

Cover Page Health 6

Content Area: **Health**
Course(s): **PE/HEALTH**
Time Period: **1 Marking Period**
Length: **40-45 Days**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Health Grade 6

Content Area: Health
Course(s): Grade 6
Time Period: Academic Year
Length: 45 Lessons or 1 Marking Period of time
Status: Not Published

Summary of the Curriculum

The 6th grade health curriculum is designed to present knowledge of health and wellness to support a healthy lifestyle in the present day and improve an individual's health in the future. The curriculum will provide information on nutrition, disease and the body's response, risk behaviors and personal health and wellness. The information presented will allow students to gain insight into their body systems and how to keep physically healthy. They will learn about accepting responsibility for personal health decisions and practices and working with others to maintain a healthy environment as a productive citizen.

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- Unit 01: Nutrition
- Unit 02: Personal Safety
- Unit 03: Personal Growth & Wellness
- Unit 04: Health Conditions, Diseases & Medicines
- Unit 05: Alcohol, Tobacco and other drugs

Unit 01: Nutrition

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **13-17 Days**

Status: **Not Published**

Enduring Understandings

Eating patterns are influenced by a variety of factors

Personal caloric requirements are dependent on age, gender, activity level and medical needs

Nutritional choices directly affects a person's current and long-term wellness

Increased knowledge of nutritional information will result in healthier choices

Summary of the Unit

This unit focuses on increasing the cognitive awareness of an individual's food choices by understanding the factors that influence our daily nutrition. Students will evaluate their own diet and become aware of how to make healthier food choices and how your diet can affect all areas of wellness.

Essential Questions

How do your nutritional choices affect all sides of your health triangle?

What factors can influences your food choices?

How do you determine if a food is healthy?

What everyday objects can help to identify serving size?

What role does nutrition play in weight gain, weight loss or maintenance?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Myplate.gov

Nutrition.gov

CDC.gov

USDA.gov

Supersize Me Video

Chew on This Text

Scholastic Choices Magazine

ResourcesInternet/YouTube

Kidshealth.org

BrainPop/BrainPop

EDPuzzles

DiscoveryEd.com

<https://www.girlscouts.org/en/cookies/cookie-flavors.html>

<https://youtu.be/R-o-83k8dP0>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1-2 Days	Identify factors that influence personal eating habits	View Slides Presentation - Why do we eat what we eat? Read Glencoe 160-161 Class Discussion on food choice factors such as cultural, religious, medical, personal preference. Guided notes will be given.	Exit Ticket/Connection: Pick three food choice factors and explain how they apply to food choices made in your family or you individually. Chocolate Covered Ants DN-56 Food Choice factors	2.2.8.N.1

2-3 Days	Assess personal nutrition habits and basic food guide knowledge	<p>Slides Presentation continued.</p> <p>Class activity of a Food Guide Carousel</p> <p>Slides Presentations on Food Guides through time.</p> <p>Visit www.myplate.gov and explore the resources available.</p>	<p>Student participation/Teacher Observation</p> <p>Correct categorization of food groups categories.</p> <p>Anatomy of a lunch DN-23</p> <p>Recipe Analysis Chart DN-24</p> <p>Favorite foods fold out DN-25</p> <p>Complete venn diagram of 2/3 food guides</p> <p>Health Smart: MyPlate for Teens pg. 7-10</p> <p>Completed myplate.gov scavenger hunt</p>	2.2.8.N.4
1 Day	Identify the 6 nutrients and jobs they perform for the body	Read Glencoe 154-159 Identify the 6 nutrients. Discuss through activity the jobs they perform for the body and what foods the nutrients can be found in.	<p>HealthSmart : What are nutrients? Lesson 1 pgs 2-5</p> <p>Lesson 1 Review Questions</p>	
4-5 Days	Compare and contrast various diets and the pros and cons of each.	<p>Class Discussion: What types of diets are you familiar with? What is a fad diet?</p> <p>Small group research project: Diets</p>	<p>Rubric grading of project presentation.</p> <p>Self and group assessments of work completed.</p>	<p>2.2.8.N.1</p> <p>2.2.8.N.2</p> <p>2.2.8.N.4</p> <p>2.2.N.8.5</p>
2 Days	Identify the important components of a food label	<p>View reading a food label presentation and video: https://youtu.be/R-o-83k8dP0</p> <p>View Girl Scout Cookie showdown presentation. Apply food label knowledge to activity.</p> <p>https://www.girlscouts.org/en/cookies/cookie-flavors.html</p>	<p>What's in a label?</p> <p>HealthSmart: Anatomy of a food label pg .21</p> <p>Label Detective Pg. 22</p> <p>Girl Scout Cookie Nutrition Worksheet</p>	2.2.8.N.2

2 Days	<p>Identify factors that impact weight gain, weight loss or maintenance.</p> <p>Analyze the caloric amount of common food items vs. recommended intake</p>	<p>Read Glencoe 168-173 View slides presentation on calories. Discuss amount calories needed per day per person and how to calculate that amount. Calorie chart can be found on www.myplate.gov</p> <p>View Calorie counts presentation. Guess the amount of calories in each of the common foods shown.</p>	<p>Figure out personal caloric needs based upon age, gender and level of physical activity.</p> <p>View Calorie counts presentation. Guess the amount of calories in each of the common foods shown.</p> <p>Calorie Counts Worksheet</p>	<p>2.2.8.N.1 2.2.8.N.2 2.2.8.N.4 2.2.N.8.5</p>
2-3 Days	<p>Design sample nutrition plans for various lifestyles, special needs, cultures</p>	<p>Read Glencoe 160-167. View presentation on nutritional needs. Discuss what type of factors would require the need for special diets?</p>	<p>Patient list and menu planner DN-49</p> <p>Lesson 2 Review Questions</p>	<p>2.2.8.N.3</p>

HE.6-8.2.2.8.N.4

Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

HE.6-8.2.2.8.N.2

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

HE.6-8.2.2.8.N.1

Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

HE.6-8.2.2.8.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.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 02: Personal Safety

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **5-7 Days**

Status: **Not Published**

Summary of the Unit

This unit focuses on an personal safety, specifically identifying risk behaviors, the impact of technology on the health triangle and applying digital citizenship.

Enduring Understandings

Staying healthy is a lifelong process that includes all dimensions of wellness.

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

Responsible actions regarding behavior can impact the development and health of oneself and others.

Every health related decision has short term and long term consequences and affects the ability to reach health goals.

Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Essential Questions

What skills are necessary to support a healthy lifestyle?

Who or what influences the decisions you make in regards to your health?

What events may occur in your life that could have an impact on your social, mental/emotional or physical health?

What is digital citizenship and how can it be applied?

What impact does technology have on our relationships?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Formal Assessments

- Quizzes
- Tests

Project(s)

Teacher Observation

Self Assessment

Homework

Classwork

Role Play/Skits

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube

Kidshealth.org

BrainPop/BrainPop

EDPuzzles

DiscoveryEd.com'

Kahoot

<https://www.mindbodygreen.com/articles/social-media-and-relationships>

medicalnewstoday.com

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day	Identify the degree of risk in various situations	Define risk behaviors and lifestyle factors. Discuss choices that we make than can fall into each category. List basic safety rules you have been told to follow. Discuss the consequences of not following these rules.	Be careful, you'll poke your eye out! CH-48	2.3.8.PS.1 2.3.8.PS.6 2.3.8.PS.7 N.J.S.A. 18A:35-4.33
2-3 Days	Recall safety procedure for a variety of situations.	Define precautions. Discuss fire prevention, automobile safety, bicycle safety, water safety and environmental safety. Identify ways to stay safe in a variety of situations. Glencoe Teen Health Pgs 434-463	Fire Prevention Checklist CH-35 Are you a safe rider? CH-42 Environmental Hazards - Activity 6 Review Questions	2.3.8.PS.1 Accident and Fire Prevention (N.J.S.A. 18A:6-2)

1-2 Days	<p>Define digital citizenship. Demonstrate strategies to use technology safely and legally</p> <p>Define digital footprint.</p>	<p>Define and explain digital citizenship. View BrainPop: https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/</p> <p>Read and discuss related reading. https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/relatedreading/</p> <p>Define digital footprint Discuss how your social media choices can impact your digital footprint now and in the future.</p>	<p>BrainPop Quiz</p> <p>Digital Citizenship Questionnaire</p> <p>https://www.englishworksheetsland.com/topics/digitalcitizen/4.pdf</p> <p>Kahoot Digital Citizenship</p>	<p>2.3.8.PS.1</p> <p>2.3.PS.6</p>
1 Day	<p>Evaluate the relationship between technology/ social media and relationships</p>	<p>In small groups brainstorm the positive and negative of social media. Discuss how that can impact relationships. Read https://www.medicalnewstoday.com/articles/social-media-and-relationships#summary</p> <p>https://www.mindbodygreen.com/articles/social-media-and-relationships</p>	<p>Read and respond Reflection</p>	<p>2.3.8.PS.7</p>

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

HE.6-8.2.3.8.PS.6

Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

HE.6-8.2.3.8.PS.7

Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

HE.6-8.2.3.8.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).

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design

multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 03: Personal Health & Wellness

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **12 Days**

Status: **Not Published**

Summary of the Unit

This unit focuses on an individual's total health in accordance with all three sides of the health triangle. Students will evaluate their own health through a self assessment which includes information on family history and genetics and find ways to improve their overall health through physical activity,

Enduring Understandings

Staying healthy is a lifelong process that includes all dimensions of wellness.

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

Family history and genetics is vital information in assessing you own personal health.

Every health related decision has short term and long term consequences and affects the ability to reach health goals.

Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members.

Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Essential Questions

What skills are necessary to support a healthy lifestyle?

Who or what influences the decisions you make in regards to your health?

How can your family history impact your physical health; mental health?

How can you incorporate physical fitness into your own culture?

What resources are available in your community to increase your physical fitness level?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day Health, Wellness and the health triangle	Define Health and Wellness.	Discuss what it means to be healthy. Define health and identify the three sides of the health triangle. Define Wellness. Glencoe Health Lesson 1	Guides notes Lesson 1 Review Questions Concept Mapping	2.1.8.PGD.4 2.2.8.LF.2
1 Day Health Triangle	Identify the three sides of the health triangle and describe components of each side. Describe communication skills that will support healthy relationships and social health Identify the benefits of physical activity across the health triangle	Discuss the three sides of the health triangle. Given examples, categorize each as social, physical or mental/emotional. Discuss positive examples that can improve our health triangle.	Applying Health Skills - Healthful Habits Enrichment - Thinking about good health	2.1.8.PGD.4 2.1.8.PF.1 2.1.8.SSH.3
1 Day Personal Health	Self assess the components of personal health	Discuss what person health is. Define hygiene and give examples of how we can keep our body clean by participating in a group carousel.	Hygiene Carousel Exit Ticket	2.1.8.PGD.4
1 Day Health influences	Analyze how genetics and family history can play a part in physical health	Read Glencoe Lesson 2, Health Influences and risk factors. Define heredity, genetics and lifestyle factors.	Lesson 2 Review Questions Family History worksheet	2.1.8.PGD.2
1 Day Health Services	Explain how health care can promote personal health.	Define health care. Discuss government agencies, the health care system and health care services available.	Guided notes Lesson 5 Review Questions	2.1.8.PGD.1

1 Day Consumer Health	Gain knowledge in how to evaluate products and services to be a smart consumer.	Read Glencoe 236-239 Self assess consumer knowledge/health by completing an activity.	Are you a wise consumer? Chapter 3 inventory. Ad Techniques CH-10 Applying health skills activity 8	2.1.8.PGD.1
2 Days Caring for your skin	Identify the parts of the skin and how to properly care for it. Define dermatologist and identify skin problems.	Read Glencoe 240-245. View BrainPop:Skin https://www.brainpop.com/health/bodysystems/skin/ Bill Nye Skin	Guided notes Lesson 2 Review Questions BrainPop Quiz Bill Nye Skin Worksheet	2.1.8.PDG.4 2.1.8.CHSS.1
1 Day Caring for your teeth	Identify the parts of the tooth. Evaluate dental issues and how to prevent them.	Read Glencoe 246-249 View BrainPop: Teeth https://www.brainpop.com/health/bodysystems/teeth/	Guided notes Lesson 3 Review Questions BrainPop Quiz Enrichment Activity 49	2.1.8.PGD.4 2.1.8.CHSS.1
2 Days Caring for your Eyes	Identify the parts of the eye. Evaluate vision problems and forms of correction available.	Read Glencoe 250-251 View BrainPop: Eye / Vision problems https://www.brainpop.com/health/bodysystems/eyes/ Bill Nye Eye	Guided notes Eye Diagram Bill Nye eye worksheet	2.1.8.PGD.4 2.1.8.CHSS.1
1 Day Caring for your ears	Identify the parts of the ear. Define decibels and the hearing issues.	Read Glencoe 253-255. Identify the parts of the ear and how we hear sound. Discuss hearing issues and the definition of decibels.	Guided Notes Decibel Chart Worksheet	2.1.8.PGD.4 2.1.8.CHSS.1

