



Department of Health and Physical Education

Health Curriculum

Grade 6

September 2022

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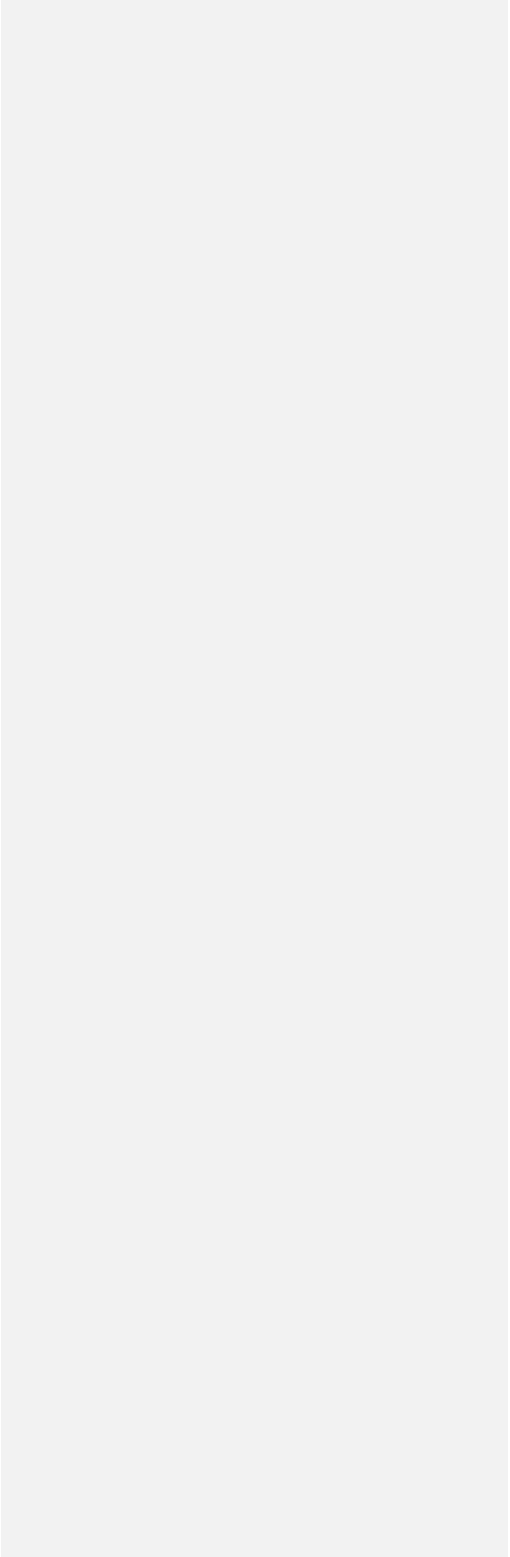
Health Education is an integral part of the total education of every child from kindergarten through grade 12. Health Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will focus on wellness, decision-making and 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 taught by the homeroom teacher and/or counselor 1-2 times monthly for 30-40 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>	
	Topic	Units
<p>Trimester 1 (September 7 - December 3)</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. This unit may take place during another time of the year based on collaboration with the NPD. 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 (December 4- March 18)</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 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 (March 19th - June 17)</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

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 should be aware of these factors to gain knowledge, strengthen values, and develop skills needed to communicate effectively, reduce risks to their health, and set achievable goals.	
Recommended Pacing	
5 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)	

Students will know:

- 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.
- 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.

Students will be able to:

- 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
- 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

Suggested Resources/Technology Tools

[Healthy Lifestyles Choices: Grade 6 Unit 1](#)
[Teen Health Textbook Chapter 1](#)

HLC Lesson 1 - Ground Rules student handout
HLC Lesson 2 - Health Knowledge Pretest activity sheet
HLC Lesson 5 - Meaning of Health resource sheet, Personal Health Inventory activity sheet
HLC Lesson 6 - A Goal for My Success activity sheet, Steps for Setting Personal Goals student handout
HLC Lesson 7 - Making a Personal Commitment activity sheet, Reflections of your Goal-Setting Experience activity sheet, Goal-Setting Calendar/Journal activity sheet

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 emotions. 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 including stress helps students have better reactions and choose positive behaviors over negative behaviors.

Recommended Pacing

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

Wrap Up Questions
Lesson Booster

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.

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

- Everyday actions and choices should reflect one’s values and beliefs.
- 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.
- “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.

