



Department of Health and Physical Education

Health Curriculum

Grade 6

September 2021

Developed By: Dana SanGiacomo, Janine Loconsolo

Effective Date: September 2021

Health Education is an integral part of the total education of every child from kindergarten through grade 12. Health Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will focus on wellness, decision-making and refusal skills, as well as, participate in alcohol, tobacco and drug education.

The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

Grade 6

Scope and Sequence

	<p>JHWMS Advisory: Lessons</p> <p>Advisory lessons should be given by each homeroom teacher 1-2 times monthly for 30 minutes (once during shorter months, for example). Please coordinate with your building principal and grade-level colleagues to find a time that works best for these lessons, given your specific schedules.</p> <p><i>The following standards are covered during advisory:</i></p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p> <p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p>	
	<p>Topic</p>	<p>Units</p>
<p>Trimester 1 <i>(September 7 - December 3)</i></p>	<p>Social and Emotional Health, Growth, and Development</p> <p>Alcohol, Tobacco, and Other Drugs <i>(This unit will be taught primarily by a LEAD Nutley Police Officer. It will be integrated as weekly lessons for 10 weeks during a specified time period).</i></p>	<p>HLC Unit 1: Intro to Health and Wellness Lesson 1: Program Introduction Lesson 2: Assessing Health Knowledge Teen Health Textbook Chapter 1 Lesson 2: Influences on Your Health Lesson 5: Personal Health and Behavior Inventory Lesson 6: Setting Goals Lesson 7: Personal Health Goal</p> <p>HLC Unit 2: Emotions and Behaviors and Unit 6: Stress Lesson 1: Self-Image Lesson 2: Self-Esteem Lesson 3: Dealing with Emotions HLC Unit 6 Lesson 1: Stress Lesson 4: Living Your Values Lesson 5: Assertive, Aggressive, Passive Behavior Lesson 6: Skits</p> <p>LEAD Curriculum: Too Good For Drugs Lesson 1: My Road Ahead Lesson 2: Who's in the Driver's Seat? Lesson 3: Diagnostic Tune-Up Lesson 4: Express Yourself Lesson 5: Peer Review Lesson 6: A Closer Look Lesson 7: A Dead End Lesson 8: Keep off the Grass! Lesson 9: Calculate the Risk Lesson 10: Prevention 500</p>
<p>Trimester 2 <i>(December 4 - March 18)</i></p>	<p>Personal Health and Safety</p>	<p>HLC Unit 8: Injury Prevention and Safety Lesson 1: Unintentional Injuries Lesson 2: Leading Killers Lesson 3: Immediate and Long-Term Effects Lesson 4: Online Safety Lesson 5: Bullying</p> <p>Teen Health Course 1 Chapter 3: Healthy Relationships and Acceptance Lesson 2: Your Family Lesson 3: Your Friends and Peers</p> <p>Teen Health Course 1 Chapter 4: Nutrition Lesson 1: Your Body's Nutrient Needs Lesson 2: Following a Healthful Eating Plan Lesson 3: Making Healthful Food Choices Lesson 4: Managing Your Weight</p>

<p>Trimester 3</p> <p><i>(March 19th - June 17)</i></p>	<p>The Body, Health Conditions, and Diseases</p>	<p>Teen Health Course 1 Chapter 6: Personal Health Lesson 1: Your Teeth, Skin, and Hair Lesson 2: Protecting Your Eyes and Ears Lesson 3: Choosing Health Products Lesson 4: Using Medicines Responsibly Lesson 5: Health Care in Your Community</p> <p>Teen Health Course 1 Chapter 11: Preventing Diseases Lesson 1: What Causes Disease? Lesson 2: Communicable Diseases Lesson 4: Noncommunicable and Hereditary Diseases</p> <p>Teen Health Course 1 Chapter 7: Your Body Systems Lesson 1: From Cells to Body Systems Lesson 2: Bones and Muscles Lesson 3: Digestion and Excretion Lesson 4: Heart, Blood, Lungs, and Nerves</p>
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Trimester 1

Social and Emotional Health, Growth, and Development

HLC Unit 1 (Lessons 1-2, 5-7) and Teen Health Chapter 1 (Lesson 2)

Intro to Health and Wellness

Summary and Rationale

It is important for students to make responsible decisions about their own health, as well as that of their families and communities. There are many factors that influence personal health and play a role in behavior and choices. Students need to be aware of these factors to gain the knowledge, values, and skills needed to communicate effectively, reduce the risks to their health, and set achievable goals for their personal health.

Recommended Pacing

6 weeks

Standards

Personal and Mental Health

2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.

