

BLOOMINGDALE PUBLIC SCHOOLS

HEALTH Grade 6

Adapted from:

New Jersey Student Learning Standards
2020 Comprehensive Health & Physical Education Standards

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Health Curriculum

GRADE 6

I. OVERVIEW

The Grade 6 Health curriculum is designed to develop the student's understanding of good health practices. Concepts are introduced at early grade levels. These concepts are expanded and enhanced as students progress through the grades, leading to a comprehensive understanding of the reasons for healthy living, and approaches to optimum health.

II. RATIONALE

Health is a state of physical, mental, and social well-being, not merely the absence of disease. Health is dynamic and always changing. It is influenced by one's heredity, environment and personal care. The health education program is aimed at favorably influencing knowledge, attitudes and practices relating to the individual, family and community. In our program we will attempt to take scientific facts and incorporate them into meaningful and understandable practices to provide healthful living. In addition, we strongly emphasize prevention measures to maintain one's optimum mental and physical health. This course is an integration of problem-solving skills, decision-making, critical thinking, communication and literacy as they apply to real-life situations for the students' mental, physical and social well-being. The curriculum addresses questions that children this age have, using very basic, age-appropriate information and delivery.

III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT

Bloomington Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for instruction by the end of Grade 8 in New Jersey Schools:

- 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.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.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health
- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

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- 2.1.8.PP4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP5: Identify resources to assist with parenting.
- 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.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.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
- 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).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 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.
- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

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- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions
- 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.

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- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).
- 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.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 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).
- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 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.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 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 are used to promote health-enhancing behaviors.
- 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.

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- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 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.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

V. Links to NEW JERSEY STUDENT LEARNING STANDARDS

- Visual and Performing Arts
- English Language Arts
- Mathematics
- Science
- Social Studies
- Technology
- 21st Century Life and Careers

VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

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VII. 21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

SCOPE AND SEQUENCE

(Pacing Guide)

| Unit of Study | Estimated Time |
|---|-----------------------|
| Unit 1 - Personal Growth & Development/ Physical Health | 4 weeks |
| Unit 2 - Mental/Emotional Health | 4 weeks |

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| Unit 3 - Social/Sexual Health | 4 weeks |
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UNIT 1

Unit 1 - Personal Growth & Development/ Physical Health

UNIT SUMMARY

Within this unit, students will explore the following concepts:

- How appropriate health care can promote personal health
- Creation of a healthy meal based on nutritional content, value, calories, and cost
- Assessing personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)
- Identify skills and healthy behaviors that can support weight gain, loss or maintenance

NEW JERSEY STUDENT LEARNING STANDARDS

- 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.PGD.4: Analyze the relationship between healthy behaviors and personal health
- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

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- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy

9.2: Career Awareness,

9.3: Career and Technical Education

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| | | |
|---|--|-----------------|
| None Applicable | Exploration & Preparation, and Training None Applicable | None Applicable |
| TECHNOLOGY STANDARDS | | |
| 8.1: Computer Science None Applicable | 8.2 Design Thinking None Applicable | |
| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS | |
| <ul style="list-style-type: none"> ● Appropriate health care can promote personal health ● Creation of a healthy meal based on nutritional content, value, calories, and cost ● Assessing personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition) ● Identify skills and healthy behaviors that can support weight gain, loss or maintenance | <ul style="list-style-type: none"> ● How appropriate health care can promote personal health? ● How can I create a healthy meal based on nutritional health? ● How can I assess personal nutritional health and improve health performance? ● How can I identify skills and healthy behaviors that can support weight gain, loss or maintenance? | |
| STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that) | | |
| <ul style="list-style-type: none"> ▪ Students will explain how appropriate health care can promote personal health ▪ Students will create a healthy meal based on nutritional content, value, calories, and cost ▪ Students will assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition) | | |
| SUGGESTED ACTIVITIES | | |
| <ul style="list-style-type: none"> ● Have a classroom discussion on healthy behaviors that support adolescent weight loss, gain and maintenance ● Complete a crossword puzzle using clues regarding factors that influence food choices ● Plan a one-week menu of balanced meals ● Respond to a health inventory sheet obtained from the school nurse or physician. ● Complete the information on the sheet and organize data. ● Create a spreadsheet on the computer to organize the health information. ● Identify a type of health care products they might find in a pharmacy or supermarket, such as soap, shampoo, antiperspirant or toothpaste. | | |

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| EVIDENCE OF LEARNING | |
|--|---|
| Formative Assessments: <ul style="list-style-type: none">● Informal methods of assessment for teachers● Growth Mindset Strategies● Whole Group Lessons● Small Group Lessons● Student projects● Group discussion● Writing Prompts | Summative Assessment: <ul style="list-style-type: none">● Journal Responses:● Observation Checklists:● In-Class Assignments:● Anecdotal Records:● Class Participation: |
| Benchmark Assessment: <ul style="list-style-type: none">● Informal methods of assessment for teachers● Growth Mindset Strategies● Whole Group Lessons● Small Group Lessons | Alternative Assessments: <ul style="list-style-type: none">● Providing/developed as necessary for students opting out of the unit. |
| SAMPLE RESOURCES | |
| Websites www.cdc.gov www.nj.gov/education/standards/chp/ www.nps.k12.nj.us https://www.nj.gov/agriculture/ www.dole5aday.com www.kidshealth.org https://www.harmonysel.org/ https://ny.pbslearningmedia.org/subjects/health-and-physical-education/ | |
| INTEGRATED ACCOMMODATIONS AND MODIFICATIONS | |
| Special Education: Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides | |

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English Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans:

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

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UNIT 2

Unit 2: Mental & Emotional Health

UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Students will analyze how genetics and family history can impact personal health
- Students will analyze how personal attributes, resiliency, and protective factors support mental and emotional health
- Students will discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors
- Students will 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)
- Students will analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available
- Students will 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)

NEW JERSEY STUDENT LEARNING STANDARDS

- 2.1.8.PGD.2: Analyze how genetics and family history can impact 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.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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- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 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.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine are used to promote health-enhancing behaviors.