- Practice “I” messages and using assertive skills
- Demonstrate skills for communicating effectively with family, peers, and others
- Understand why aggressive communication can ignite conflict

Suggested Resources/Technology Tools

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

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

HLC Unit 2 Lesson 1 - Learning About Myself activity sheet

Lesson Booster: [Self-esteem Quiz](#)

HLC Unit 2 Lesson 2 - Emotions People Hunt activity sheet

HLC Unit 2 Lesson 3 - Dealing with Emotions activity sheet

HLC Unit 2 Lesson 4 - Prioritizing Values activity sheet, Twenty Things I Love to Do activity sheet

HLC Unit 2 Lesson 5 - Communication Styles student handout, Tips on How to be Assertive student handout,

Scenarios resource sheet

HLC Unit 6 Lesson 1 - Assembly Line Ball Toss Resource Sheet, Stress and Health activity sheet, Coping with Stress activity sheet

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
- 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’s development, the brain, and behavior. There can be immediate 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 where 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.DS DT.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>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>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>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>How does the media promote alcohol and tobacco use?</p> <p>What are the effects of marijuana use?</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. 	<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

- 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.
- 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.

- 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
- 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

Suggested Resources/Technology Tools

[Teen Health Textbook Chapters 9 and 10](#)

Teachers can supplement the LEAD program with Teen Health Chapter 9: Tobacco and Chapter 10: Alcohol and Other Drugs.

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 well-being, as there are many risky behaviors that can lead to physical, emotional, and social harm. Students may experience unintentional injuries, issues with online safety, and bullying. Students will learn ways they can protect themselves and make positive lifestyle choices in order to avoid negative immediate 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.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
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.
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).
2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

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:
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)	
Class and Small Group Discussions Activities Teacher Observations Written Responses/reflections	

Wrap Up Questions

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](#)

HLC Lesson 1 - Unintentional Injuries and Violence student handout
HLC Lesson 3 - Immediate and Long-term Effects of Behavioral Choices activity sheet
HLC Lesson 4 - Chat Room Safety student handout, Think About It.. activity sheet
HLC Lesson 5 - What Does a Bully Really Look Like? activity sheet
[Teacher and student resource on bullying](#)

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 such as diabetes and cancer. Poor nutrition can also lead to obesity, which can be a serious health concern. Students will 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 to be carried 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	
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. 	<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

- 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.
- 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.

- 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

Suggested Resources/Technology Tools

[Teen Health Textbook Chapter 4](#)

Teen Health Lesson 2 - The USDA replaced the food guidelines *MyPyramid* with *MyPlate*. Supplement using *MyPlate* resources:

[MyPlate](#)

[MyPlate vs. Food Pyramid](#)

~~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.

Teen Health Lesson 3 - Resources on factors that impact our food choices:

[Factors that Influence Food Choice](#)

[Eating Healthy in Children](#)

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
- 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 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 **body** 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 **personal** health **decisions**.

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.
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:
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.	What is hygiene and why is it important?
Teeth, skin, hair, nails, eyes, and ears have important functions. We can protect them by following care routines and tips suggested by healthcare professionals.	What are some important body parts and organs? How do we protect them?
A consumer is someone who buys products or services. A good consumer thinks before he or she buys a product.	What is a consumer? How can we be good consumers?
Medicines treat, cure, or prevent diseases or other medical conditions. Medicines can be prescription or nonprescription and affect everyone's bodies differently.	What are medicines and what do they do?
We can use medicines safely by reading the product label and listening to our pharmacist or doctor.	How can we use medicines safely?
Health care is any service provided to individuals or communities that promote, maintain, or restore health.	What is health care?
Health care providers are those who provide health care to people. They can provide primary care or specialty care depending on their qualifications.	Who are health care providers?

Evidence of Learning (Assessments)

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

Objectives (SLO)

Students will know:

- 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.

Students will be able to:

- 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

Suggested Resources/Technology Tools

[Teen Health Textbook Chapter 6](#)

[Teen Health Lesson 3 - Video to discuss brand name versus generic products](#)

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
- 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 **interrupt and impact** 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 **will** 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 **better** 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.
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:
Diseases are caused by bacteria, fungi, protozoa, and viruses.	What causes diseases?
The body has several systems that defend against communicable diseases like specific organs, the immune system, and vaccines.	How does the body defend itself?
Noncommunicable diseases are hereditary diseases that cannot be spread. Many are chronic and some can be prevented.	What are noncommunicable diseases?
Evidence of Learning (Assessments)	
Class and Small Group Discussions Teacher Observations Lesson Reviews Applying Health Skills Building Health Skills	
Objectives (SLO)	

Students will know:

- 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.
- 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.

Students will be able to:

- 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
- 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

Suggested Resources/Technology Tools

[Teen Health Textbook Chapter 11](#)

[Teen Health Lesson 1 - Resource to discuss germs](#)

Teen Health Lesson 4 - Have students develop an advocacy plan for a noncommunicable disease, such as a mental health disorder

[Teacher Resource on mental health disorders](#)

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.

Commented [1]: I found this resource that provides a lot of information on mental health disorders, but also has great resources on stress, stigma, sleep, etc

Commented [2]: Good, just want to be sure we say it's a TEACHER resource, not a student resource.

- 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.
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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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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

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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>
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 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. 	<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

- 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.
- 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.

- 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
- Understand how your nervous system controls body functions
- Analyze factors in the environment that influence respiratory health

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 NJSL

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>