

Sixth Grade Health Curriculum

Unit: Wellness		Time: September- November	Standards:
Essential Questions <ul style="list-style-type: none"> What factors influence personal health? What factors influence eating habits? How do I achieve and maintain a healthy weight? How do choices individuals make contribute to or prevent a person from being susceptible to a disease or health condition? What does the immune system do? What are some health-enhancing behaviors? 		Enduring Understandings <ul style="list-style-type: none"> I can explain that personal health is affected by appropriate health care, genetics, family history and healthy behaviors. I can explain that culture, health status, age and access to healthy foods influence eating habits. I can identify skills and behaviors needed to achieve and maintain a healthy weight. I can describe behaviors and characteristics of individuals that contribute to or prevent a person from being more susceptible to disease and illness. I can explain how the immune system fights disease. I can explain how certain methods of disease prevention, treatment strategies, and using medicine appropriately promote health-enhancing behaviors. 	<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>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.</p> <p>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.</p> <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness.</p> <p>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>
Benchmark Assessment(s) <p>Students will list different ways they receive health care (doctor/dentist/optometrist visits for check-ups and when they have a health problem) and explain how those promote health. Students will explain factors that affect health, such as genetics, family history and healthy choices.</p> <p>Students will log healthy behaviors for a week and then analyze the log to determine if they are on a healthy track or if they need to change anything for better health.</p>		Other Assessments <ul style="list-style-type: none"> ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions ✓ Summative (Culminating): projects, tests, presentations, performances 	

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<p>Students will analyze factors that influence their own eating habits.</p> <p>Students will explain how to achieve or maintain a healthy weight through balanced nutrition and regular physical activity.</p> <p>Students will explain ways to protect against disease (universal precautions, proper food handling, etc.).</p> <p>Students will explain how the immune system fights disease.</p>	<p>Materials</p> <ul style="list-style-type: none"> • Smartboard • Food cards/nutrition labels • Myplate.gov • Discoveryeducation.com • Brainpop.com • Kidshealth.org
<p>SUGGESTED ACTIVITIES</p>	
<ul style="list-style-type: none"> • Discussion on how appropriate health care promotes health (preventative and care for illness/injury) . • Research factors that affect health, such as genetics, family history and healthy choices. • Class brainstorm list of healthy behaviors for all aspects of wellness. • Log and analyze healthy behaviors. • Log and analyze food choices. • Students bring in nutrition facts labels from foods they frequently eat and then use the information on them to create a balanced meal based on nutritional content, value, and calories. • Discussion on what causes weight gain/loss and how to maintain a healthy weight. • Write nutrition goals based on achieving or maintaining a healthy weight. • Brainpop - Nutrition/Dieting/Eating disorder videos • Guest speaker: nutritionist • View and discuss https://www.brainpop.com/health/nutrition/nutrition/ • https://www.choosemyplate.gov/kids great resources and activities regarding nutrition and physical wellness for kids • Watch and discuss Immune System by the Amoeba Sisters • Discovery Education videos on diseases and immune system (watch and discuss) 	<p>REINFORCEMENT</p> <ul style="list-style-type: none"> • Work in small group or partnerships • Graphic organizers • Preview vocabulary • Provide a word bank with essential vocabulary <p>ENRICHMENT</p> <ul style="list-style-type: none"> • Create a diner menu in which each section is a balanced meal • Act as peer tutor • Teach a younger student about nutrition • Create an abc book about wellness including nutrition, disease prevention and mental health
<p><u>Cross-Curricular Connections</u></p> <p>21st Century Skills- CRP4. Communicate clearly and effectively and with reason.</p> <p>SEL</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Identify the consequences associated with one's actions in order to make constructive choices <p>CR/LL/KS:</p> <p>9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions</p> <p>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</p>	

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- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
 - 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

 - 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

Language Arts- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly

Unit: Personal Safety	Time: December	Standards:
		2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce

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<p>Essential Questions</p> <ul style="list-style-type: none"> • How can I know if a situation is risky or how risky it is? • How can I reduce the risk of injury to myself and others? • How can I stay safe from people who exploit young people? • How do laws keep children and teens safe? • How can I use social media safely, responsibly and without breaking any laws? • How can technology and social media impact relationships? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can take steps to assess the degree of risk in a variety of situations. • I can identify strategies needed to reduce deliberate and non-deliberate injuries to self and others. • I can be aware of how exploiters recruit youth. • I can explore laws designed to keep children and teens safe and healthy. • I can demonstrate strategies to use social media safely, responsibly and legally. • I can evaluate how social media impacts relationships. 	<p>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).</p> <p>2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p>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).</p> <p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</p>
<p>Benchmark Assessment(s)</p> <p>Students will create a risk matrix or list of questions to assess the degree of risk in a variety of situations.</p> <p>Students will list some strategies that can be used to reduce the risk of deliberate and non-deliberate injuries to self and others.</p> <p>Students will list some strategies exploiters use to recruit youth.</p> <p>Students will learn about some laws that keep kids safe and healthy and will discuss their effectiveness.</p> <p>Students will demonstrate strategies to use social media safely, responsibly and legally.</p> <p>Students will explain how technology and social media can affect relationships.</p>		<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions ✓ Summative (Culminating): projects, tests, presentations, performances <p>Materials</p> <ul style="list-style-type: none"> • Smartboard/Tablet for websites: www.kidshealth.org www.brainpop.com www.discoveryed.com www.scholastic.com commonsense.org safekids.org
<p>SUGGESTED ACTIVITIES</p>		

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- Discuss ways to prevent injuries and avoid being in unsafe situations
- Create or look at a risk assessment matrix
- Look at parts of exploitation lesson/info from SaferSmarterteens.org
- Discovery Education lessons about safety around unknown adults and safe touch
- Use videos and activities to start class conversations about safe and unsafe touches.
FightChildAbuse.org Each video is accompanied by grade level activities and a small booklet.
- Create a digital media safety plan
- www.brainpop.com (digital etiquette)
- Role- play different safety scenarios
- Watch and discuss CommonSense.org lessons on digital media safety
- Class discussions on laws that keep kids and teens safe and healthy
- Create digital social media problems “prevention posters”
- Research the effects of technology and social media on relationships

REINFORCEMENT

- Preview vocabulary prior to lesson
- Read books from suggested materials

ENRICHMENT

- Act as peer tutor
- Teach a younger student about concepts learned
- Research common injuries among kids and ways to prevent
- Create a rule book for digital communication

Cross-Curricular Connections

21st Century Skills. CRP3. Attend to personal health and financial well-being.

CR/LL/KS:

- 9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
 - 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

SEL Self Awareness- Recognize the importance of self-confidence in handling daily tasks and challenges. (Confidence in washing hands when needed, or choosing healthy food without adult support.)

Language Arts SL.6.6. Speak audibly and express thoughts, feelings, and ideas clearly.

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Unit: Alcohol, Tobacco, and other Drugs		Time: January-February	Standards:
Essential Questions <ul style="list-style-type: none"> • What are some ways teen use of alcohol, tobacco or other drugs have impacted the lives of adolescents and their families? • How do alcohol and other drugs affect decision-making and increase risk of harm? • How do alcohol and drugs affect the brain? • How can peer influence result in positive or negative outcomes? • What are signs and symptoms of alcohol, tobacco and drug disorders? • What services are available for people affected by a substance disorder? • How do drugs impact the social, emotional and physical well-being of the person using the drugs and their friends and family members? 		Enduring Understandings <ul style="list-style-type: none"> • I can explain some social, emotional and physical effects of drug use by adolescents. • I can explain that using drugs or alcohol inhibits decision-making and increases risk of being harmed. • I can explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. • I can explain how the influence of peers can lead to positive and negative outcomes. • I can summarize the signs and symptoms of alcohol, tobacco, and drug disorders. • I can identify services available for people affected by a drug disorder (for both the individual using the drugs and their friends/family members). • I can explain the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being as well those of their friends and family. 	<p>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.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>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.</p> <p>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.</p> <p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>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.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>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.</p>

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<p>Benchmark Assessment(s)</p> <p>Students will create a display listing some of the possible physical, social and emotional effects of drugs, alcohol and tobacco products.</p> <p>Students will explain that using drugs or alcohol inhibits decision-making and increases risk of being harmed (increases risk of sexual assault and abuse).</p> <p>Students will explain ways drugs affect areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>Students will create a warning label for a peer listing both positive and negative impacts a peer may have.</p> <p>Students will summarize signs and symptoms of alcohol, tobacco and drug disorders.</p> <p>Students will do research and then create a resource list of various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group) and for those affected by someone else's use/abuse.</p> <p>Students will create a Venn diagram comparing the physical, social and emotional harms of drug use for both the user and their families/friends.</p>	<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions ✓ Summative (Culminating): projects, tests, presentations, performances <p>Materials</p> <ul style="list-style-type: none"> • Pictures of common medicines (Tylenol, Benydril, Advil, Motrin, vitamins, ointments, creams) • Pictures of products containing alcohol, tobacco and other drugs • Chromebooks + Internet
<p style="text-align: center;">SUGGESTED ACTIVITIES</p>	
<p>Cross-Curricular Connections</p> <p>21st Century Skills- CRP4. Communicate clearly and effectively and with reason.</p> <p>SEL</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ 	
<p style="text-align: center;">REINFORCEMENT</p> <ul style="list-style-type: none"> • Provide additional resources to complete assignments • Peers work together to complete assignments • Provide digital resources on topic (e.g., video, interactive web-site) 	<p style="text-align: center;">ENRICHMENT</p> <ul style="list-style-type: none"> • Allow for independent study to increase knowledge on information taught • Peer teach/explain • More challenging assignment (different text, more challenging vocabulary) • Allow to choose how to complete assignment

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- *Identify the consequences associated with one's actions in order to make constructive choices*

CR/LL/KS:

9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

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9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

Language Arts

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

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Unit: Social/Sexual Health		Time: March-April	Standards:
Essential Questions <ul style="list-style-type: none"> How can awareness of the stages of pregnancy and prenatal care contribute to a healthy pregnancy and the birth of a healthy child. What are some factors that affect the social, emotional, and financial challenges associated with parenthood? What are some factors that influence relationships? 		Enduring Understandings <ul style="list-style-type: none"> I can summarize the stages of pregnancy. I can list some healthy prenatal practices. I can predict challenges that may be faced by adolescent parents and their families. I can differentiate between gender identity, gender expression and sexual orientation. I can demonstrate communication skills that will support healthy relationships. I can compare and contrast the characteristics of healthy and unhealthy relationships. I can examine some ways families cope with traumatic situations, crisis, and change. 	<p>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</p> <p>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.</p> <p>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</p> <p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</p> <p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p>
Benchmark Assessment(s) <p>Students will summarize the stages of pregnancy.</p> <p>Students will list some healthy prenatal practices.</p> <p>Students will explain some of the financial, social and emotional challenges teen parents may face.</p> <p>Students will differentiate between gender identity, gender expression and sexual orientation.</p> <p>Students will demonstrate communication skills that will support healthy relationships.</p> <p>Students will compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>Students will examine some ways families cope with traumatic situations, crisis, and change.</p>		Other Assessments <ul style="list-style-type: none"> ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions ✓ Summative (Culminating): projects, tests, presentations, performance 	Materials <ul style="list-style-type: none"> Smartboard https://teenshealth.org/ Brainpop.com GLSEN.org NJSBF Social-Emotional Character Development Curriculum Link
SUGGESTED ACTIVITIES			
<ul style="list-style-type: none"> Create timeline of fetal development Create a to-do and not-to-do list for a woman who is pregnant Brainpop.com (Pregnancy/Fetal development, Parenthood, Babies) Lesson about conception from Advocatesforyouth.org Role play healthy communication skills (conflict management, expressing wants/needs/feelings, compromise, consent) Class discussion about gender identity, gender expression and sexual orientation 		REINFORCEMENT <ul style="list-style-type: none"> Work in small group or with a partner Differentiated graphic organizers Preview vocabulary Provide a word bank with essential vocabulary 	

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- Determine whether behaviors provided on list are characteristics of healthy or unhealthy relationships
- Make a healthy relationship tip sheet (what to do and not to do)
- Brainstorm ways families can respond and cope with various situations.
- Respond to a scenario involving a crisis or change with specific ways a family could cope with the situation.

ENRICHMENT

- Act as peer tutor
- Allow for independent study to increase knowledge on information taught
- Peer teach/explain
- More challenging assignment (different text, more challenging vocabulary)
- Allow to choose how to complete assignment
- Create a comic strip showing upstanders being a good friend to a target of bullying

Cross-Curricular Connections

21st Century Skills

CRP4. *Communicate clearly and effectively and with reason.*

- *Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds*
- *Demonstrate an understanding of the need for mutual respect when viewpoints differ*
- *Identify the consequences associated with one's actions in order to make constructive choices*

CR/LL/KS:

9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

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9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

Language Arts

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

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Unit: Community and Emotional Health Skills	Time: May- June	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can self-management skills impact an individual's ability to cope with different types of situations? • What resources are available at school in the community to assist with health issues and how can I access them? • How can advocacy for personal, family, community, and global health influence and change the interaction of people and their health? • What are some difficult situations that may cause sadness, anxiety of depression and where can someone get help when feeling that way? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can explain some stress management strategies. • I can analyze how personal attributes, resilience and protective factors support mental and emotional health. • I can identify professionals at school and in the community available to assist with health conditions and emergencies, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, traumatic stress). • I can explore some of the laws related to health care for minors. • I can identify community resources and other sources of support that students can go to when they need help. • I can advocate for a health issue. • I can work with others to address a health issue related to climate change. • I can analyze difficult situations that might lead to feeling sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available. 	<p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, traumatic stress).</p> <p>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.</p> <p>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.</p> <p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p> <p>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</p>

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<p>Benchmark Assessment(s)</p> <p>Students will create a chart of some stress management strategies that can be used when facing stress from various situations.</p> <p>Students will list some of their own personal attributes, resilience and protective factors that support mental and emotional health.</p> <p>Students will create a contact list of professionals at school and in the community available to assist with health conditions and emergencies, and life skills training (teachers, school nurse, local EMS, Red Cross, etc.).</p> <p>Students will discuss some of the laws related to health care for minors.</p> <p>Students will demonstrate finding information about community resources and other sources of support that students can go to when they need help.</p> <p>Students will create a presentation to advocate for a health issue and share it with the class.</p> <p>Students will work together as a class to address a health issue related to climate change (create signs/posters/PSA's).</p> <p>Students will explain some situations that might lead to feeling sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p>	<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions ✓ Summative (Culminating): projects, tests, presentations, performances <p>Materials</p> <ul style="list-style-type: none"> • Chromebooks • Health textbooks • Smartboard • Discovery Education • https://www.cdc.gov/climateandhealth/effects/default.htm
<p style="text-align: center;">SUGGESTED ACTIVITIES</p>	
<ul style="list-style-type: none"> • Jigsaw: students provide stress management strategies for various situations. At the end, the class can compare and contrast the various suggestions and situations. • Explore personal attributes and protective factors that support mental and emotional health • NJSBF lesson on character: Watch The Science of Character and determine which character attributes individuals in the class possess • Pass It On - CharacterPSA's - watch and discuss as class or students choose several to watch and describe whether or not they have that quality • Discuss resilience and coping strategies • Practice coping strategies such as deep breathing, counting to 10, coloring, go for a walk, ect. • Make a reaction plan for various emotions- "When I am feeling ____, I will ____." • Brainpop (mindfulness, stress, mourning, getting help) • Define rejection, loss and separation. Brainstorm ways to cope with these emotions. • Class discussion on laws related to the health care of minors • Discuss where and from whom students can get help when there is a need or emergency. • Research health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community • Brainpop (climate change, air pollution) • Discuss the health effects of global issues like climate change. (Link to WHO's 10 Biggest Global Health Threats) 	<p>REINFORCEMENT</p> <ul style="list-style-type: none"> • Work in small group or partnerships • Differentiated graphic organizers • Preview vocabulary • Provide a word bank with essential vocabulary

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- Student presentation advocating for a health issue
- Class project to create awareness of a health issue related to climate change (students choose how they want to present: posters, signs, brochures, Slides presentation, etc.)
- Discovery Education [Overcoming Adversity](#) lesson and/or [Coping Skills](#) video

ENRICHMENT

- Act as peer tutor
- Teach a younger student about coping with feelings
- Create a booklet to share with other students
- Write a poem about a strong feeling

Cross-Curricular Connections

21st Century Skills- CRP4. Communicate clearly and effectively and with reason.

SEL

- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Identify the consequences associated with one's actions in order to make constructive choices

CR/LL/KS:

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

Language Arts

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

Date of BOE Approval: