSW6V9NphUce&index=1</p> <p>Can We Talk? Mental Health Lesson plan:</p> <ul style="list-style-type: none"> • The stigma • Stress Management • Self-talk • Teacher tips 	<p>of known mental illnesses to assess prior knowledge</p> <p>Summative Assessment: Student projects will be assessed with a rubric. http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01</p> <p>Alternative Assessment: Reflection Journal</p> <p>Portfolios</p> <p>Conferencing</p>
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has a support system or a plan in place if they feel that their wellness is being negatively impacted or self-abuse is suspected. (NJSL SL 6.1)(NJSL SL 6.2)

<http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79L-2016-03-CWT-lesson-plans.pdf>

Medicine.net
Mental Illness Basics
http://www.medicinenet.com/mental_illness/page2.htm

Topics

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

Queensland State Government.
Children's health issues and concerns.
<https://www.qld.gov.au/health/children/school-age/common-issues>

Formative Assessments:

Participation
Questioning during lesson

Summative

Assessments:
Student debate will be assessed with a rubric.

http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Letter to Local Official

Alternative

Assessments:

Daily Writing
Assignments

Oral responses

Objectives

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

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

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

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

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

English Exercises
Health Problems and Treatments.
<http://www.englishexercise.org/makeagame/viewgame.asp?id=2640>

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2.2.6. D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

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

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.

Anxiety – A nervous disorder characterized by a state of excessive uneasiness and apprehension, typically with compulsive behavior or panic attacks.

Panic Disorders – A psychiatric disorder in which debilitating anxiety and fear arise frequently and without reasonable cause.

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

Integration of 21st Century Standards NJSL 9: 9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities 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 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/>

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 overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the 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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Students will share 	<ul style="list-style-type: none"> • Previewing 	<ul style="list-style-type: none"> • Peer Support 	<ul style="list-style-type: none"> • Create higher order thinking

<p>information about families in their culture</p> <ul style="list-style-type: none"> ● Speak and display terminology ● Family planning books in student's native languages ● 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 	<p>information/materials</p> <ul style="list-style-type: none"> ● Provide helpful visual, auditory, and tactile reinforcement of ideas. ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Peer Support ● Provide extended time ● Solidify and refine concepts through repetition. ● Learner will work at own pace ● Give shorter assignments/more frequently 	<ul style="list-style-type: none"> ● Provide extended time ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Previewing information/materials ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<p>questions for students</p> <ul style="list-style-type: none"> ● 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
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Interdisciplinary Connections:

ELA - NJSL/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:

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 relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

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 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

Integration of Technology Standards NJSEL 8:

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 be critiqued by professionals for usability.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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

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

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?

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

Students will differentiate between over the counter and prescription medicine in the lesson All About Medicine:
<http://www.scholastic.com/browse/article.jsp?id=3757744>

Students will learn how to read medicine labels in the lesson Reading and

Understanding the Drug Facts Label. (NJSESL RI 6.7)
<http://www.scholastic.com/browse/article.jsp?id=3757745>

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. (NJSESL RI 6.7
https://www.youtube.com/watch?v=ht6Th_QfQKE

Students will discuss the need for responsible medicine storage and dosing in the lesson Medicine Measuring Tools, Storage, and Disposal. (NJSESL 6.1)(NJSESL 6.2)

Lesson: Reading and Understanding the Drug Facts Label:
<http://www.scholastic.com/browse/article.jsp?id=3757745>

Video: Medicines In My Home: The Over-the-Counter Drug Facts Label:
https://www.youtube.com/watch?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.pdf

Summative Assessment:
Student understanding of proper medicine use will be assessed using the Medicine Post-assessment:
http://www.scholastic.com/otc-med-safety/pdfs/teachers/Lesson4/MedicineSafety_POSTQUIZ.pdf

Alternative Assessments:
Peer to Peer Discussions
Reflection Journal

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

Use effective decision-making strategies.

<https://docs.google.com/viewer?a=v&pid=sites&srcid=bXlzdG1hLm9yZ3w3dGgtZ3JhZGUtaGVhbHRoLWFuZC1waHlzaWNhbCI1ZHViYXRpb24tLWlycy1sYXBvaW50ZXxneDovZTRlMjZwY3Y2EY>

Students will listen to podcasts Drug Addiction Is a Disease of the Brain and The Chemistry of Drug Addiction (NJSL SL 6.1)(NJSL SL 6.2) <https://ni.pbslearningmedia.org/resource/06c6c7f5-5530-4206-9903-05a5f341a13e/drug-addiction-is-a-disease-of-the-brain/> <https://ni.pbslearningmedia.org/resource/5b9d4314-42c3-4402-9093-66e4a1aa69c/the-chemistry-of-drug-addiction-earth-and-sky-podcast/>

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=1-01

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). (NJSL S W 6.7)(NJSL S W 6.8) (6.2.12.D.5) (6.3.8.D.1)

Key Vocabulary:

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

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.

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 by HIV virus.

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 NJSL S 9:
9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities 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 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_DO/

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 overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the 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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Employing KWL Chart ● Predicting ● Pre-Teach Vocabulary ● Pre-Teaching or Reviewing ● Teacher modeling ● Peer modeling ● Students will share information about families in their culture ● Speak and display terminology ● Family planning books in student’s native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Using advance organizers ● Brainstorming/webbing ● Modeling 	<ul style="list-style-type: none"> ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. ● Peer Support ● Provide extended time ● Solidify and refine concepts through repetition. ● Learner will work at own pace ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide extended time ● Solidify and refine concepts through repetition. ● Learner will work at own pace ● Give shorter assignments/more frequently 	<ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Provide extended time ● Previewing information/materials ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<ul style="list-style-type: none"> ● Students will present research to a different audience ● Students will create a campaign for social media to prevent drug use ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSL/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:

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 relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

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 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

Integration of Technology Standards NJSLS 8:

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 be critiqued by professionals for usability.

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.

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Comprehensive Health

Grade 6

Unit: Human Relationships

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

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?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.4.6, A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.	<p>Topics</p> <p>Conflict Resolution</p> <p>Objectives</p> <p>Identify how conflicts may be resolved between individuals in relationships.</p>	<p>The teacher will introduce the concept of conflict with a short Conflict Management animated video:</p> <p>Students will discuss conflicts they have encountered, develop strategies to address conflicts, and role play solutions to conflict in the lesson Resolving</p>	<p>Video: Conflict Management: https://www.bing.com/videos/search?q=conflict+management+gr+6&&view=detail&mid=6F7344EB2BC709EBC0606F7344EB2BC709EBC060&FORM=VRDGA</p>	<p>Formative Assessment:</p> <p>Students will present a skit demonstrating their understanding of conflicts and how to resolve them.</p> <p>Benchmark Assessment:</p> <p>Common Formative Assessment</p> <p>Summative Assessment:</p>

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

Conflicts. (NJSL SL 6.1)(NJSL SL 6.2)(6.3.4.D.1) <http://www.discovereducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm>

Lesson: Resolving Conflicts: <http://www.discovereducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm>

Instructors will evaluate student's understanding of conflict resolution topics during classroom discussions.

Alternative Assessments:

Teacher Observation

Anecdotal Records

Whole Class Discussion

Peer to Peer Discussions

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 (NJSL RI 6.7) <https://classroom.kidshealth.org/6to8/personal/growing/conflict-resolution.pdf>

Lesson: Working It Out: <https://classroom.kidshealth.org/6to8/personal/growing/conflict-resolution.pdf>

Students will watch the video and discuss In The Mix: Conflict Resolution - Thinking It Through (NJSL SL 6.2) <https://www.youtube.com/watch?v=xDoQIpe5TxA>

Video: In The Mix: Conflict Resolution - Thinking It Through: <https://www.youtube.com/watch?v=xDoQIpe5TxA>

Topics

Dating and Relationships

Sexing

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.

Lesson: Healthy Relationships: <http://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy-relationships.pdf>

Healthy Relationship Video: <https://youtu.be/711vkiAazkM>

Formative Assessments:
Do Now/Ticket to Leave

Journal Entry

Summative Assessments:

Student responses to n

Healthy Relationships: <http://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy-relationships.pdf> and

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

2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

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

Objectives

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

adolescents.

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

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

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

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

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

Students will create scenarios

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

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

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

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

Lesson: Peer Pressure:

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

Lesson: HIV/AIDS:
<http://classroom.kidshea lth.org/classroom/6to8/p roblems/conditions/hiv aids.pdf>

Lesson: STDs:
<http://classroom.kidshea lth.org/classroom/6to8/p roblems/conditions/stds. pdf>

HIV/AIDS Video:
<https://youtu.be/FDvNd n0CvKI>

STDs Video:
<https://youtu.be/xvBHh 6oiyt8>

Resisting Peer Pressure Video:
<https://youtu.be/W1ITo6 LoK68>

Social Media and It's Influence:
<https://newsela.com/read/study-teenagers-emotional-health-social-media/id/31746/>

Peer Pressure:

http://classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure.pdf activities will demonstrate understanding of conflict resolution strategies and positive decision making

Student created scenarios about dating and conflicts will be scored using a rubric.
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1-01

Alternative Assessments:
Peer reviews/mentors

Dramatization

Games/simulations

Interview/survey

Reflection Journal

Portfolios

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/pshtoolkit/sexting>

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

Sexting Laws in NJ:
<https://cyberbullying.org/sexting-laws/new-jersey>

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

Dangers of Sexting Video:
<https://youtu.be/SuBxI5OGdlw>

Consequences of Sexting Video:
<https://youtu.be/GLITGq3UH38>

2.4.6.B.4

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

2.2.6.C.1

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

2.2.6.B.1

Use effective decision-making strategies.

Comprehensive Health

2.4.6.C.4 Predict

challenges that may be faced 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
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Dangers of Sexting Video:
<https://youtu.be/SuBxI5OGdlw>

Consequences of Sexting Video:
<https://youtu.be/GLITGq3UH38>

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. (NJSL SL 6.1)(NJSL SL 6.2)(MS-LS4-3)

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

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

maturity, etc.) that they will use as a reason for prevention activities, writing an email or letter to a local official. (NJSLWS 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.

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 by HIV virus.

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 NJSLWS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities 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 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/

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 overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the 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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Family planning books in student's native languages ● Speak and display terminology ● 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 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. ● Peer Support ● Provide extended time ● Solidify and refine concepts through repetition. ● Learner will work at own pace ● Give shorter assignments/more frequently 	<ul style="list-style-type: none"> ● Previewing information/materials ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Provide extended time ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Students will present research to a different audience ● Students can present information to a school board meeting or town council meeting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSL/SELA:

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:

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

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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:

MS-LS4- 3. 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 NJSL/ S 8:

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 be critiqued by professionals for usability.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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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.

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PACING GUIDE
Health: GRADE 6

<p style="text-align: center;">SEPTEMBER</p>	<p style="text-align: center;">OCTOBER</p>	<p style="text-align: center;">NOVEMBER</p>	<p style="text-align: center;">DECEMBER</p>	<p style="text-align: center;">JANUARY</p>
<p><u>Drugs and Medicines</u></p> <ul style="list-style-type: none"> - Information that is contained on the bottle of over the counter and prescription drugs. - Effects of drugs/alcohol - Alcohol and drugs influence decision-making affects - Effect of Alcohol use on one's health and safety. - Stages of alcoholism and drug addiction - Relationship between drugs and diseases <p><u>Standards</u></p> <p>2.3.6.A.2 2.3.6.B.5 2.3.6.C.1 2.3.6.C.4 2.2.6.B.1</p>	<p><u>Human Relationships</u></p> <ul style="list-style-type: none"> - How conflicts may be resolved between individuals in relationships. - Successful resolution of a problem among friends and in other relationships <p><u>Standards</u></p> <p>2.4.6.A.4</p>	<p><u>Human Relationships</u></p> <ul style="list-style-type: none"> - Role of dating and dating behaviors play in the lives of adolescents. - Strategies to remain abstinent and resist pressures to become sexually active. - Possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior - Ramifications of sexual activity during adolescence and how they relate to choices regarding sexual behavior. - Behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy <p><u>Standards</u></p> <p>2.4.6.B.4 2.4.6.B.3 2.4.6.B.2</p>	<p><u>Human Relationships</u></p> <ul style="list-style-type: none"> - Identify the challenges faced by adolescent parents and their families. - Understand the pressures on young people to send naked pictures. - Give advise to others to avoid sending naked pictures. - Possible consequences to sending a sext, including legal consequences. <p><u>Standards</u></p> <p>2.4.6.B.4 2.2.6.C.1 2.2.6.B.1 2.4.6.C.4</p>	<p><u>Personal Health and Development</u></p> <ul style="list-style-type: none"> - Decision making skills on personal wellness - Predict how the outcome of a health-related decision may differ if an alternative decision is made - Culture/family history impacts one's personal growth and health. - Genetics, family history, personal health practices, and environment, and how they affect personal growth and development in each life stage. <p><u>Standards</u></p> <p>2.1.6.A.1 2.1.6.A.2 2.4.6.A.1</p>

FEBRUARY	MARCH	APRIL	MAY	JUNE
<p>Personal Health and Development</p> <ul style="list-style-type: none"> - Analyze food's nutritional value in relation to an individual's needs. - Relate personal lifestyle habits, environment, and hereditary influence growth and development in each life stage. - How culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. <p>Standards</p> <p>2.1.6.A.2 2.1.6.B.1 2.1.6.B.2 2.1.6.B.3</p>	<p>Personal Health and Development</p> <ul style="list-style-type: none"> - Factors that influence the purchase of healthcare products and use of personal hygiene practices. - How culture/family histories impacts one's personal growth and health. - 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. <p>Standards</p> <p>2.2.6.E.1 2.1.6.C.2 2.1.6.B.2</p>	<p>Personal Values, Communication, and Community Health Support</p> <ul style="list-style-type: none"> - Situations that may challenge an individual's core ethical values. - Situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds. - Conflicting interests may influence one's decisions - Use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others. - Strategies that will facilitate communication to help resolve incidents of gang violence, harassment, bullying, and discrimination. <p>Standards</p> <p>2.2.6.A.1 2.2.6.E.1 2.2.6.B.3 2.2.6.C.2</p>	<p>Personal Values, Communication, and Community Health Support</p> <ul style="list-style-type: none"> - Common mental illnesses and ways to detect and treat them. - Steps to take if self or other kinds of abuse are suspected. - Health situations require support from adults or qualified health professionals <p>Standards</p> <p>2.1.6.C.3 2.1.6.D.2 2.2.6.E.2</p>	<p>Personal Values, Communication, and Community Health Support</p> <ul style="list-style-type: none"> - Develop a position in relation to a health related issue that affects the school community. - Develop a position about a health issue in order to inform peers. <p>Standards</p> <p>2.2.6.D.1 2.2.6.E.2</p>