

Eastampton Township School District

Curriculum Guide

Grade: 6th Grade Content Area: Health and Physical Education

2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		Strand: A. Personal Growth and Development.
NJCCCS:		
<p>2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p>		
Big Ideas:		
Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
Essential Questions:	Enduring Understandings:	
What causes optimal growth and development?	An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.	
Knowledge, Skills, and Instructional Objectives:		
By the end 6 th Grade, students will be able to . . .		
<ul style="list-style-type: none"> • Discuss how each dimension of wellness contributes to ones overall well being. • Derive what factors influence the purchase and use of personal healthcare and hygiene products. • Explain how lifestyle habits, environment, and heredity influence growth and development at each life stage. 		
Instructional Materials/Resources:	Suggested Vocabulary	
<ul style="list-style-type: none"> • Notebook • Writing Implement • Journal • Highlighter • Health Book • Web Sources 	<ul style="list-style-type: none"> • Wellness (Occupational, Physical, Social, Spiritual, Emotional, Intellectual.) • Habits • Heredity • Influence • Lifestyle 	
	Technology:	
	<ul style="list-style-type: none"> • Video • Ipads • Computer Activities • Active Board • Document Camera 	
	8.1.5.A.1	
Recommended Instructional Activities:		
<ul style="list-style-type: none"> • Discussions • Debate • Role Playing / Skits • Small Group • Presentations • Guest Presenters 		
Extension Strategies/Activities:		
<ul style="list-style-type: none"> • Direct and personal applications to student's current lives. 		

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<ul style="list-style-type: none">Daily or Weekly Journal	
Cross-curricular Connections/Standards: Language Arts: SL.6.1 21 st Century Skills: 9.2.8.B.1 CRP1; CRP3; CRP4	
Suggested Assessments: <ul style="list-style-type: none">DemonstrationClass DiscussionBasic ProjectRole PlayingFormal (Test/Quiz)	
2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	Strand: B. Nutrition
NJCCCS: 2.1.6.B.1 Determine factors that influence food choices and eating patterns. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.	
Big Ideas: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
Essential Questions: What makes a food healthy? How do you determine appropriate portion sizes?	Enduring Understandings: There are many short and long term health benefits and risks associated with nutritional choices.
Knowledge, Skills, and Instructional Objectives: By the end 6 th Grade, students will be able to . . . <ul style="list-style-type: none">Identify the basic sections of MyPlate.govList examples of foods that belong to each section of MyPlate.govName the 6 essential nutrients.Describe the purpose of a nutrition label.Interpret the information on a nutrition label.Develop a personalized meal plan.Create a weekly food log and analyze and interpret the data.Compare and contrast nutritional information of similar foods and make an informed decision based on the information collected.	
Instructional Materials/Resources: <ul style="list-style-type: none">NotebookWriting ImplementJournalHighlighterHealth BookWeb Sources	Suggested Vocabulary <ul style="list-style-type: none">DietNutritional ValueCalorieMeal PlanCarbohydrate, Protein, FatVitamins / Minerals

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Technology:	
<ul style="list-style-type: none"> • Video • Ipads • Computer Activities • Active Board • Document Camera 	
8.1.5.A.1	
Recommended Instructional Activities:	
<ul style="list-style-type: none"> • Discussions • Debate • Role Playing / Skits • Small Group • Presentations • Guest Presenters 	
Extension Strategies/Activities:	
<ul style="list-style-type: none"> • Direct application on personal food choices and diets. • Create a personalized food journal to evaluate personal food choices. 	<ul style="list-style-type: none"> •
Cross-curricular Connections/Standards:	
<p>Language Arts: SL.6.1 21st Century Skills: 9.2.8.B.1 CRP1; CRP3; CRP4</p>	
Suggested Assessments:	
<ul style="list-style-type: none"> • Demonstration • Class Discussion • Basic Project • Role Playing • Formal (Test/Quiz) 	
2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	Strand: C. Diseases and Health Conditions
NJCCCS:	
<p>2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions. 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.</p>	
Big Ideas:	
<p>Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>	
Essential Questions:	Enduring Understandings:
To what extent can we keep ourselves disease free?	Current and emerging diagnostic, prevention and treatment

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	strategies can help people live healthier and longer than ever before.
Knowledge, Skills, and Instructional Objectives: By the end 6 th Grade, students will be able to . . . <ul style="list-style-type: none">• Name a variety of ways to detect and treat diseases or illnesses that are common during adolescence.• Discuss and evaluate the effectiveness of public health strategies for preventing and treating various health conditions.• Explore common mental health illnesses and develop strategies for prevention and treatment of such illnesses.	
Instructional Materials/Resources: <ul style="list-style-type: none">• Notebook• Writing Implement• Journal• Highlighter• Health Book• Web Sources	Suggested Vocabulary <ul style="list-style-type: none">• Mental Illness• Treatment vs. Cure• Prevention• Public Health• Disease Technology: <ul style="list-style-type: none">• Video• Ipads• Computer Activities• Active Board• Document Camera 8.1.5.A.1
Recommended Instructional Activities: <ul style="list-style-type: none">• Discussions• Debate• Role Playing / Skits• Small Group• Presentations• Guest Presenters	
Extension Strategies/Activities: <ul style="list-style-type: none">• Direct application to personal and community health.• Draw connections to personal experiences and apply appropriate strategies.	<ul style="list-style-type: none">•
Cross-curricular Connections/Standards: Language Arts: SL.6.1 21 st Century Skills: 9.2.8.B.1 CRP1; CRP3; CRP4	
Suggested Assessments: <ul style="list-style-type: none">• Demonstration• Class Discussion• Basic Project• Role Playing• Formal (Test/Quiz)	

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2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	Strand: D. Safety
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NJCCCS: 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. 2.1.6.D.2 Explain what to do if abuse is suspected or occurs. 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective. 2.1.6.D.4 Assess when to use basic first-aid procedures.

Big Ideas: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.
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Essential Questions: What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others?	Enduring Understandings: Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
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Knowledge, Skills, and Instructional Objectives: By the end 6 th Grade, students will be able to . . . <ul style="list-style-type: none">• List a variety of ways to prevent common injuries among adolescents• Compare and contrast intentional vs. unintentional injury.• Define abuse and what can be done to get help.• Explore the traffic safety system to determine how people contribute to making it effective.• Assess and apply basic first aid procedures to a variety of situations.• Create a list of suggestions that can be used to make your school safer.

Instructional Materials/Resources: <ul style="list-style-type: none">• Notebook• Writing Implement• Journal• Highlighter• Health Book• Web Sources	Suggested Vocabulary <ul style="list-style-type: none">• Intentional Injury• Unintentional Injury• Traffic Safety System• First Aid• RICE• CPR• Rescue Breathing• Abuse
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	Technology: <ul style="list-style-type: none">• Video• Ipads• Computer Activities• Active Board• Document Camera 8.1.5.A.1
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Recommended Instructional Activities: <ul style="list-style-type: none">• Discussions• Debate• Role Playing / Skits• Small Group
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<ul style="list-style-type: none">• Presentations• Guest Presenters	
Extension Strategies/Activities: <ul style="list-style-type: none">• Create a student led safety team to consistently evaluate and explore new ways to create a safe school environment.	<ul style="list-style-type: none">•
Cross-curricular Connections/Standards: Language Arts: SL.6.1 21 st Century Skills: 9.2.8.B.1 CRP1; CRP3; CRP4 <ul style="list-style-type: none">•	
Suggested Assessments: <ul style="list-style-type: none">• Demonstration• Class Discussion• Basic Project• Role Playing• Formal (Test/Quiz)	
2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	Strand: E. Social and Emotional Health
NJCCCS: 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development. 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. 2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	
Big Ideas: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
Essential Questions: What are healthy and unhealthy ways to cope with stress? How can conflict be prevented and resolves appropriately?	Enduring Understandings: Lifelong wellness is dependent upon the ability to prevent and appropriately resolve/cope with stress and conflict.
Knowledge, Skills, and Instructional Objectives: By the end 6 th Grade, students will be able to . . . <ul style="list-style-type: none">• Describe how personal assets and protective factors support healthy social and emotional development.• Create a list of suggestions and recommendations to help create a safe and welcoming school environment, by limiting and/or eliminating community conflict, violence, harassment, gang violence, discrimination, and bullying.• Explore different ways people handle and cope with change, crisis, rejection, loss, and separation.• Evaluate how they commonly cope with stress and determine its effectiveness.	
Instructional Materials/Resources: <ul style="list-style-type: none">• Notebook	Suggested Vocabulary <ul style="list-style-type: none">• Stress

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<ul style="list-style-type: none">• Writing Implement• Journal• Highlighter• Health Book• Web Sources	<ul style="list-style-type: none">• Violence• Harassment• Bullying• Discrimination• Coping Strategies
	<p>Technology:</p> <ul style="list-style-type: none">• Video• Ipads• Computer Activities• Active Board• Document Camera <p>8.1.5.A.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">• Discussions• Debate• Role Playing / Skits• Small Group• Presentations• Guest Presenters	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none">• Create a student led safety team to consistently evaluate and explore new ways to create a safe and welcoming school environment.	<ul style="list-style-type: none">•
<p>Cross-curricular Connections/Standards:</p> <p>Language Arts: SL.6.1 21st Century Skills: 9.2.8.B.1 CRP1; CRP3; CRP4</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">• Demonstration• Class Discussion• Basic Project• Role Playing• Formal (Test/Quiz)	
<p>Modifications for SpEd/ESL/students at Risk/Gifted</p> <p>Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none">• Listen to audio recordings instead of reading text• Learn content from audio books, movies, videos and digital media instead of reading print versions• Use alternate texts at lower readability level• Work with fewer items per page or line and/or materials in a larger print size• Use magnification device, screen reader, or Braille/Nemeth Code• Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)	

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- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments