



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Health and Physical Education

COURSE Health, Grade 6

## **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

**Course:** Health, Grade 6

**Department:** Health and Physical Education

Board Approval	Supervisor	Notes
August 2008	Candy Vasta	Born Date
August 2011	Candy Vasta	Revisions
October 2012	Candy Vasta	Revisions
December 2017	Christopher Amato	Revisions
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Revisions
August 2022	Patrick O'Neill	Alignment to Standards & Incorporate State Mandates

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### **Important Note about Health Education**

The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

**Physical Education Concepts:** Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

**Health Concepts:** Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

### ***N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,***

*The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child 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 or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.*

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

[Sample Exclusion Form](#)

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Community Health Services and Support	21	PE
2	Community Health Services and Support	22	
3	Community Health Services and Support	23	
4	Personal Growth and Development	24	
5	Personal Safety	25	
6	Community Health Services and Support/ Consent	26	
7	Health Conditions, Disease, and Medicines	27	
8	Health Conditions, Disease, and Medicines	28	
9	Dependency, Substance, Disorder, and Treatment	29	
10	Dependency, Substance, Disorder, and Treatment	30	
Week	Marking Period 2	Week	Marking Period 4
11	PE	31	PE
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

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### State Mandates:

**Consent:** Cyberbully/Digital Citizenship (NJSLS: HPE 2.1.6.C.3 2.1.6.E.1 2.1.6.E.2 2.2.6.A.2 2.2.6.C.1 2.2.6.C.2)

**Sexting:** Cyberbully/Digital Citizenship (NJSLS: HPE 2.1.6.C.3 2.1.6.E.1 2.1.6.E.2 2.2.6.A.2 2.2.6.C.1 2.2.6.C.2)

**Diversity and Inclusion Law:** Bullying (NJSLS: HPE 2.1.6.C.3 2.1.6.E.1 2.1.6.E.2 2.2.6.A.2 2.2.6.C.1 2.2.6.C.2)

**Climate Change:** Diseases/Communicable & Non-Communicable Diseases/HIV & AIDS (NJSLS: HPE 2.1.6.A.2 2.1.6.C.1 2.1.6.C.2)

Core Instructional & Supplemental Materials including various levels of Texts

Kidshealth.org (Personal Health)  
Lead rugs.org  
Commonsense.org  
brainpop.com

Time Frame	3 weeks
Topic	
Community Health Services and Support	
Alignment to Standards	
<ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> <li>• 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</li> <li>• 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</li> </ul>	

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may be available

- 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.

### Learning Objectives and Activities

SWBAT answer the following questions:

- What does LEAD stand for?
- Why does the Ocean Township Police department teach the LEAD program?
- Why are goal setting, decision making, and effective communication important when dealing with teenage alcohol and drug use?
- What effective tools can be used in a peer pressure situation?
- What is a drug?
- What are the effects of alcohol, tobacco, and marijuana on teenagers?
- What is the difference between prescription drugs and OTC drugs?
- What is abuse?
- What tools do you need to possess in order to avoid drugs and alcohol?

SWBAT understand the following concepts:

- LEAD stands for law enforcement against drugs and is taught by the OTPD for help establish a sense of community.
- Having strong decision making and refusal skills, will help to avoid starting and using alcohol, tobacco, and other drugs.
- A drug is anything, with the exception of food, that changes the way the body works and the way a person thinks and feels.
- All drugs have a strong effect on a growing adolescence's brain development.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentationsStudents will understand:
- Define LEAD.
- Define a drug.
- Recognize decision making skills, refusal skills and ways to avoid negative peer pressure.
- The effects of drug use in all components of the health triangle; physical, social, and

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emotional.

- The effects of drug use on the family and the community.

### Assessments

#### **Formative:**

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries
- LEAD Workbook

#### **Summative:**

- Vocabulary quizzes
- Pair share and group projects
- Presentations

#### **Benchmark:**

#### **Alternative:**

- Digital portfolio

### Interdisciplinary Connections

English Language Arts:

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLS.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focus questions, demonstrating an understanding of the subject.