Interdisciplinary Connections

Standard x.x

RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

Integration of Technology

Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>We are all alike in some ways yet unique in other ways.</p> <p>Many factors can affect your physical, mental, and social health.</p> <p>There are factors such as heredity, environment, family, culture, peers, the media, and technology that influence our health.</p> <p>Your health is affected more by what you do than by what you know.</p> <p>A goal is something you want to achieve that takes planning and work.</p> <p>Believe that your goal is a dream with a time limit to be sure you achieve it.</p>	<p>How are we alike yet unique?</p> <p>What are the factors that can affect our physical, mental, and social health?</p> <p>What are the factors that influence our health?</p> <p>How do our actions impact our health?</p> <p>What is a goal?</p> <p>How can we be sure that we achieve a goal?</p>
Evidence of Learning (Assessments)	
<p>Class and Small Group Discussions</p> <p>Activities</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Wrap Up Questions</p> <p>Lesson Booster</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● People are similar yet unique. ● Health is a combination of physical, mental/emotional, and social wellbeing that must be in balance to be truly healthy. ● Behaviors affect the body, thoughts/emotions, and social well being. ● Factors that influence health are heredity, environment, family and culture, peers, media, and technology. ● Choices and behaviors are in a person’s control and can affect overall health. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate comprehension of classroom Ground Rules by practicing listening skills for communicating effectively with peers. ● Identify the commonalities between all students to see how they are unique, yet “connected” to each other in many ways ● Learn names of students and personal information they are willing to share ● Describe the interrelationship of physical, mental/emotional, and social health

<ul style="list-style-type: none"> ● Individual, family, community, and cultural attitudes play a role in a person's health. ● Health knowledge is an understanding of facts or information about health while health behavior is anything that a person actually does involving a response to a health choice or decision ● Decisions can be healthy or unhealthy and impact overall health. ● It is a personal responsibility to choose positive health behaviors that align with health knowledge. ● Short-term goals can usually be accomplished in a short period of time while long-term goals take several months or even years to achieve. ● Goals are a way to succeed in life and achieve things that are important to a person. ● Once a goal is set, it is important to set an action plan and track progress towards a goal. ● Different people have different goals based on their current life and their life path. 	<ul style="list-style-type: none"> ● Analyze the relationship between healthy behaviors and personal health ● Conduct a personal assessment of health knowledge and skills ● Identify factors that influence your health ● Explain the role that your behavior and choices play in your health ● Describe how your attitude affects your health ● Distinguish between health knowledge and health behavior ● Analyze their personal health and safety behaviors ● Explain the importance of assuming responsibility for personal health behaviors ● Understand that health extends beyond the individual to the community and planet ● Assess personal health practices ● Develop a short-term goal to adopt, maintain, or improve a personal health practice ● Analyze the benefits of planning and setting personal health goals ● Understand that setting goals are essential to developing good health ● Apply strategies and skills needed to attain a personal health goal ● Describe how personal goals can vary with changing abilities, priorities, and responsibilities
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Suggested Resources/Technology Tools

[Healthy Lifestyles Choices: Grade 6 Unit 1 - Intro to Health and Wellness](#)
[Teen Health Textbook Chapter 1](#)

Modifications

- ELL
- Provide additional wait time for student responses to questions
 - Simplify sentences and repeat sentences and questions
 - Ensure that all materials are explained and keywords are defined
 - Allow the use of Google Translate where appropriate.
 - Utilize bilingual materials where appropriate
- Gifted and Talented
- Interdisciplinary and problem-based assignments
 - Abstract and advanced higher-level thinking questions
 - Use of varied resources

- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

HLC Unit 2 (Lessons 1-6) and Unit 6 (Lesson 1)

Emotions and Behaviors

Summary and Rationale

Emotions and behaviors are interconnected, and self-image and self-esteem play a strong role in one's emotions. Self-esteem is largely developed during childhood, so it is important for students to recognize what they view as positive and negative characteristics. Other factors such as family, peers, surroundings, and values influence emotions and behaviors as well. Students must understand that negative emotions and stress are normal and can be managed effectively using different styles. Learning how to deal with emotions and stress helps students have better reactions and choose positive behaviors over negative behaviors.

Recommended Pacing

7 weeks

Standards

Personal and Mental Health

2.1.8.PGD.4

Analyze the relationship between healthy behaviors and personal health.

2.1.8.EH.1

Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2

Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.SSH.3

Demonstrate communication skills that will support healthy relationships.

2.1.8.SSH.4

Compare and contrast the characteristics of healthy and unhealthy relationships

2.1.8.CHSS.8

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

Interdisciplinary Connections

Standard x.x

RL.6.2

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

W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>We are harder on ourselves than anyone else, and we make ourselves feel inferior at times.</p> <p>People, emotions, and experiences during our childhood affect our self-esteem.</p> <p>It is important to practice self-control and keep emotions from guiding actions.</p> <p>Stress is the reaction and adaptation of our minds and bodies to change. We can manage stress by choosing healthy over unhealthy coping mechanisms.</p> <p>Values are a belief system that influence our emotions and behaviors.</p> <p>Assertive communication tells others what you need and want in a non-threatening way.</p> <p>“I messages” can help you to be more assertive and avoid conflict.</p>	<p>How can we be proud of ourselves and who we are?</p> <p>How do people, emotions, and experiences affect our self-esteem?</p> <p>How can self-control keep us from letting our emotions guide our actions?</p> <p>What is stress and how can we manage our stress?</p> <p>What are values?</p> <p>How can we use assertiveness to communicate?</p> <p>How can we use “I” messages to be more assertive?</p>
Evidence of Learning (Assessments)	
<p>Class and Small Group Discussions</p> <p>Activities</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Wrap Up Questions</p> <p>Lesson Booster</p>	
Objectives (SLO)	

Students will know:

