



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.

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

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Department: TOIS Health and Physical Education Course: Health Grade 6

Pacing Guide

Week	Marking Period 1	Week	Marking Period 3
1	LEAD	1	Physical Education
2	Health and Wellness	2	
3	Character Education	3	
4	Bullying	4	
5	Cyberbullying/Digital Citizenship	5	
6	Diseases/HIV & AIDS	6	
7	Nutrition- vocabulary	7	
8	Nutrition- FDA guidelines	8	
9	Nutrition- food labels	9	
Week	Marking Period 2	Week	Marking Period 4
1	Physical Education	1	Physical Education
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	

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Core Instructional & Supplemental Materials

- Google Classroom
- Health packets for notes outline created from websites (kidshealth.com, drugfreeworld.com.)
- Kahoot (interactive trivia game), brain pop, quizzlet
- Videos, youtube videos
- LEAD Workbooks

Time Frame	1-2 weeks
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Topic

LEAD/taught by the Ocean Township Police Department

Essential 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?

Enduring Understandings

- 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.

Alignment to Standards

NJSLS: HPE 2.1.6.D.2 2.2.6.A.1 2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.3.6.A.1 2.3.6.A.2 2.3.6.B.2 2.3.6.B.4 2.3.6.B.5

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Learning Activities & Key Concepts and Skills

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Students 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 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:

- Participation
- Daily assignments
- Current events

Benchmark:

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

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.

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations

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

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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

21st Century Skills

9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.2.8.B.3 Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

9.2.8.B.7 - Students will evaluate the impact of online activities and social media on employer decisions

Interdisciplinary Connections

English Language Arts- NJSLA.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.

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

NJSLA.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.

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

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

NJSLA.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.

NJSLA.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.

Technology Integration

NJSLS: 8.1 Technology Education

- 8.1.8.A.1, 8.1.8.A.2 Understand and use technology systems. Select and use applications effectively and productively. Google classroom for online classroom activities, notes, and assessments.
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- 8.1.8.E.1 Locate, organize, analyze, evaluate, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. References from kids health, drug free world, and other age group appropriate sites for research.

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Time Frame	1 week
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Topic

Health and Wellness

Essential 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?

Enduring Understandings

- 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.

Alignment to Standards

NJSLS HPE 2.1.6.A 2.1.6.B 2.1.6.C 2.1.6.D 2.1.6.E 2.2.6.A 2.2.6.B 2.2.6.C 2.2.6.D 2.2.6.E

Learning Activities & Key Concepts and Skills

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Students will understand:

- Staying healthy is a lifelong process that includes all dimensions of wellness.
- How health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.
- The impact of health behaviors and choices on personal and family values.

Assessments

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Summative:

- Participation
- Daily assignments
- Current events

Benchmark:

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Interdisciplinary Connections

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Technology Integration

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Time Frame

1 week

Topic

Character Education

Essential 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?

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Enduring Understandings

- 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.

Alignment to Standards

NJSLS: HPE 2.1.6.E.1 2.2.6.C.1 2.2.6.C.2 2.2.6.E.2

Learning Activities & Key Concepts and Skills

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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:

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Technology Integration

NJSLS: 8.1 Technology Education

- 8.1.8.A.1, 8.1.8.A.2 Understand and use technology systems. Select and use applications

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Time Frame

1 week

Topic

Bullying

Essential Questions

- Who are the key players in a bullying situation?
- How can you spread the word to stand against bullying In our school?
- How might becoming aware of the world around us, and how every person is different, affect how we treat people?
- Distinguish between the terms self esteem and self acceptance. How can students discover ways to build self acceptance through self talk and apply their own positive messages?
- What do I do when I see someone being bullied?
- What are some of the long term effects bullying can have on a person's life?

Enduring Understandings

- 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.
- There are many forms of bullying including physical, verbal, social, and cyber-bullying.
- 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.

Alignment to Standards

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

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Students will understand:

- 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 behaviour 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.

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:

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- CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.
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21st Century Skills

- 9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
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- 9.2.8.B.7 - Students will evaluate the impact of online activities and social media on employer decisions

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.
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Time Frame	1 week
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Topic

Cyberbullying/Digital Citizenship

Essential Questions

- What is cyberbullying?
- What are the short and long term effects of cyberbullying?
- When does inappropriate online behavior cross the line to cyberbullying?
- What does the term digital citizenship mean?
- What is a digital footprint?

Enduring Understandings

- 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.

Alignment to Standards

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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:

- And demonstrate safe and responsible use of social networking, web sites, chat rooms, electronic mail, bulletin boards, instant messaging, and texting on cell phones.
- And recognize, avoid, and report online solicitations by sexual predators.
- And recognize and avoid the risks of transmitting personal information on the Internet.
- And also recognize and avoid unsolicited or deceptive online communication.
- And report online harassment and cyberbullying.
- 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
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- 8.1.8.B.1 Create original works as a means of personal or group expression. Google slides or powerpoint presentations, created by individual student, pair share, or group work.
- 8.1.8.C.1 Interact, collaborate, and publish with peers by employing a variety of digital media. Use of prezi presentations, powerpoints, google slides, to present to class.
- 8.1.8.E.1 Locate, organize, analyze, evaluate, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. References from kids health, drug free world, and other age group appropriate sites for research.

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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.

Time Frame	1 week
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Topic

Diseases/Communicable & Non-communicable diseases/HIV & AIDS

Essential 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?

Enduring Understandings

- 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.

Alignment to Standards

NJSLS: HPE 2.1.6.A.2 2.1.6.C.1 2.1.6.C.2

Learning Activities & Key Concepts and Skills

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:

- 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

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our physical, social and emotional health.

- The early detection and treatment of diseases and health conditions are affected by many factors.
- HIV & AIDS are preventable and are lifestyle diseases.

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

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.

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations

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.

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

21st Century Skills

9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.2.8.B.3 Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

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9.2.8.B.7 - Students will evaluate the impact of online activities and social media on employer decisions

Interdisciplinary Connections

English Language Arts- NJSLA.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.

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

NJSLA.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.

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

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

NJSLA.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.

NJSLA.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.

Technology Integration

NJSLA: 8.1 Technology Education

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Time Frame

3 weeks

Topic

Nutrition

Essential Questions

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- Why is an understanding of food labels important for good health?
- What is obesity? Why is understanding the components that contribute to obesity important?
- 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?

Enduring Understandings

- 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.

Alignment to Standards

NJSLS: HPE 2.1.6 A 2.1.6.B 2.1.6.D 2.1.6.E 2.2.6 A 2.2.6.B 2.2.6.C 2.2.6.D 2.2.6.E

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Students will understand:

- Eating patterns are influenced by a variety of factors, culture, health status, age and eating environments to name a few.
- Taking responsibility for one's own nutritional choices is an essential step towards developing and maintaining a healthy, active lifestyle.
- The food label and how to read food labels to assist in healthy food choices.

Assessments

Formative:

- Classroom discussion
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- Journal entries

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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

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- 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
- 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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