NJSLSA.R1 Read closely to determine what the text says explicitly.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in

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groups, and teacher led) with diverse partners in grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

NJSLSA.SL.6.2 Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

### Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

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

### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

### Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities

Time Frame	1 week
Topic	
Personal Growth and Development	
Alignment to Standards	
<ul style="list-style-type: none"> <li>• 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</li> <li>• 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</li> <li>• 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts</li> </ul>	

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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.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.

### Learning Objectives and Activities

SWBAT answer the following questions:

- Why is each component of the health triangle important for maintaining optimal health for life?
- What influences, external and internal, our optimal growth and development?
- All three sides of the health triangle are important.
- What is the importance of social and emotional health? How do they relate to physical health?
- How can goals for health and wellness be set and achieved?

SWBAT understand the following concepts:

- Healthy habits developed early in life are essential to a lifetime of wellness.
- There are numerous influences on our health, some we cannot control and others we have to learn how to control, this is about choices.
- Today's society is fast paced and demanding.
- We need to keep up with the ever changing world of the internet and understand the rules and laws pertaining to using any electronic device for information or communication.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations
- Students will understand:

### Assessments

#### **Formative:**

- Classroom discussion
- Questions and answers period

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COURSE Health, Grade 6

- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

### **Summative:**

- Vocabulary quizzes
- Pair share and group projects
- Presentations

### **Benchmark:**

- Pre- and post- benchmark assessments

### **Alternative:**

- Digital portfolio

## Interdisciplinary Connections

English Language Arts:

RST.6-8.9. Students will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic working with partners remotely for research and to create a presentation

NJSLSA.W6. Students will use technology, including the Internet, to produce and to publish writing to interact and collaborate with others on internet safety topics.

NJSLSA.W7. Students will conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the benefits and drawbacks of the Internet and social media

## Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

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

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### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

### Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individuals, groups)

CRP9. Students will model integrity, ethical leadership and effective management (i.e. group projects).

Time Frame	1 Week
Topic	
Personal Safety	
Alignment to Standards	
<ul style="list-style-type: none"> <li>• 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>• 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>• 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</li> <li>• 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> <li>• 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).</li> </ul>	
Learning Objectives and Activities	

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SWBAT answer the following questions:

- What is the definition of character?
- What is character education and why is it important?
- What are the 6 pillars of character and the definitions of each pillar?
- What is a role model?
- How can I be a role model, what characteristics should a role model have?

SWBAT understand the following concepts:

- Good friendships are based on the 6 pillars of character.
- People with good character make good citizens and healthy role models.
- The 6 pillars of character are; respect, responsibility, citizenship, caring, trustworthiness, and fairness.
- Being a person of good character helps boost self-esteem.
- Character defines who a person is, not what they do

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations
- Students will understand Character traits can be learned.
- Positive character traits will lead to positive self-esteem, body image, and self-respect.
- Healthy relationships and friendships should be based on the pillars of character.

## Assessments

### **Formative:**

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

### **Summative:**

- Vocabulary quizzes
- Pair share and group projects
- Presentations

### **Benchmark:**

### **Alternative:**

- Digital portfolio

## Interdisciplinary Connections

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### English Language Arts:

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLS.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focus questions, demonstrating an understanding of the subject.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners in grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

NJSLSA.SL.6.2 Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### Visual & Performing Arts

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

### Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

### Career Education

CRP2. Students will apply appropriate academic and technical skills to various learning

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activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individuals, groups)