- Self-image is the positive or negative mental image you have of yourself that can change constantly.
- Self-esteem is developed during childhood and involves your self-confidence and self-worth.
- Everyone has multiple roles related to one's gender, family, Ethnicity, and social life.
- High or low self-esteem can play a role in behavior and health decisions.
- People and media around us can impact our self-image and self-esteem.
- There are positive and negative emotions that can affect self-esteem.
- The most common emotions are love, anger, fear, guilt, happiness, and sadness.
- The ability to express emotions is an important part of a healthy personality.
- People with higher self-esteem tend to do better in school and find it easier to make friends.
- Emotions can have a positive or negative affect on the mind and body. Negative emotions or unresolved feelings can lead to stress or sickness.
- Parents, friends, teachers, counselors, or other trusted adults can be helpful to talk to.
- Self-control is the degree to which a person regulates their own behavior.
- Stress is the body's reaction to change, while a stressor is an event that causes a stress reaction.
- Distress is bad or negative stress, while eustress is good or positive stress.
- There are many instances that cause stress on an everyday basis.
- There are healthy and unhealthy ways to cope with stress.
- Values are often developed early in childhood and heavily influenced by family and surroundings.
- Some values are unique to each of us and other values are more universal.
- Everyday actions and choices should reflect one's values and beliefs.
- Assertive communication is honestly expressing your thoughts, feelings, or opinions. Aggressive

Students will be able to:

- Distinguish between self-image and self-esteem
- Identify qualities or characteristics that they like about themselves
- Recognize the various roles that they play, which impact self-image
- Determine qualities or characteristics that they may want to change to improve their self-image or self-esteem
- Describe how internal influences can play a role in health choices
- Identify positive and negative emotions that can affect self-esteem
- Describe common emotions and how they can influence our overall health
- Explain how emotions influence thoughts and behaviors
- Recognize that negative behaviors are often triggered by negative thoughts or emotions
- Understand the relationship between unresolved feelings and the effect on physical, mental, emotional, or social health
- Identify helping resources in the school or community
- Describe strategies for maintaining self-control
- Distinguish between stress and stressor, and distress and eustress
- Recognize common causes of stress for teens
- Identify healthy and unhealthy ways of coping with stress
- Recognize the factors that influence personal values, beliefs, and perceived norms.
- Identify eight personal values and prioritize them in ascending order
- Explain the influence of personal values and beliefs on individual health practices and behaviors
- Distinguish between assertive, aggressive, and passive behavior
- Practice "I" messages and using assertive skills
- Demonstrate skills for communicating effectively with family, peers, and others
- Understand why aggressive communication can ignite conflict

communication is hurting or using others to get what you want. Passive communication is letting others use or take advantage of you without speaking up.

- “I” messages are a way to communicate assertively when you are being pressured, feel angry, or disappointed.
- Assertive messages show respect for yourself and others. Aggressive messages consider only yourself and do not show respect to others.

Suggested Resources/Technology Tools

[Healthy Lifestyles Choices: Grade 6 Unit 2 - Emotions and Behaviors](#)

[Healthy Lifestyles Choice: Grade 6 Unit 6 - Stress](#)

Modifications

ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation

- ❑ Utilize critical thinking to make sense of problems and persevere in solving them
- ❑ Model integrity, ethical leadership and effective management
- ❑ Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Alcohol, Tobacco, and Other Drugs

LEAD Unit (Lessons 1-10)	
Too Good For Drugs	
Summary and Rationale	
<p>Alcohol, tobacco, and drugs are ever-present in society and targeted to students on a daily basis. These substances can negatively affect the body and development and the brain and behavior. There can be short- and long-term impacts of substance use for students in which they must be made aware. Students will understand the negative effects of substance use and abuse and be provided with refusal skills to help them make safe, healthy decisions in situations in which substances may be present.</p>	
Recommended Pacing	
10 weeks	
Standards	
Safety	
2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
Interdisciplinary Connections	
Standard x.x	

RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

Integration of Technology	

Instructional Focus

Enduring Understandings:	Essential Questions:
<p>We can set goals that are important and follow steps to achieve our goals.</p> <p>Good decisions are important because they can have major or minor consequences on our health and lives.</p> <p>It is important to manage intense emotions to prevent them from intensifying and leading to inappropriate actions.</p> <p>Peer-pressure refusal techniques are ways to make positive decisions in potentially harmful situations that involve alcohol, tobacco, or other drugs.</p> <p>Alcohol and tobacco use can negatively affect the body, brain, and behavior in the short- and long-term. They can interfere with reaching our goals.</p> <p>The media constructs messages with false advertising claims to sell alcohol and tobacco products.</p> <p>Marijuana use can impact the body, behavior, and can impact everyday activities.</p>	<p>How can we create and achieve a goal?</p> <p>Why are good decisions important?</p> <p>Why is it important to manage intense emotions?</p> <p>What are peer-pressure refusal techniques that can be used in situations with alcohol, tobacco, or other drugs?</p> <p>What are the effects of alcohol and tobacco use?</p> <p>How does the media promote alcohol and tobacco use?</p> <p>What are the effects of marijuana use?</p>