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

BLOOMINGDALE PUBLIC SCHOOLS

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Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy

None Applicable

9.2: Career Awareness, Exploration & Preparation, and Training

None Applicable

9.3: Career and Technical Education

None Applicable

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| TECHNOLOGY STANDARDS | |
|--|--|
| 8.1: Computer Science None Applicable | 8.2 Design Thinking None Applicable |
| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| <ul style="list-style-type: none"> ● Students will analyze how genetics and family history can impact personal health ● Students will analyze how personal attributes, resiliency, and protective factors support mental and emotional health ● Students will discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors ● Students will 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) ● Students will analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available ● Students will 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) | <ul style="list-style-type: none"> ● How do genetics and family history impact personal health? ● How do personal attributes, resiliency, and protective factors support mental and emotional health? ● How does the impact of one’s feelings and thoughts lead to healthy and unhealthy behaviors? ● What stress management strategies are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence)? ● What professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and how they can be accessed? (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress) |
| STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that) | |

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- Students will analyze how genetics and family history can impact personal health
- Students will analyze how personal attributes, resiliency, and protective factors support mental and emotional health
- Students will discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors
- Students will 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)
- Students will analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available
- Students will 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)

SUGGESTED ACTIVITIES

- work in small groups researching a selected mental illness. The students will present a public service announcement to the school on their chosen mental illness.
- Assess each presentation using the teacher-generated checklist.
- Make a list of healthcare providers.
- Invite guest speakers from medical fields into class to talk with students
- Discuss strategies that can be put in place to prevent disease

EVIDENCE OF LEARNING

Formative Assessments:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

Summative Assessment:

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

Benchmark Assessment:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

Alternative Assessments:

- Providing/developed as necessary for students opting out of the unit.

SAMPLE RESOURCES

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Health Curriculum

GRADE 6

Websites

www.cdc.gov

www.nj.gov/education/standards/chp/

www.nps.k12.nj.us

<https://www.nj.gov/agriculture/>

www.dole5aday.com

www.kidshealth.org

<https://www.harmonysel.org/>

<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:

Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

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GRADE 6

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans:

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

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Health Curriculum

GRADE 6

UNIT 3

Unit 3: Social/Sexual Health

UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Students will communicate personal boundaries and demonstrate ways to respect other people's personal boundaries
- Students will describe the characteristics of healthy versus unhealthy relationships among friends and with family members
- Students will identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse

NEW JERSEY STUDENT LEARNING STANDARDS

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health
- 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).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

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- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
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Computer Science & Design Thinking

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Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
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6. Model integrity, ethical leadership and effective management.
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8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy

**9.2: Career Awareness,
Exploration & Preparation, and
Training**

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BLOOMINGDALE PUBLIC SCHOOLS

Health Curriculum

GRADE 6

| | | |
|--|--|-----------------|
| None Applicable | None Applicable | None Applicable |
| TECHNOLOGY STANDARDS | | |
| 8.1: Computer Science None Applicable | 8.2 Design Thinking None Applicable | |
| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS | |
| <ul style="list-style-type: none"> ● Students will communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries ● Students will describe the characteristics of healthy versus unhealthy relationships among friends and with family members ● Students will identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse ● Students will differentiate between sexual orientation and gender identity | <ul style="list-style-type: none"> ● How can I communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries? ● What are the characteristics of healthy versus unhealthy relationships among friends and with family members? ● What strategies can a person use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse? ● What is the clinical differentiate between sexual orientation and gender identity | |
| STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that) | | |
| <ul style="list-style-type: none"> ▪ Students will communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries ▪ Students will describe the characteristics of healthy versus unhealthy relationships among friends and with family members ▪ Students will identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse ▪ Students will differentiate between sexual orientation and gender identity | | |
| SUGGESTED ACTIVITIES | | |
| <ul style="list-style-type: none"> ● Compare and contrast peer relationships from elementary to middle school. | | |

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- Report how peer relationships may change during adolescence
- In small groups list different forms of dating, e.g., group dating, double-dating or not dating
- Discuss among their group members the factors that contribute to a healthy dating relationship
- List the characteristics of the person they might look for as a girlfriend or boyfriend.
- Identify how the “dating” experience contributes either negatively or positively to personal growth
-

EVIDENCE OF LEARNING

Formative Assessments:

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SAMPLE RESOURCES

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www.cdc.gov
www.nj.gov/education/standards/chp/
www.nps.k12.nj.us
<https://www.nj.gov/agriculture/>
www.dole5aday.com
www.kidshealth.org
<https://www.harmonysel.org/>
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

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Preferential seating
Pair visual prompts with verbal presentations

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Health Curriculum

GRADE 6

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

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Provide scaffolded assignments and assessments

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Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

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At Risk of Failure:

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