

**Belvidere Cluster Wide
Health Curriculum
Grade 6
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Health, Wellness, Gr. 6

Content Area: **Health**
Course(s): **Health**
Time Period: **September**
Length: **40 days**
Status: **Published**

Enduring Understanding

Health choices and behaviors have a profound impact on personal, family, community, and global wellness. Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.

Essential Questions

How is staying healthy a lifelong process?
What factors influence healthy choices?

New Jersey Student Learning Standards

HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
HPE.2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

Student Learning Objectives

Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them.

Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness.

Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.

List reasons why a person may choose to eat certain foods.

Discuss unhealthy eating patterns and how a person can alter their behavior to improve their wellness.

Discuss why you need the six main nutrients

Explain and examine how to read a food label.

Describe what a personal asset is.

Identify and discuss harassment and bullying.

Discuss coping strategies and methods a person may use to cope with a crisis.

Determine factors that influence the purchase and use of healthcare products and personal hygiene practices.

Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Instructional Activities

Research and analyze statistics on the types of injuries that frequently occur in young adolescents using data from local, state, national, and international sources.

Categorize the kinds of injuries and determine the possible causes (e.g., faulty equipment, not using safety equipment or using it incorrectly, inattention, lack of experience, unsafe conditions).

Students will write an essay sharing their thoughts on how their environment effects their health.

Create a balanced meal using nutrition labels.

Make a poster that covers health preventions. These can include healthy choices, first aid, etc.

Create a skit to show how we can ask for help or cope with change.

Identify the six main classes of nutrients and describe what foods can be eaten to obtain certain nutrients.

List the five food groups and demonstrate how to use Choose My Plate.

Identify influences on food choices and explain the guidelines for making healthy food choices.

Using the information collected, develop PSAs focusing on improving safety and reducing injuries. For example, topics might include purchasing and wearing a bike helmet, skateboard or bicycle safety, or sun safety activities. Post the PSAs and solicit feedback from students in other schools. The USA Safe Kids Website enables students and teachers to post materials and participate in discussion groups and social networking. The student-developed PSA is evaluated using a rubric addressing: • Accuracy of the information collected • Research tools used • Accuracy of message • Appeal to target

Food Label Project: The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.

Collaborative Group Cultural Project: Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.

The student is to develop an informational poster for a mental illness. The poster should include a definition of the illness, signs and symptoms, treatment, and three tips for maintaining one's mental wellness. This will allow students to research and develop a base of knowledge to understand mental wellness and illnesses. The student will develop a poster defining a specific mental illness, where to find help, and the signs and symptoms of the illness.

Interdisciplinary Connections

ELA – essay writing

Math and Science – reading a nutrition labels and adding caloric intake.

Art –poster creation

Theatre –Skit

Assessment

Think-Write-Pair Share: Students think individually, write their thinking, pair and discuss with partner, then share with the class.

Talk a Mile a Minute: Partner up – giver and receiver. Kind of like “Password” or “Pyramid.” Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. 1st group done stands up.

Tic-Tac-Toe/ Think-Tac-Toe: A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to “three in a row”. The activities vary in content, process, and product and can be tailored to address DOK levels.

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no

Summative assessments

End of unit presentations
Written Tests
Portfolios
Class Projects
Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio

Texts and Resources

http://kidshealth.org/teen/food_fitness/

Macmillan/McGraw Hill Health Textbook Grade 6

www.cdc.gov

www.mmhhealth.com

www.state.nj.us/agriculture/modelnutritionpolicy.htm

www.healthierus.gov/dietaryguidelines

<http://www.state.nj.us/education/schools/vandv/>

http://kidshealth.org/kid/watch/out/bike_safety.html

<http://www.schooltube.com/>

http://www.cdc.gov/motorvehiclesafety/teen_drivers/teendriversonfactsheet.html

<http://www.cdc.gov/HomeandRecreationalSafety/index.html>

<http://health.discovery.com/centers/teen/takingrisks/takingrisks.html>

<http://www.safekids.org/skwHome.html>

Unit #2, Health, Tobacco, Alcohol, and Other Drugs,

Content Area: **Health**
Course(s): **Health**
Time Period: **November**
Length: **40 days**
Status: **Published**

Enduring Understanding

The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

Essential Questions

What are effects of over the counter medicines?

How does the safe administration of over the counter and prescription medicines effectively treat disease and health conditions?

