

Course Overview Health

Content Area: **Health**
Course(s): **Health Cycle 6**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade- 6

Course Number: 3802

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Course Adoption: 4/21/1986

Curriculum Adoption:

Date of Last Revision: Summer 2022

Course Overview

The purpose of health instruction in sixth grade is to prepare students to make good choices towards the achievement of a positive life-style. Decision making skills, refusal methods, coping with stress, and empathy development are all addressed throughout the course. These skills can contribute to a more well-rounded individual, lead to more intrinsic motivation, and are necessary for physical, intellectual, social and emotional well-being. In this course students are expected to demonstrate mastery/proficiency of all NJSLS. The course also reinforces the learning of other Standards already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Science, Technology Literacy, and Career Education and Consumer/Family/Life Skills.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course. Please visit the district website under Health Curriculum for the parent letter.

Textbooks and Other Resources

COURSE RESOURCES

Second Step Program: Student Success Through Prevention Committee for Children, 2008

[My Plate](#)

Scholastic Choices Weekly Readers

kidshealth.org

[Kids Health Videos](#)

[Discovery Education](#)

Healthychildren.org

[National Institute on Drug Abuse](#)

[Centers for Disease Control and Prevention](#)

[Kahoot!](#)

[Nearpod](#)

[Brainpop](#)

[Quizlet](#)

[Mentimeter](#)

[Biodigital Anatomy](#)

[Quizalize](#)

[AnatomyArcade](#)

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.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.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: 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.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, 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 use 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.

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.

Scope and Sequence**COURSE SCOPE AND SEQUENCE**

| Sequential Unit Description: | Associated NJSLS to be Achieved | Other Pacing Guide Reference | Proficiency (Summative/Formative Assessments) |
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| <p>UNIT I: <u>Disease Prevention</u></p> <p>Essential THEME: <i>Students must understand the importance of taking care of their bodies in various ways as disease prevention is a major concern for this age group. Personal hygiene is a necessary topic as adolescents go through puberty and need to be aware of proper use of products to create a routine that works for them. Lastly, they must learn signs of common diseases and conditions affecting adolescents. These topics go hand in hand with safety and first aid to learn how to take care of and prevent injury that could potentially lead to further harm.</i></p> <p>Essential Question: <i>Why is it necessary to have a proper hygiene routine and what do you need to do to stay healthy? What are common illnesses and conditions for my age? How can I prevent these? What are the treatments? How do I take care of cuts, burns, and strains/sprains? What supplies do I need from a safety first aid kit?</i></p> | 2.1.8.PGD.1 2.1.8.PGD.4 2.3.8.HCDM.1 2.3.8.HCDM.2 | Quarter 4 Days | Exit Tickets (F) Worksheets (S) Group Assignment (S) |
| <p>UNIT II: <u>Healthy Relationships</u></p> <p>Essential THEME:<i>Relationships are built amongst family, friends, peers, and more. Students will learn ways to build and maintain these as they understand what is healthy and unhealthy. Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. In today's diverse culture, it is important for students to be able to recognize these differences as well as communicate their situations to others.</i></p> <p>Essential Question: <i>What are the three styles of communication? How do I properly communicate my thoughts and ideas? What are the different types of relationships and how can you build/maintain them? What are signs of an unhealthy relationship?</i></p> | 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.5.PS.7 | Quarter, 4 Days | Class Discussions (F) |
| <p>UNIT III: <u>Nutrition</u></p> <p>Essential THEME:<i>Children must understand the food components in order to choose healthy options for their systems. Healthy nutritious foods are often sacrificed for quick easy unhealthy alternatives. In this unit students will learn what foods are important to a healthy diet. They will also learn why it is important so they understand why their body needs certain nutrients.</i></p> | 2.1.8.N.1 2.1.8.N.2 2.1.8.N.3 2.1.8.N.4 | Quarter, 4 Days | Kahoot (F) Exit Tickets (F) Food Truck project(S) |

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| <p>Essential Question: <i>What is a calorie, and how do calories affect my weight? What are some healthy dieting changes I can make? What are the macronutrients? What resources can I use to help guide my eating choices?</i></p> | | | |
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| <p>UNIT IV: <u>Growth and Development</u></p> <p>Essential THEME: <i>In today's world, adolescents are changing at a quicker pace mentally, emotionally, and physically. This unit teaches students how puberty begins by focusing on the endocrine system. It then introduces the reproductive system to understand the role of different hormones for each gender to understand why their systems are going through these specific changes</i></p> <p>Essential Question: <i>What is the endocrine system? Why is it important to take care of your body changes? What activates the reproductive system? What are the cells, hormones, and organs for each gender? What hygiene routines are necessary throughout puberty? How are emotions affected, and what can you do to cope with the major change? Why is it important to maintain a healthy balance between behaviors and your personal health?</i></p> | <p>2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.3 2.1.8.PGD.4</p> | <p>Quarter, 6 Days</p> | <p>Packet(S) Class Discussions (F) SMART goals (F) Test (S)</p> |
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| <p>UNIT V: <u>Social and Emotional Health</u></p> <p>Essential THEME: <i>Students need to become aware of how to properly take care of their health mentally and emotionally to also maintain healthy social interactions. It does not always get the attention it should, and how to cope with various scenarios and stress in their lives will help them achieve the goals they desire. Effective management strategies are key, and it is important to help them determine which may or may not work.</i></p> <p>Essential Question: <i>What areas of wellness are your strengths and weaknesses? How can you maintain or improve specific areas? What is stress? What is the best way to deal with stress? What is incorporated in social-emotional health? What are some healthy ways to deal with anger? How may keeping these emotions in harm me?</i></p> | <p>2.1.8.EH.1 2.1.8.EH.2</p> | <p>Quarter, 3-4 Days</p> | <p>Triangle of Personal Domains (S) Exit Tickets (F)</p> |
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| <p>UNIT VI: <u>Alcohol Tobacco and Drugs</u></p> <p>Essential THEME: <i>The focus of this unit is for students to learn about alcohol, tobacco, and other product use such as vapes. They will become aware of the negative effects the drugs can have on the body as well as socially and mentally. They will recognize how it can affect their daily lives.</i></p> <p>Essential Question: <i>What is considered a drug? What types of drugs are there? How can I avoid going down a path that gets me involved in drug use? What are some of the physical effects of drug abuse? What are some</i></p> | <p>2.3.8.ATD.1 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5 2.3.8.DSDT.3</p> | <p>Quarter, 4 Days</p> | <p>Anti-Drug Poster (S) Kahoot (F)</p> |
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of the psychological effects? Can drug abuse increase the risk of other diseases? If so, what diseases? What is an anti-drug?

Grading and Evaluation Guidelines

Grading procedures must be described in sufficient detail so that a pupil will understand the minimal to advanced proficiency, expected of him/her as the outcome of each unit, for the marking period and for the course as a whole. Benchmark level assessments associated with the course also need to be identified. While assessments of proficiency levels must be valid and reliable they do not need to be the same for all students. Each pupil must receive a copy of the grading procedures, proficiencies and criteria for each unit and/or marking period.

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent Advanced Proficient
- B Good Above Average Proficient
- C Fair Proficient
- D Poor Minimally proficient
- F Failing Partially Proficient

Grading Procedures – Health Education

The final quarter course proficiency grade will be based on unit assessments aligned with the associated NJSLs.

Unit assessments, delineated for each unit, will include such measures as:

Written and Performance Measures of proficiency objectives (coded to NJSLs)

Records of oral participation in classroom discussions related to unit objectives

Records of achievement of lesson objectives (i.e. quizzes, relevant homework, projects, labs)

Percentage:

40% Tests

15% Preparation / Behavior / Class Participation

20% Quizzes

15% Classwork / Group Work

10% Homework

Other Details

CONTENT FOCUS AREA AND COURSE NAME

Quarter 6 Health Education

| Course # | School #'s | Course Level | Grade(s) | Credits | Min. Per Week | Elective/Required | Initial Course Adopted |
|----------|------------|--------------|----------|---------|---------------|-------------------|------------------------|
| 3802 | 056 | A | 6 | 0 | 210 | R | 04/21/86 |

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

| NJCCC Standard | | NJCCC Standard | | NJCCCS Standard | |
|----------------------------------|---|------------------------|---|---|---|
| 1. Visual and Performing Arts | | 5. Science | S | 9. Career Education and Consumer/ Family/ Life Skills | S |
| 2. Health and Physical Education | P | 6. Social Studies | | | |
| 3. Language Arts Literacy | S | 7. World Languages | | | |
| 4. Mathematics | | 8. Technology Literacy | S | | |