<p>Risk-taking is making decisions that may be healthy or unhealthy and can have good or bad consequences.</p> <p>Inhalants and street drugs can harm the body, affect behavior, and lead to addiction.</p>	<p>What is risk-taking?</p> <p>What are the harmful effects of inhalants and street drugs?</p>
<p>Evidence of Learning (Assessments)</p>	
<p>Class and Small Group Discussions Teacher/Police Officer Observations Written Responses/reflections</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● A goal is something you want to achieve that takes planning and work. ● Decisions have major or minor consequences that can affect the ability to reach health goals. ● Some intense emotions are excitement, love, sadness, fear, anger, and pain and these are physical signs of each. ● There are positive ways to manage emotions that prevent them from intensifying and resulting in poor decisions or behaviors. ● Verbal communication is using words to convey a message while non-verbal communication is using body language to convey a message. ● Assertive communication is honestly expressing your thoughts, feelings, or opinions. Aggressive communication is hurting or using others to get what you want. Passive communication is letting others use or take advantage of you without speaking up. ● Peer-pressure refusal strategies can be used in different situations with alcohol, tobacco, and other drugs. ● Associating with peers who make positive decisions makes you more likely to make positive decisions as well. ● One serving of beer is 12 ounces, one serving of wine is 5 ounces, and one serving of liquor is 1.5 ounces. ● Psychoactive means mind-altering or intoxicating. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define a goal and apply goal-setting steps to a personal goal ● Distinguish decisions with minor consequences from those with major consequences ● List the steps of the decision-making model ● Evaluate possible consequences of major decisions ● Recognize the physical signs associated with specific emotions and identify intense emotions ● List positive ways to manage emotions ● Discuss the importance of managing emotions to prevent them from intensifying and leading to inappropriate actions ● Define effective communication and identify the elements of verbal and non-verbal communication ● Recognize how tone of voice, facial expressions, and body language can affect meaning ● Distinguish among assertive, aggressive, and passive communication styles ● Identify nine effective peer-pressure refusal strategies and demonstrate them in a variety of situations ● Evaluate assertiveness in peer-pressure refusal demonstrations ● Identify the benefits of associating with peers who make positive decisions and name ways to influence others positively ● Compare the alcohol content of one serving of beer, wine, and liquor ● Define psychoactive

<ul style="list-style-type: none"> ● Alcohol affects vision, sleep, coordination, reaction time, judgment, and memory. ● Alcohol and tobacco can negatively affect a person’s life and can prevent from reaching his or her goals. ● There are many forms of mass media that are used to communicate to large populations. ● Tobacco advertising claims lie about the negative effects of tobacco products. ● There are many short-term effects of using tobacco products, such as having bad breath, to long-term effects, such as developing cancer. ● Marijuana affects focus, memory, judgment, and can hurt the lungs and be addicting. ● Risk can be healthy or unhealthy and can lead to short- and long-term effects. ● Inhalants and street drugs are harmful to the brain and body and can even lead to death. 	<ul style="list-style-type: none"> ● List the effects of alcohol on the brain and behavior ● Demonstrate effective peer-pressure refusal skills in situations involving alcohol ● Identify ways alcohol use can interfere with the ability to reach a goal ● Identify the various forms of media used to communicate to large populations ● Determine that all advertising media messages are created and constructed by people to sell a product, service, or idea ● Distinguish between advertising claims and facts about the effects of using tobacco products ● Describe the long-term and short-term effects of using tobacco products ● Contrast perceived norms with actual prevalence of smoking ● Identify ways tobacco use can interfere with the ability to reach a goal ● Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products ● List the effects of marijuana on the body and on behavior and determine the consequences of marijuana use on everyday activities ● Contrast perceived norms with actual prevalence of marijuana use ● Practice using peer-pressure refusal strategies in a variety of situations involving marijuana ● Discuss risk and the developmental aspects of risk-taking ● Differentiate healthy and unhealthy risks and predict their outcomes ● Incorporate risk analysis into the Decision-Making Model ● Discuss the harmful effects of inhalants and street drugs ● State reasons not to use drugs
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Suggested Resources/Technology Tools

Teachers can supplement the LEAD program with Teen Health Chapter 9: Tobacco and Chapter 10: Alcohol and Other Drugs. [Teen Health Textbook Chapters 9 and 10](#)

Modifications

ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Consider the environmental, social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Trimester 2

Personal Health and Safety

HLC Unit 8 (Lessons 1-5)

Injury Prevention and Safety

Summary and Rationale

Safety is crucial to a student's life, as there are many risky behaviors that could lead to physical, emotional, and social harm. Students may experience unintentional injuries, issues with online safety, and bullying. Students will learn about the ways they can protect themselves and make positive lifestyle choices in order to avoid negative short- and long-term effects.

Recommended Pacing

5 weeks

Standards

Personal and Mental Health

2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
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2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
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2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
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2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
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Safety

2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
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2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
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2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
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Interdisciplinary Connections

Standard x.x

RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

Integration of Technology

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Instructional Focus

Enduring Understandings:	Essential Questions:
Unintentional injuries are the number one cause of death for young people 10-21 and can be prevented.	How can we avoid unintentional injuries?
Positive lifestyle choices can reduce your risk of being involved in an unintentional injury or act of violence.	How can our choices reduce our risk of unintentional injury?
The decisions you made about drugs, physical activity, and violent behaviors can have immediate and long-term effects on your health and future.	How can we make good decisions related to drugs, physical activity, and violent behaviors?
Internet chat rooms can be fun but can also be risky.	How are internet chat rooms risky?
It is important to deal with bullying quickly and in a healthy way.	How can we deal with bullying?

Evidence of Learning (Assessments)

<p>Class and Small Group Discussions</p> <p>Activities</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Wrap Up Questions</p>
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Objectives (SLO)

Students will know:

- Carelessness causes almost all unintentional injuries to happen.
- Seat belts decrease the likelihood of major injury if in a car accident.
- Wearing a helmet and other protective gear keeps the body safe while playing sports.
- The most common killers in the general population are heart disease, cancer, and stroke compared to unintentional injuries, homicide, and suicide in teenagers.
- Positive lifestyle choices during teenage years avoid risk and can decrease the chance of injury, illness, disease or premature death.
- Some Adolescent Risk Behaviors identified by the CDC are abusing drugs and alcohol, physical inactivity, and violence.
- Adolescent Risk Behaviors can lead to immediate and long-term negative effects on the body, relationships, mental health, and potential future.
- Do not give out personal information about you, friends, or family to someone in a chat room.
- Never meet with someone from a chat room without telling an adult.
- Online predators may pretend to be someone else in a chat room and ask many leading questions to get information.
- Bullying can be physical, verbal, or social and can occur at school, after school, or online.
- Prevent bullying by treating everyone with kindness, and speaking up when you see something by telling a trusted adult.

Students will be able to:

- Recognize that there are almost no accidents and that almost all unintentional injuries can be prevented
- Identify why wearing a seatbelt increases an individual's safety when riding in an automobile
- Comprehend that wearing helmets and other protective gear while participating in recreational sports and sports activities can prevent injuries
- Identify ways to prevent specific injuries
- Contrast the leading killers in the general population with the leading killers for teens
- Examine how lifestyle choices can influence the length and quality of their life
- Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death
- Predict how decisions regarding health behaviors have consequences for self and others
- Recognize that they should never give our personal information online
- Evaluate the validity of claims made by someone they meet online and check with their parents if someone sends a message that is inappropriate or makes them feel uncomfortable
- Comprehend that they should never meet in private with someone they have chatted with online
- Recognize that some "kids" they meet in chat rooms may not be who they say they are, and may be adults with bad intentions that can pose a risk to your health
- Identify bullying behaviors
- Evaluate methods of bullying prevention
- Practice assertiveness skills and "I" messages when dealing with a bully
- Demonstrate that they know when to involve an adult in a bullying situation

Suggested Resources/Technology Tools

[Healthy Lifestyles Choices: Grade 6 Unit 8 - Safety](#)

Lesson 5: Bullying Activity 1 resource and video:

<https://pacerteensagainstbullying.org/advocacy-for-self/tell-an-adult/>

Modifications

ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Teen Health Chapter 4 (Lessons 1-4)

Nutrition

Summary and Rationale

Good nutrition plays an important role in our lives. It can help prevent many diseases that students previously learned about, such as diabetes and cancer. Poor nutrition can also lead to obesity, which can be a serious health concern. Students must understand the guidelines for proper nutrition in order to be healthy and maintain a healthy weight. Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness overall. These choices are important to establish in young adults, as they carry into adulthood.

Recommended Pacing

6 weeks

Standards

Physical Wellness

2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)

Interdisciplinary Connections

Standard x.x

RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.

Integration of Technology

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Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>There are six major nutrients that are a vital part of maintaining good health.</p> <p>The MyPlate food guidance system is a helpful reminder for making healthy food choices based on five food groups.</p> <p>Making healthful food choices helps you feel better and gives you more energy.</p> <p>Managing your weight in your teen years can be tricky, but having a balanced eating plan and staying active can help.</p>	<p>What are nutrients?</p> <p>Why is the MyPlate food guidance system important?</p> <p>Why is it important to make healthful food choices?</p> <p>How can we manage our weight?</p>
Evidence of Learning (Assessments)	
<p>Class and Small Group Discussions</p> <p>Teacher Observations</p> <p>Lesson Reviews</p> <p>Applying Health Skills</p> <p>Building Health Skills</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The six main classes of nutrients are carbohydrates, fiber, proteins, fats, vitamins, minerals, and water. ● Carbohydrates are the body's primary source of energy and are found in sugars or starches. ● Fiber carries waste out of the body. It is found in raw fruits, raw vegetables, and whole grains. ● Proteins aid in healing and growth and are found in meat, dairy products, legumes, and soy-based products. ● The USDA's MyPlate food guidance system helps Americans to make healthful food choices based on a variety of nutrients. ● The five food groups are fruits, vegetables, grains, proteins, and dairy. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the six main classes of nutrients ● Determine what foods you can eat to obtain the nutrients you need ● Recognize foods high in fiber ● Discuss how to use the MyPlate food guidance system ● List the names of the five food groups ● Demonstrate how to plan a nutrient-rich meal ● Recognize influences on your food choices ● Identify guidelines to make healthy food choices ● Analyze key nutrients in a food product ● Explain how to maintain a healthy weight ● Identify problem eating behaviors ● Demonstrate decision-making skills to help a friend

<ul style="list-style-type: none"> • Food choices can be influenced by taste, texture, appearance, and appetite. • Healthy choices are eating a variety of foods, controlling the amount you eat, being physically active, keeping foods safe to eat, and choosing food wisely. • Fruits, vegetables, and whole grains are key nutrients. Fats, sugars, and salt should be limited. • Maintain a healthy weight by choosing healthy foods, controlling the amount of food you eat, and staying physically active. • There are problem eating behaviors such as starving oneself and exercising excessively as well as eating large amounts of food then purging. 	
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Suggested Resources/Technology Tools

[Teen Health Textbook Chapter 4](#)

The USDA replaced the food guidelines *MyPyramid* with *MyPlate*. Supplement Lesson 2: Following a Healthful Eating Plan using *MyPlate* resources.

<https://www.myplate.gov/>
<https://www.medicinenet.com/myplate/article.htm>

Teacher resources on factors that impact our food choices:
<https://www.eufic.org/en/healthy-living/article/the-determinants-of-food-choice>
<https://www.uofmhealth.org/health-library/tn9312>

When students create nutrient-rich meal plans in Lesson 2, be sure to discuss and include meal plans for families with different lifestyles, resources, special needs, and cultural backgrounds and have students compare the plans.

Modifications

ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions

- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Teen Health Chapter 3 (Lessons 2-3)

Healthy Relationships and Acceptance

Summary and Rationale

Relationships are one of the most important aspects of life. Knowing how to develop and maintain healthy relationships is even more important. Communication and cooperation are crucial in family and peer relationships. Students will learn about family units and how to cope with family changes. They will also learn how to be a good friend and how to handle both positive and negative peer pressure from friends. Another essential skill when forming and keeping relationships is acceptance. Gender identity, gender expression, and sexual orientation are important parts of a person's sense of self. These will be distinguished from each other for students to better understand themselves and others.

Recommended Pacing

2 weeks

Standards

Personal and Mental Health

2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.

Safety

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

Standard x.x

RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>There are many different types of families and every member of a family has a role.</p> <p>Families can cope with change by communicating effectively, expressing themselves, and comforting each other.</p> <p>Friendship is an important kind of relationship between two people who enjoy being together.</p> <p>Strong friendships require cooperation, mutual respect, and support.</p> <p>Positive peer pressure can inspire you to improve yourself while negative peer pressure can harm you.</p> <p>Sexual orientation is who you love or are attracted to, gender identity is how you see yourself, and gender expression is how you express your gender publicly.</p>	<p>What are the different types of families?</p> <p>How can families cope with difficult changes?</p> <p>What is friendship?</p> <p>How can we build strong friendships?</p> <p>What is the difference between positive and negative peer pressure?</p> <p>What are the differences between gender identity, gender expression, and sexual orientation?</p>
Evidence of Learning (Assessments)	
<p>Class and Small Group Discussions</p> <p>Activities</p> <p>Teacher Observations</p> <p>Written Responses/reflections</p> <p>Wrap Up Questions</p>	

Objectives (SLO)

Students will know:

- There are many different types of family units brought together by blood, marriage, adoption, or a desire for mutual support.
- Every family member has a role. Children may share household chores and show appreciation for family members.
- Family members care for each other by nurturing each other's physical, mental/emotional, and social needs.
- Effective communication helps families support each other and cope with changes.
- A good friend is reliable, loyal, empathetic, and cooperative.
- Gender identity is a person's sense of having a gender or no gender and can be the same or different from one's assigned sex at birth.
- Gender expression is how a person publicly expresses or presents his or her gender.
- Sexual orientation is an emotional, romantic, or sexual attraction to another person.

Students will be able to:

- Recognize different types of family units
- Identify your role within your family
- Explain how family members care for each other
- Develop effective communication skills for family meetings
- Identify the qualities of a good friend
- Recognize character traits found in friends
- Understand the two kinds of peer pressure
- Distinguish between gender identity, gender expression, and sexual orientation

Suggested Resources/Technology Tools

[Healthy Lifestyles Choices: Grade 6 Unit 8 - Safety](#)
[Teen Health Textbook Chapter 3](#)

In Lesson 3: Your Friends and Peers, extend the conversation to similarities and differences between friendships and romantic relationships.

Potential Resources for Gender-Role Stereotypes, Sexual Orientation, and Gender Identity:

<https://welcomingschools.org/resources/lesson-plans-gender-identity-transgender-non-binary>

[I am Jazz](#)- picture book ([read by the author here](#))

- [I Am Jazz](#) is a first-person account of a **transgender girl**, written by transgender activist Jazz Jennings and co-author Jessica Herthel. Jennings was one of the first trans- gender children to talk publicly about her gender identity.

[Paper Bag Princess](#) picture book ([video read aloud here](#))

- [Discussion Question for Paper Bag Princess](#)

<https://bookriot.com/childrens-books-about-gender-identity/>

General Discussion Questions:

1. What is a gender-role stereotype? Can you think of any examples of gender-role stereotypes from our readings?

2. How can gender-role stereotypes impact the way we feel inside, as individuals?
3. How can gender-role stereotypes impact others?
4. What is the difference between sexual orientation and gender identity? (Linking the resource of terms again here: <https://welcomingschools.org/resources/definitions-lgbtq-elementary-school>)

Modifications

ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Model integrity, ethical leadership and effective management
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Trimester 3

The Body, Health Conditions, and Diseases

Teen Health Chapter 6 (Lessons 1-5)

Personal Health

Summary and Rationale

It is important to practice preventative care to keep the body healthy. Students will learn about their bodies and the ways to keep them healthy. Part of keeping the body healthy is being a good consumer and understanding the factors that influence decisions. Medicines and health care are another large component of keeping the bodies healthy, as medicines must be used safely in order to have a positive effect on the body. Students will learn how to use medicines properly and how to involve health care professions in their health.

Recommended Pacing

5 weeks

Standards

Personal and Mental Health

2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
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Safety

2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
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2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
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Interdisciplinary Connections

Standard x.x

RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>Hygiene includes the actions you take to improve or maintain your health. It improves our mental and emotional health and keeps our bodies physically healthy.</p> <p>Teeth, skin, hair, nails, eyes, and ears have important functions. We can protect them by following care routines and tips suggested by healthcare professionals.</p> <p>A consumer is someone who buys products or services. A good consumer thinks before he or she buys a product.</p> <p>Medicines treat, cure, or prevent diseases or other medical conditions. Medicines can be prescription or nonprescription and affect everyone's bodies differently.</p> <p>We can use medicines safely by reading the product label and listening to our pharmacist or doctor.</p> <p>Health care is any service provided to individuals or communities that promote, maintain, or restore health.</p> <p>Health care providers are those who provide health care to people. They can provide primary care or specialty care depending on their qualifications.</p>	<p>What is hygiene and why is it important?</p> <p>What are some important body parts and organs? How do we protect them?</p> <p>What is a consumer? How can we be good consumers?</p> <p>What are medicines and what do they do?</p> <p>How can we use medicines safely?</p> <p>What is health care?</p> <p>Who are health care providers?</p>
Evidence of Learning (Assessments)	
<p>Class and Small Group Discussions</p> <p>Teacher Observations</p> <p>Lesson Reviews</p> <p>Applying Health Skills</p> <p>Building Health Skills</p>	
Objectives (SLO)	

<p>Students will know:</p> <ul style="list-style-type: none"> ● Teeth and gums are kept healthy by brushing and flossing. ● Skin is taken care of by cleansing it and wearing sunscreen. ● Hair is taken care of by washing it regularly and brushing or combing it daily. ● Nails can be trimmed and cleaned to be kept healthy. ● Eyes can be taken care of by spending less time on electronics, wearing sunglasses, and getting regular eye exams. ● Ears should be protected from loud sounds. ● Cost, likes and dislikes, environmental impact, and the media are factors that influence consumer choices. ● Health products should be chosen by reading product labels, comparing similar products, and recognizing false claims. ● The media displays ads that are meant to entice the consumer and influence choices. ● Medicines treat, cure or prevent diseases and medical conditions. ● Medicine labels include instructions on how to use the medicine safely. ● Doctors, nurse practitioners, and physician assistants, psychologists, and psychiatrists are different types of health care providers. ● Regular checkups prevent health problems and maintain wellness. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recognize ways to keep your teeth and gums healthy ● Identify ways to take care of your skin ● Describe how to care for hair and nails ● Apply the skill of advocacy to inform others about proper tooth and gum care ● Describe how to care for your eyes and ears ● Explain how to protect your hearing ● Identify factors that influence your consumer choices ● Explain ways to choose health products wisely ● Analyze how the media influences consumer choices ● Explain how medicines help you ● Identify information on medicine labels ● Access reliable health information on medicines ● Identify different types of health care providers ● Explain the importance of regular health checkups ● Apply the skill of advocacy to raise awareness of health problems
<p>Suggested Resources/Technology Tools</p>	
<p>Teen Health Textbook Chapter 6</p>	
<p>Modifications</p>	
<p>ELL</p> <ul style="list-style-type: none"> ● Provide additional wait time for student responses to questions ● Simplify sentences and repeat sentences and questions ● Ensure that all materials are explained and keywords are defined ● Allow the use of Google Translate where appropriate. ● Utilize bilingual materials where appropriate <p>Gifted and Talented</p>	

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Teen Health Chapter 11 (Lessons 1-2, 4)

Preventing Diseases

Summary and Rationale

Disease and illness are a major part of life but can get in the way of many life functions. Communicable diseases are contagious but can usually be cured quickly with the body's many defenses. Noncommunicable diseases can predispose us to certain diseases or can result from various poor habits. Students should understand the different types of diseases and the ways to prevent them, as healthy habits built in young childhood can carry into adulthood. It is also important for students to understand their heredity and genetics to make good health decisions.