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame	1 week
Topic	
Personal Growth and Development / Consent	
Alignment to Standards	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> <li>• Who are the key players in a bullying situation?</li> <li>• How can you spread the word to stand against bullying In our school?</li> <li>• How might becoming aware of the world around us, and how every person is different, affect how we treat people?</li> <li>• Distinguish between the terms self esteem and self acceptance.</li> <li>• How can students discover ways to build self acceptance through self talk and apply their own positive messages?</li> <li>• What do I do when I see someone being bullied?</li> <li>• What are some of the long term effects bullying can have on a person's life?</li> <li>• What is cyberbullying?</li> <li>• What are the short and long term effects of cyberbullying?</li> <li>• When does inappropriate online behavior cross the line to cyberbullying?</li> <li>• What does the term digital citizenship mean?</li> <li>• What is a digital footprint?</li> </ul> <p>SWBAT understand the following concepts:</p> <ul style="list-style-type: none"> <li>• Bullying can cause the victim to have self esteem issues which can lead to having problems in school, a feeling of isolation, and other behavior issues.</li> <li>• There are many forms of bullying including physical, verbal, social, and cyber-bullying.</li> </ul>	

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Stand up for peers being bullied. If they need a friend, be a friend!

- If you see someone being bullied, tell a parent or teacher or any trusted adult because sometimes the victim is too afraid to tell.
- Look for signs that tell if a peer is being bullied. They may include: unexplained cuts and bruises, isolating themselves, or withdrawing themselves from school work. The difference between face to face bullying and cyberbullying is a piece of technology and the bullying can happen 24/7/365 (24 hours a day, 7 days a week, 365 days a year).
- Cyberbullying is bullying.
- Bullying as well as cyberbullying, is a learned behavior that is often subtle..
- Without adult intervention, the lessons of using power and aggression may carry over into future relationships.
- Research indicates that victims are at risk for anxiety, low self concept, academic problems and depression.
- Peers who witness harassment and victimization report feelings of discomfort and powerlessness. Both passive observation and active responses from peers may increase and reinforce the arousal of bullies.
- Peer interventions have proven to be successful, when safe and effective strategies have been taught.
- Everything that you post, search and do online can be traced, it is your digital footprint.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations
- Bullying is a dynamic of unhealthy interaction. It is a form of aggression, often repeated, that is used from a position of power. The intention is to control, distress or cause harm to others.
- Bullying is a learned behavior that, directly or indirectly, can be physical, verbal and/or social in nature.
- Increasingly, the Internet, MSN and text messaging are becoming vehicles for intimidation and harassment.
- The players in a bullying situation.
- That to talk to a trusted adult is key in helping a victim of bullying, become an upstander instead of a bystander. outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations
- Demonstrate safe and responsible use of social networking, web sites, chat rooms, electronic mail, bulletin boards, instant messaging, and texting on cell phones.
- recognize, avoid, and report online solicitations by sexual predators.
- recognize and avoid the risks of transmitting personal information on the Internet. And also recognize and avoid unsolicited or deceptive online communication.
- Report online harassment and cyberbullying.

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- The procedures for reporting illegal online activities and communications.
- Copyright laws on written materials, photographs, music and video.

### Assessments

#### **Formative:**

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

#### **Summative:**

- Vocabulary quizzes
- Pair share and group projects
- Presentations

#### **Benchmark:**

#### **Alternative:**

- Digital portfolio

### Interdisciplinary Connections

English Language Arts:

NJSLSA.W1. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in response to internet safety scenarios.

NJSLSA.R2. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas while reading the Acceptable Use Policy.

Visual & Performing Arts:

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

Career Readiness, Life Literacies, and Key Skills

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9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.  
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.  
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.DC.1: Analyze the resource citations in online materials for proper use.  
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.  
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.  
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

### Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.  
CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations  
CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individuals, groups)  
CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

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# Township of Ocean Schools

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## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Health and Physical Education

COURSE Health, Grade 6

Time Frame	2 weeks
Topic	
Health Conditions, Disease and Medicines	
Alignment to Standards	
<p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>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).</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p> <p>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).</p> <p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p> <p>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).</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.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.</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.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.</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 (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p>	

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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.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors

### Learning Objectives and Activities

SWBAT answer the following questions:

- What is the difference between communicable and noncommunicable diseases?
- What are the different types of germs that cause diseases?
- How can I prevent communicable diseases?
- What are risk factors for noncommunicable diseases?
- How can proper hygiene, nutrition and exercise, proper health care, the environment and knowing your family health history, prevent diseases?
- What is HIV and how is HIV transmitted? How is HIV NOT transmitted?
- What is AIDS?
- Why is abstinence important to the prevention of HIV & AIDS?
- How can goal setting promote personal health and prevent disease?

SWBAT understand the following concepts:

- Many diseases can be prevented and treated if one learns at an early age the importance of and emulates healthy lifestyle choices.
- Healthy habits developed early in life are essential to a lifetime of wellness.
- There are numerous influences on health, some we cannot control and others we have to learn how to control, this is about choices.
- Lifestyle diseases, such as HIV are preventable.

SWBAT to "do":

- The various types of pathogens that cause disease.
- That we all have a family health history.
- Staying healthy is a lifelong process that includes all dimensions of the health triangle.
- How health knowledge, health choices, self-control, resistance, and self-management skills influence

### Assessments

#### **Formative:**

- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries
- Classroom discussion

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 6

### **Summative:**

- Vocabulary quizzes
- Pair share and group projects
- Presentations

### **Benchmark:**

- 

### **Alternative:**

- Digital portfolio

## Interdisciplinary Connections

English Language Arts:

RH.6-8.7. Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts to display data through the use of charts and graphs.

RST.6-8.9. Students will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic working with partners remotely for research and to create a presentation

Visual & Performing Arts

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

## Career Readiness, Life Literacies, and Key Skills

9.4.8.Cl.2: Repurpose an existing resource in an innovative way.

9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

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

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 6

### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
  - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

### Career Education

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.  
 CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.  
 CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.  
 CRP6. Students will demonstrate creativity and innovation during individual and group activities.

Time Frame	2 weeks
Topic	
Dependency, Substance, Disorder, and Treatment	
Alignment to Standards	
<ul style="list-style-type: none"> <li>• 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li> <li>• 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li> <li>• 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.</li> <li>• 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</li> </ul>	
Learning Objectives and Activities	
SWBAT answer the following questions: <ul style="list-style-type: none"> <li>• Why is an understanding of food labels important for good health?</li> <li>• What is obesity? Why is understanding the components that contribute to obesity important?</li> </ul>	

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- How would you define nutrition?
- Why is nutrition an important topic to learn and discuss?
- What are nutrients? Where would you find nutrients?
- What influences your food choices?
- What is the FDA and their responsibility to eating and nutrition?
- Where on a food product would you find the serving size and calorie amount? What other information would you be able to find?

SWBAT understand the following concepts:

- The importance of healthy food choices (as well as all the supplements available) to keep pace with high energy demands.
- Making healthy eating choices is an important part of achieving and sustaining wellness.
- Knowing how to read the food label is important to giving the body the nutrients it needs to grow.
- The food and drug administration is responsible for keeping foods we buy healthy and free from disease.
- Vitamins, minerals, proteins, carbohydrates and fats are all part of healthy eating patterns.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations-

## **Assessments**

### **Formative:**

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

### **Summative:**

- Participation
- Daily assignments
- Current events

### **Benchmark:**

- Pre- and post- benchmark assessments
- Vocabulary quizzes
- Pair share and group projects
- Presentations

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### **Alternative:**

- Digital portfolio

### **Interdisciplinary Connections**

English Language Arts:

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL.6.2 Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Mathematics:

6.SP.B.4 - Summarize numerical data sets in relation to their context.

English Language Arts:

NJSLS.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focus questions, demonstrating an understanding of the subject.

NJSLSA.R1 Read closely to determine what the text says explicitly.

### **Career Readiness, Life Literacies, and Key Skills**

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

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### **Career Education**

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CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects.

### Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts

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COURSE Health, Grade 6

- Leveled texts according to ability

### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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