HE.6-8.2.2.8.LF.4

Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

HE.6-8.2.1.8.SSH.3

Demonstrate communication skills that will support healthy relationships.

HE.6-8.2.2.8.PF.1

Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

HE.6-8.2.1.8.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).

HE.6-8.2.1.8.PGD.1

Explain how appropriate health care can promote personal health.

HE.6-8.2.2.8.LF.2

Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

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Suggested Technological Innovations/Use

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- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 04: Health Conditions, Diseases and Advocacy

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **12-15 Days**

Status: **Not Published**

Summary of the Unit

This unit will allow students to demonstrate an understanding of the body's immune response to a pathogen and identify risk factors and behaviors to prevent contraction of various diseases. Students will discuss universal precautions and their impact on public health. Students will define advocacy, evaluate various health issues and devise a plan to properly advocate for those issues.

Enduring Understandings

A healthy immune system is vital to protecting the body from disease.

The early detection and treatment of diseases and health conditions impacts one's health.

The prevention and control of diseases and health conditions are affected by many factors.

Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

Staying healthy is a lifelong process that includes all dimensions of wellness.

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Essential Questions

What behaviors will reduce or increase my risk of disease?

What factors play a role in disease transmission?

How will disease affect a person's overall health and wellness?

What happens in the body once a pathogen is detected?

Why are precautions helpful in preventing disease?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Formal Assessments

- Quizzes
- Tests

Project(s)

Teacher Observation

Self Assessment

Homework

Classwork

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day Immune System	Identify the components of the immune system	Discuss what happens to our bodies when we get sick. Identify the parts of the immune system and how they protect us.	Your body's defense worksheet	2.3.8.HCDM.6
1 Day Immune System	Explain how the immune system fights disease	Read Glencoe pg's 290-293. Discuss the immune system and lymphatic system. Scholastic Study Jam https://studyjams.scholastic.com/studyjams/jams/science/human-body/immune-system.htm Brain Pop, Immune System https://www.brainpop.com/health/bodysystems/immunesystem/movie	Lesson 6 Review Questions Study Jam Quiz	2.3.8.HCDM.6 2.3.8.HCDM.7 CRLKSP 3,4,5 9.1.8.CR2
1-2 Days Communicable vs. Noncommunicable	Define communicable vs. non communicable disease	View presentation. Define the difference between communicable and non communicable. Complete Disease notes.	Comm vs. Noncomm worksheet	2.3.8.HCDM.1

4-5 Days Types of pathogens	<p>Define the five types of pathogens that cause communicable disease and identify how they are transmitted.</p> <p>Relate diseases to present day influencers/athletes/celebrities</p>	<p>View presentation. Discuss the ways communicable disease can enter the body.</p> <p>Celebrities get sick too! Project</p>	<p>Comm vs. Noncomm worksheet continued</p> <p>Completed project via rubric grading</p>	2.3.8.HCDM.6
1 Day Risk Factors	Identify risk factors that may make a person more susceptible to disease or health conditions	<p>Read Glencoe Health Lesson 2. Identify and discuss factors that influence your personal health.</p> <p>Read https://newsinhealth.nih.gov/2016/10/understanding-health-risks#:~:text=Your%20personal%20health%20risk%20factors,whether%20you%20wear%20a%20seatbelt.</p> <p>View BrainPop: Heredity</p> <p>https://www.brainpop.com/health/genetics/growthanddevelopment/heredity/</p>	Your Personal Health Worksheet	2.3.8.HCDM.3 2.3.8.HCDM.2
1 Day Universal Precautions	Explain how the use of universal precautions can help prevent diseases and health conditions	Identify universal precautions. Discuss universal precautions in a post COVID world. Continue presentation. Discuss how we can help protect ourselves from pathogens.	Prevention Self assessment	2.3.8.HCDM.1
2-3 Days Advocacy	Define advocacy and develop an advocacy plan for a health issue	<p>View the following CDC Website for climate change. Complete a scavenger hunt gathering information about the health issues related to climate change.</p> <p>https://www.cdc.gov/climateandhealth/effects/default.htm#:~:text=The%20health%20effects%20of%20these,and%20threats%20to%20mental%20health.</p>	CDC Scavenger Hunt	2.1.8.CHSS.7

HE.6-8.2.3.8.HCDM.6	Explain how the immune system fights disease.
HE.6-8.2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
HE.6-8.2.3.8.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).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
HE.6-8.2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
HE.6-8.2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
HE.6-8.2.3.8.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.
HE.6-8.2.3.8.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.

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube

Kidshealth.org

BrainPop/BrainPop

EDPuzzles

DiscoveryEd.com

cdc.gov

youtube.com

Kahoot

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.
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- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 05: Alcohol, Tobacco and other drugs

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **4-5 Days**

Status: **Not Published**

Summary of the Unit

This unit focuses on risk behaviors that may lead to use of alcohol, tobacco and other drugs. Students will define and discuss peer pressure and identify strategies to handle social situations. Students will also differentiate between OTC and prescriptions medications and how to identify signs and symptoms of addiction.

Enduring Understandings

Substance abuse is caused by a variety of factors.

There are many ways to obtain help for treatment of alcohol, tobacco, and other substances.

There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health risk behaviors.

Medicines come in a variety of forms, are used for numerous reasons, and should be taken as directed in order to be safe and effective.

The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Essential Questions

What is the difference between OTC and prescription medications?

What strategies can be used to combat peer pressure?

What risk factors can make a person more likely to become addicted to medication?

How does the media (for example: music, television, movies, art, billboards, radio, clothing, magazines) influence alcohol, tobacco and other drugs use?

What are the physical, social and legal consequences of drug use?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Formal Assessments

- Quizzes

- Tests

Project(s)

Teacher Observation

Self Assessment

Homework

Classwork

Resources

HealthSMART workbooks

Health Text

Too Good for Drugs Workbook

Health Text

HealthSMART workbooks

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www.fda.gov

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day Peer Pressure	Explain the difference between positive and negative peer pressure	View Presentation. Define peer pressure. Discuss situations where peer pressure can be positive and situations where peer pressure is negative.	Peer Pressure Lines Activity 39 Enrichment	2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.5 CRLKS 9.4.8.DC.6 NJSLS-ELA R.I.6.1 R.I.6.7 2.3.8.PS

1 Day OTC vs. Prescription	Differentiate between OTC and prescription medications	Read Glencoe 366-371 Discuss the difference between prescription and OTC medications and proper use.	HealthSmart: Looking at Labels pg. 19-20	2.3.8.ATD.4
1 Day OTC Usage	Determine appropriate OTC medicine usage	Read Glencoe 372-377 Discuss how to use medicine safely and identify signs of misuse.	HealthSmart: In the news pg. 21-22	2.3.8.ATD.4
1-2 Days Signs of Addiction Services available	Identify signs of addiction Identify services available to support addicts and family/friend	View Brain Pop, Addiction https://www.brainpop.com/health/personalhealth/addiction/movie Identify resources available in the Sayreville/Middlesex County community to support addicts as well as their friends and family.	BrainPop Quiz Portrait of a drug addict Activity 11: Types of drug abuse	2.3.8.ATD.1

HE.6-8.2.3.8.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.

HE.6-8.2.3.8.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.

HE.6-8.2.3.8.PS

Personal Safety

HE.6-8.2.3.8.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.

HE.6-8.2.3.8.ATD.2

Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

HE.6-8.2.3.8.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.

HE.6-8.2.1.8.PGD.4

Analyze the relationship between healthy behaviors and personal health.

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