Health

Grade 6

ABSTRACT

Students in grade six study the importance of maintaining lifelong health through an examination of issues pertinent to adolescence. Personal health choices regarding nutrition, substance abuse, sexual activity, and relationships are discussed. Students set health goals and track individual progress through writing electronic journal entries. Character education instructional unites support the development of healthy relationships and the equitable treatment of others.

Adopted by the Somerville Board of Education on July 25, 2017
### Health – Grade 6

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Days 1-6</th>
<th>Days 7-12</th>
<th>Days 13-18</th>
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**Essential Question:**
- How do personal health choices impact growth and development?
- What effect does diet have on wellness?
- How can risks to personal health be avoided?

**Content:**
- Personal Growth and Development
- Nutrition
- Wellness

**Skills and Topics:**
- **Personal Growth and Development**
  - Determine the lifelong benefits of health decisions
  - Utilize technology to research factors that influence growth and development at different life stages (e.g., infancy, childhood, adolescence, adulthood)
  - Identify possible risks to personal health (mental and physical)
  - Identify risks to personal health through the use of texting (i.e., sexting)
  - Create an electronic personal wellness journal
  - Analyze personal wellness goals

- **Nutrition**
  - Investigate factors that influence food choices (e.g., culture, economics, geography, age, peer pressure, physical systems, the media)
  - Summarize the health risks and benefits associated with eating patterns
  - Compare and contrast nutritional information of typical personal food choices
  - Analyze personal food choices in electronic journal entries
  - Create a daily balanced personal nutrition plan
  - Utilize technology to research a global health issue
  - Collaborate to plan a multimedia presentation about a global health issue

- **Wellness**
  - Evaluate measures that aid in avoiding risks to health (e.g., safety practices, early detection of illness, basic first aid measures)
  - Brainstorm unsafe situations and practices
  - Summarize causes of common injuries
  - Determine injury prevention strategies
  - Assess the need for basic first aid procedures
  - Utilize technology to research common adolescent ailments and injuries
  - Discuss mental illnesses (e.g., depression, anxiety, phobias)
  - Analyze personal preventive practices in electronic journal entries
  - Collaborate to create a multimedia presentation about a global health issue

**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, PowerPoint presentations, video streaming, podcasting

**Writing:**
- Open-ended responses, analysis and conclusions of exploratory activities, journal entries

**Formative Assessments:**
- Self and peer evaluations, teacher observations, journal entries

**Summative Assessments:**
- Quizzes, tests

**Performance Assessments:**
- Oral presentations, group presentations, project presentations
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| **Interdisciplinary Connections:** | *ELA: RI.6.1-10, W.6.1-10*  
*Mathematics: MD.6*  
Science: 5.1.8.A.3, 5.1.8.B.2-3, 5.1.8.D.1, 5.3.8.B.1  
Technology: 8.1.8.A.3  
World Language:  
Social Studies:  
21st Century Life/Careers: CRP1, CRP3, CRP7, CRP8, CRP11, CRP12 | *ELA: RI.6.1-10, W.6.1-10*  
*Mathematics: MD.6*  
Arts: 1.3.8.D.1  
Technology: 8.1.8.A.3, 8.1.12.C.1  
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21st Century Life/Careers: CRP1, CRP3, CRP7, CRP8, CRP11, CRP12 |
| **21st Century Themes:** | ☐ Global Awareness ☐ Civic Literacy  
Financial, Economic, Business, and Entrepreneurial Literacy ☐ Health Literacy | | |
| **21st Century Skills:** | ☐ Creativity and Innovation ☐ Media Literacy ☐ Critical Thinking and Problem Solving ☐ Life and Career Skills  
Information and Communication Technologies Literacy ☐ Communication and Collaboration ☐ Information Literacy | | |
| **Resources:** | Textbook, periodicals, health websites, public health resources, teacher-created resources | | |
| **Careers:** | Applicable career options are discussed as they arise throughout the health program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Law, Public Safety, Correction, and Security Career Cluster. | | |

*2016 NJSLS:

- **RL:** Reading Literature  
- **RI:** Reading Informational Text  
- **W:** Writing  
- **SL:** Speaking and Listening  
- **L:** Language  
- **N:** Real Number System  
- **A:** Algebra  
- **F:** Functions  
- **G:** Geometry  
- **S:** Statistics and Probability  
- **MD:** Measurement and Data*
### Health – Grade 6

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<th>Days 25-30</th>
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<tbody>
<tr>
<td>2014 New Jersey Core Curriculum Content Standards/NJ Student Learning Standards</td>
<td>2.1.6.E.1-3, 2.2.6.D.1-2, 2.4.6.B.2-4, 2.4.6.C.4</td>
<td>2.1.6.E.1-3, 2.2.6.C.1-3, 2.2.6.D.1-2, 2.4.6.A.1-4</td>
<td>2.1.6.D.2, 2.2.6.B.1-3, 2.2.6.C.1-2, 2.3.6.A.1-2, 2.3.6.B.1-7, 2.3.6.C.1-3</td>
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#### Essential Question:
- What practices support healthy social and emotional development?
- What influences affect the development of character?
- How can abusive behaviors be prevented or treated?

#### Content:
- Social and Emotional Health
- Character Development
- Abusive Behaviors

#### Skills and Topics:
- **Social and Emotional Health**
  - Assess the positive and negative factors that affect social and emotional health (e.g., family, gender, peer pressure, sexual activity)
  - Determine the foundational elements that promote respect for and acceptance of others
  - Design a plan to implement in the resolution of conflict in daily life (e.g., bullying, discrimination, harassment)
  - Brainstorm common adolescent stress-inducing situations
  - Dramatize stress management techniques (e.g., professional assistance, three-minute vacations, yoga)
  - Synthesize research in the production of a multimedia presentation about a global health issue

- **Character Development**
  - Track the influences that affect character development over time (e.g., disabilities, family, health, role models)
  - Discuss the social skills necessary to sustain healthy relationships
  - Collaborate to describe threats to effective verbal and nonverbal communication (e.g., social networking sites, text messaging, use of video games)
  - Enumerate social situations that challenge the exercise of good character traits
  - Analyze strong character traits (e.g., mediating skills, negotiating skills, refusal skills) in electronic journal entries
  - Assimilate and demonstrate knowledge of positive character traits in a multimedia presentation
  - Publish research about a global health issue on a collaborative web-based service, such as Google.docs

- **Abusive Behaviors**
  - Differentiate among abusive behaviors (e.g., drugs, tobacco, alcohol, physical, verbal, emotional)
  - Compare and contrast the effects of abuse on children, adolescents, teenagers, and adults
  - Summarize the signs of abuse
  - Discuss preventive measures to eliminate the possibility of abuses specific to adolescents
  - Employ goal-setting skills to create a plan to avoid personal abusive behaviors
  - Utilize technology to create an advertising message aimed at eliminating abusive behaviors among adolescents

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### 21st Century Themes:
- Global Awareness
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- Creativity and Innovation
- Media Literacy
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