Recommended Pacing

4 weeks

Standards

Personal and Mental Health

2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

Safety

2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCDM.6	Explain how the immune system fights disease.
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Interdisciplinary Connections

Standard x.x

RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>Diseases are caused by bacteria, fungi, protozoa, and viruses.</p> <p>The body has several systems that defend against communicable diseases like specific organs, the immune system, and vaccines.</p> <p>Noncommunicable diseases are hereditary diseases that cannot be spread. Many are chronic and some can be prevented.</p>	<p>What causes diseases?</p> <p>How does the body defend itself?</p> <p>What are noncommunicable diseases?</p>
Evidence of Learning (Assessments)	
<p>Class and Small Group Discussions</p> <p>Teacher Observations</p> <p>Lesson Reviews</p> <p>Applying Health Skills</p> <p>Building Health Skills</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The two main types of diseases are communicable and noncommunicable. ● The four common disease-causing organisms are viruses, bacteria, protozoa, and fungi. ● Germs can be spread by physical contact, indirect contact, contact with contaminated food or water, or contact with animals or insects. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the two main types of disease ● Recognize the four common disease-causing organisms ● Describe how germs are spread ● Recognize ways pathogens are spread ● Identify common communicable diseases ● Demonstrate healthful behaviors that limit the spread of pathogens

<ul style="list-style-type: none"> • The most common communicable diseases are the common cold and influenza. • Washing hands regularly, getting rest, eating healthy, and exercising regularly limit the spread of pathogens. • Noncommunicable diseases can be caused by poor health habits, a person’s environment, heredity, or harm done by a communicable disease. • Staying physically active, maintaining a healthy weight, eating foods high in fiber, learning to manage stress, and avoiding tobacco products keep the heart healthy. • Cancer can be hereditary or caused by exposure to cancer-causing substances or poor health choices. The risk of cancer can be lowered by eating well, staying active, protecting your skin, and avoiding exposure to dangerous substances. • Type II diabetes occurs in children and adults and correlates with obesity. Eating healthy and exercising regularly can prevent it. 	<ul style="list-style-type: none"> • Identify causes of various noncommunicable diseases • Develop behaviors to keep your heart healthy • Identify ways to help prevent diseases like cancer and diabetes • Develop an advocacy plan for a noncommunicable disease
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Suggested Resources/Technology Tools

[Teen Health Textbook Chapter 11](#)

When teaching about diseases, have students develop an advocacy plan about noncommunicable diseases such as mental health illnesses.

Modifications

ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance

- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Your Body

Teen Health Chapter 7 (Lessons 1-4)

Your Body Systems

Summary and Rationale

Knowing how the body works will help students take care of themselves. There are nine major body systems in the human body: circulatory, digestive, endocrine, excretory, muscular, nervous, reproductive, respiratory, and skeletal. The body systems work together but have specific, unique functions. Students will differentiate the different systems and understand the responsibilities of each one.

Recommended Pacing

4 weeks

Standards

Personal and Mental Health

2.1.8.PGD.1

Explain how appropriate health care can promote personal health.

2.1.8.PGD.3

Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

Interdisciplinary Connections

Standard x.x

RL.6.2

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

W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Integration of Technology

Instructional Focus

Enduring Understandings:

Essential Questions:

<p>Body systems work together to keep your body functioning.</p> <p>The skeletal system is the body's framework and protects our organs from injury.</p> <p>Muscles move bones, pump blood, and move food through the stomach and intestines.</p> <p>The digestive system and excretory system control the breakdown and removal of food from your body.</p> <p>The circulatory system sends oxygen, food, and other materials through your body.</p> <p>The respiratory system enables you to breathe.</p>	<p>What are body systems?</p> <p>What is the job of our skeletal system?</p> <p>What is the job of our muscles?</p> <p>What is the job of our digestive and excretory systems?</p> <p>What is the job of our circulatory system?</p> <p>What is the job of our respiratory system?</p>
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Evidence of Learning (Assessments)

Class and Small Group Discussions
Teacher Observations
Lesson Reviews
Applying Health Skills
Building Health Skills

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> • The body is made up of many different kinds of cells that vary in size and shape and have different jobs. • Cells form tissues, tissues form organs, and organs make up body systems. • Body systems work together to keep the body functions. • Body systems can be kept healthy by eating well, getting physical activity, maintaining a healthy weight, being safe, and avoiding alcohol and drugs. • The skeletal system consists of bones and the tissues that protect the body and give it structure. • The muscular system consists of muscles and allows movement of body parts. • The bones and muscles should be protected. • The digestive system breaks down food for energy. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the body's building blocks • Name the major body systems and identify their functions • List ways to care for your body systems • Explain the parts and functions of the skeletal system • Explain the parts and functions of the muscular system • Determine ways to protect the bones and muscles • Explain the parts and functions of the digestive system • Explain the parts and functions of the excretory system • Apply the skill of advocacy to promote ways to care for the digestive and excretory systems • Explain how blood moves through the body
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<ul style="list-style-type: none"> • The excretory system gets rid of body wastes. • Blood moves through the body through the circulatory system. • The heart pushes blood away from the heart through blood vessels and returns it to the heart through veins. • The nervous system controls all body systems, sends and receives messages, and controls your senses. • Air pollution can influence respiratory health. 	<ul style="list-style-type: none"> • Understand how your nervous system controls body functions • Analyze factors in the environment that influence respiratory health
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Suggested Resources/Technology Tools

[Teen Health Textbook Chapter 7](#)

Modifications

ELL

- Provide additional wait time for student responses to questions
- Simplify sentences and repeat sentences and questions
- Ensure that all materials are explained and keywords are defined
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented

- Interdisciplinary and problem-based assignments
- Abstract and advanced higher-level thinking questions
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer when applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>