New Jersey Student Learning Standards

HPE.2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
HPE.2.3.6.B.2	Relate tobacco use and the incidence of disease.
HPE.2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
HPE.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
HPE.2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
HPE.2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
HPE.2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
HPE.2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
HPE.2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
HPE.2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
HPE.2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.

Student Learning Objectives

Identify the different drug categories.

Describe how tobacco can cause disease

Examine influences on tobacco use and regulations.

Identify the harmful effects of using tobacco products.

Describe the short and long term effects of smoking.

Use resistance skills to avoid drug use.

List disease associated with intravenous drug use and abuse.

Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs

Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.

Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.

Determine how laws/policies can have an effect on the health of both smokers and nonsmokers.

Summarize the signs and symptoms of a person who is abusing alcohol, tobacco and other drugs, and determine how it affects personal wellness both short term and long term.

Instructional Activities

Role playing – students will create a 3-4 step decision making process skit. This should show how to deal with situations dealing with tobacco and other drug interactions.

News report – Split the class into two groups and have them research the physical, behavioral and emotional effects of drug use. Then students will present their findings.

Research project – Students will use the internet to create and present the consequences and effects of laws and procedures regarding tobacco and drug use in their state.

Place students in groups and give each several medicine labels (OTC and Prescription).

<http://www.womenshealth.gov/aging/drugs-alternative-medicine/how-to-read-drug-labels.cfm>

<http://www.consumerreports.org/health/best-buy-drugs/prescription-labels/bottle-pictures/index.htm>

As a class, discuss the information one can gather from reading the packaging. The students should be able to answer the following questions: 1. What is the medication used for? What is the correct dosage? 2. Are there differences in dosages for ages? Why or why not? 3. How many times a day can you take this medication? 4. How, why, and when do you stop taking the medication (restrictions, interactions)?

The importance of refusal skills and recognition of risky behaviors 1. Place the six categories of risk behaviors identified by CDC on large raindrops. <http://www.cdc.gov/healthyyouth/yrbs/brief.htm> 2. Place the six criteria for the Responsible Decision Making Model on large construction strips. 3. Have two students in front of the class who state that they are preparing for the storms of life and its decisions. Give one an umbrella and label him/her as ready for the storms of life. Place the decision making model on the umbrella, describing the process and the importance of good decision making. 4. Using index cards with scenarios have students discuss how the umbrella can help the students make better decisions. Research the relationship between injected drug use and disease such as HIV/AIDS and hepatitis 11 Displays little or no understanding of the relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding through researching the relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding of researching the relationship between injected drug use and disease such as HIV/AIDS and hepatitis and the health issues they cause 5. Have each student role play Resistance Skills that would allow the student without the umbrella to begin changing decisions (strategies to use, long term effects & consequences) and protect themselves from the raindrops.

Evaluate the impact of smoking on the lungs and heart during physical activity by engaging in a ten-minute step aerobic routine under normal conditions. Make predictions about the outcomes of the activities. Collect heart rate and breathing data and record. Then, under conditions that mimic the impact of tobacco use, (e.g., using a straw to breathe during the aerobic routine), record the same data and compare. How did you feel different after the second round of exercise? Verify/support those predictions after activity and compare findings with classmates

Interdisciplinary Connections

Technology – research

ELA – News Report

Theatre – Role Playing

Assessment

Alcoholism/addiction definition and stages: The student is to develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.

Debate: Have students form groups. Have groups research and develop arguments for each side of the following question. Should people addicted to drugs have access to clean needles? (Clinic, pharmacy, with or

without prescription) The groups must be prepared to give research- based data to defend their position. The data should include, but is not limited to, statistics, definitions of diseases, treatment, programs that have been implemented (successful or not). <http://www.cdc.gov/injectionsafety>

Formative assessments

Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no

Summative assessments

End of unit presentations
Written Tests
Portfolios
Class Projects
Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio

Texts and Resources

Smoking and Tobacco Use – Center for Disease Control and Prevention 94
Smoking and Smokeless Tobacco – Medline Plus
Cigarette Smoking and Cardiovascular Diseases – American Heart Association

Unit #3, Health, Family Life, Gr. 6

Content Area: **Health**
Course(s): **Health**
Time Period: **February**
Length: **40 days**
Status: **Published**

Enduring Understanding

Every family is different but all families provide the foundation for future relationships.

Essential Questions

How can families change over time?

What are the characteristics of a healthy friendship or other relationship?

What influences affect a person at each stage in life?

How can peer pressure be resisted?

New Jersey Student Learning Standards

HPE.2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
HPE.2.4.6.A.1	Compare and contrast how families may change over time.
HPE.2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
HPE.2.4.6.C.2	Identify the signs and symptoms of pregnancy.
HPE.2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
HPE.2.4.6.B.1	Compare growth patterns of males and females during adolescence.
HPE.2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
HPE.2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
HPE.2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
HPE.2.4.6.B.1	Compare growth patterns of males and females during adolescence.
HPE.2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
HPE.2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
HPE.2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
HPE.2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
HPE.2.4.6.A.3	Examine the types of relationships adolescents may experience.

Student Learning Objectives

Explain how families change over time.

Identify social skills that promote a healthful relationship.

Explain how peer pressure influences decisions

Explain the advantages of being abstinent.

Define fertilization and describe the process of fetal development.

Identify common signs that a woman is pregnant

Discuss the responsibility of parenting. Explain why teen pregnancy and parenthood are risky.

Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.

Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females

Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.

Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.

Predict challenges that may be faced by adolescent parents and their families.

Instructional Activities

Personal Health: Relationships

https://kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf

Teen Pregnancy

<http://www.discoveryeducation.com/teachers/free-lesson-plans/teen-pregnancy.cfm>

Interdisciplinary Connections

ELA –listing, essays

Art – Poster

Social Studies - Timeline

Assessment

Students will identify different scenarios in which conflicts may occur in dating situations and relationships. The activity will allow students to be able to demonstrate the roles that communication and honesty play in dating relationships. Students will create scenarios (arguments, disagreements, rumors, etc.) that may occur when in a relationship or dating. They should discuss the implications of conflict resolution, communication (positive/negative), and honesty in order to develop healthy relationships.

Students will have a chart with different STIs listed. They will fill out the chart from information that was collected in class through discussion, note taking, and power points. Chart will include signs/ symptoms, treatment, and long term side effects.

Students, as a class, will brainstorm ideas regarding what they believe would be challenges (financial, emotional, maturity) of being an adolescent parent. The teacher will monitor and provide input when needed to assist in leading the discussion. Students will then create a list of these challenges. Small student groups (3-4 students) will be formed and each group will select a specific challenge (financial, emotional, maturity, etc.) to address.

As a culminating activity, go on a Web quest. Each group develops one question for the class to research. Teams provide the teacher with the correct answer and the Web link where the answer can be found.

Ask students to write the word respect vertically on a sheet a paper. Direct the class to think of seven ways they can show respect for themselves when they are pressured by peers.

Ask student groups to make a concept web illustrating the effects of HIV and Aids on society. Label the center of the web Effects of HIV/AIDS on Society. Have students add lines radiating from the circle.

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

Summative assessments

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Texts and Resources

<http://www.connectedearth.com/LearningCentre/HowhaslifeinBritainchanged/index.htm> (sample activities designed for students in Great Britain)

Adolescent Health website from the US Department of Health and Human Services' Center for Disease Control and Prevention

Teens Health

Teen Health - Medline Plus

Teen Health Center from KeepKidsHealthy.com

Macmillan/McGraw Hill, Health Textbook Grade 6

Unit #4, Health, Community Health Skills, Gr. 6

Content Area: **Health**
Course(s): **Health**
Time Period: **April**
Length: **40 days**
Status: **Published**

Enduring Understanding

The combination of interpersonal skills, good decision making strategies, and acceptance of others can positively affect relationships.

Essential Questions

How does the use of verbal and nonverbal interpersonal communication impact the health of oneself or others?
How do preconceived attitudes and assumptions impact personal and family decisions and behaviors?
How is effective communication a determining factor in the outcome of health and safety related situations?
How can character be influenced?

New Jersey Student Learning Standards

HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.D.4	Assess when to use basic first-aid procedures.
HPE.2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
HPE.2.2.6.D.2	Develop a position about a health issue in order to inform peers.
HPE.2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
HPE.2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
HPE.2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
HPE.2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.

Student Learning Objectives

Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others.
Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination.
Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds.
Identify and develop a position in relation to a health related issue that affects the school community.
Determine when health situations require support from adults or qualified health professionals.
Describe what steps should be taken if self or other kinds of abuse are suspected.

Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations)

Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. Analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others.

Students will demonstrate the ability to summarize common causes of intentional and unintentional injuries and develop strategies to prevent or reduce the risk of injury at home, school, and in the community.

Students will demonstrate the ability to analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development.

Students will demonstrate the ability to analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others.

Students will demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with.

Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and in the community.

Analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development .

Design a plan that includes short and long term goals and identify strategies and methods for achievement.

Apply your use of values in a variety of situations.

Demonstrate how core values will affect decision making.

Demonstrate an awareness of the difficulties a disability has on life tasks.

Instructional Activities

Students will identify different scenarios in which confrontation (violence, harassment, bullying) may occur amongst those with different values, beliefs, and cultural backgrounds and how empathy could be shown. The activity will allow them to be able to recognize and use the 6- steps in problem solving (see below) in order to facilitate communication to resolve conflict.

Students will brainstorm and identify conditions and issues what they believe would be health concerns within their school community. Teacher will monitor and introduce suggestions that will enrich the discussion.

Students will then be asked to create a list of these health concerns or issues that are affecting their school community. All students will then be asked to join a small group and select a health issue that has arisen from the full class discussion and brainstorm what type of health professional might be available to treat the health issue.

Students placed in groups of two will select from a list of intentional or unintentional injuries provided by the teacher. Each group of students will write a newspaper article describing the injury, and how the injury could be avoided or prevented. Students should research appropriately to make sure they are giving correct information in their article.

Working in pairs, each student selects someone they know well (friend, parent, grandparent, clergy etc.) that exemplifies positive personal assets. Each student verbally describes at least three assets that they admire to their student partner. Students then share their own personal assets with each other and create a combined list of their positive personal assets and one sentence each describing a personal experience highlighting an example or situation in which it was demonstrated

Students will choose a local issue of concern (teacher can provide examples: unsafe playground equipment, littered streets or ask students to do a community survey) and write a brief letter to the "mayor" explaining

why the situation needs improvement. Include at least one suggestion to improve the concern and what effect the change will have on the student and community.

Through sketches students will illustrate how using interpersonal communication may impact the health of oneself or others. Students will draw/sketch a cartoon character, comic strip, or visual depiction of a safe and unsafe setting or situation. Through the sketches students will illustrate how using interpersonal communication may impact the health of oneself or others (i.e. communicating with a police officer to report an emergency). Students will then provide text to explain the unsafe situation. The second sketch will provide an illustration of how to avoid or deal with the same situation with verbal or nonverbal communication. Students will also provide text to explain how to safely deal with the situation. Following the review of their own and their classmate's sketches students will be asked to answer the following: 1. How did your sketch or comic strip impact the health of others who viewed it? 2. How did one of your classmates sketch or comic impact your health?

Interdisciplinary Connections

Art – Comic strips, posters

ELA – lists, essays, skits

SS - Community Connections

Technology - Research

Assessment

Four Corners: Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose? Corner 1: The Dirt Road –(There's so much dust, I can't see where I'm going! Help!!) Corner 2: The Paved Road (It's fairly smooth, but there are many potholes along the way.) Corner 3: The Highway (I feel fairly confident but have an occasional need to slowdown.) Corner 4: The Interstate (I'm traveling along and could easily give directions to someone else.) Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.

Muddiest (or Clearest) Point: This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?"

3-2-1: 3 things you found out, 2 interesting things, 1 question you still have, or
3 differences between ____, 2 effects of __ on ____, 1 question you still have about the topic, or
3 important facts, 2 interesting ideas, 1 insight about yourself as a learner, or
3 key words, 2 new ideas, 1 thought to think about, or

Write 3 questions about the text (unfamiliar words, confusing passages or ideas), Write 2 predictions based on the text (what will happen next based on the reading), Make one connection based on the text (connect to something you know or have experienced)

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

Summative assessments

End of unit presentations
Written Tests
Portfolios
Class Projects
Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration
Presentation
Project
Portfolio

Texts and Resources

<http://www.cdc.gov/bam/safety/house-qa.html>

<http://www.cdc.gov/homeandrecreationalsafety/index.html>

Adolescent Health website from the US Department of Health and Human Services' Center for Disease Control and Prevention

Teens Health

Teen Health-Medline Plus

Teen Health Center from Keepkidshealthy.com