

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown Upper Elementary
Health and Physical Education Department*

6th Grade Health

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Course Description and Fundamental Concepts

The health curriculum in the sixth grade focuses on the physical aspects of growth. Physical maturation information covered in fifth grade is reviewed and used to build self esteem. The physiological effects of alcohol, tobacco and drugs are discussed along with skill practice in areas of problem solving, and refusal skills. Included are practical first aid skills such as bandaging, mouth-to-mouth resuscitation and the Heimlich Maneuver for choking.

Introduction

A health education curriculum must be planned with awareness of conditions which have relevance for “wellness”. Wellness is best described as a way of life. It is a lifestyle that you, as an individual, create to achieve your highest potential for well-being. Your lifestyle consists of actions you are able to control, such as how you exercise, eat, manage stress, and perceive the environment. Achieving a high level of wellness involves continual striving for a more healthful way of living.

Content and learning experiences should be selected to enable students to make intelligent and informed decisions in those areas which affect their health and well being. The curriculum is designed to give students opportunities to develop positive attitudes which will promote continuing interest to improve health and create a quality lifestyle. Attitudes are more important than mere acquisition of facts! The understanding of concepts will influence behavior whereas the acquisition of facts may not.

The purpose of a comprehensive health education program from grades K-12 is to teach and reinforce the skills, attitudes, and practices necessary for a healthy lifestyle. Many concepts are interrelated. The teacher must base his/her teaching on the needs of the children, not on what he/she thinks they need to know. The instructor must determine the readiness level of each individual class. The instructor should take care to validate and give importance to each child's questions and opinions.

New Jersey Student Learning Standards (NJSLS)

2020 Comprehensive Health and Physical Education Standards

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

(ADD ALL SUBJECT/CONTENT STANDARDS TAUGHT IN THIS COURSE)

Unit Addressed	Standard #	Standard Description
Personal Growth and Development	2.1.8.PGD1	Explain how appropriate health care can promote personal health.
	2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
	2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts 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.
Emotional 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.
Social and Sexual Health	2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships
	2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
	2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
	2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
Mental and Social Health	2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
	2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
	2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

<p>Physical Fitness</p>	<p>2.2.8.PF.1 2.2.8.PF.2 2.2.8.PF.3 2.2.8. PF.4 2.2.8.PF.5</p>	<p>Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>Recognize and involve others of all ability levels into a physical activity.</p> <p>Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p>
<p>LifeLong Fitness</p>	<p>2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7</p>	<p>Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>Evaluate personal attributes as they relate to career options in physical activity and health professions.</p>
<p>Nutrition</p>	<p>2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4</p>	<p>Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p>

		Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
Safety and Technology	2.3.8.PS.6 2.3.8.PS.7	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
Health Conditions, Diseases and Medicines	2.3.8.HCDM.1 2.3.8.HCDM.2 2.3.8.HCDM.3 2.3.8.HCDM.7	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. 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. 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). Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.
Alcohol, Tobacco and other Drugs	2.3.8.ATD.1 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
Drug Dependency, Substances Disorder and Treatment	2.3.8.DSDT.1 2.3.8.DSDT.2	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. 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.

English Companion Standards

List grade-level appropriate companion standards for **History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12**. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Nutrition Alcohol and Tobacco and other Drugs	<i>NJSLSA.W1.</i>	<i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i>
Alcohol, Tobacco and other Drugs	<i>NJSLSA.SL5</i>	<i>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>
Nutrition and Lifelong Fitness	<i>NJSLSA.W7</i>	<i>Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</i>

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
Emotional Health	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
Social and Emotional Health	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>

Life Literacies and Key Skills (Standard 9.4)*List appropriate units below for which standards will be addressed*

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
Nutrition Physical Fitness Drug, Alcohol and Tobacco	Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.	<i>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 (e.g., MS-ETS1-2). 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i>
Safety	Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.	<i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i>
Social & Emotional Health	Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i>
Physical Fitness Nutrition	Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	<i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i>

		<i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i>
Safety Social & Emotional Health	Information and Media Literacy: There are ethical and unethical uses of information and media.	<i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i>
Nutrition Physical Fitness	Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	<i>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</i>

(ADD SPECIFIC STANDARDS AND UNIT #(s) INTO CHART)

Interdisciplinary Connections (2020 NJSLs)
List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Unit Addressed	Content / Standard #	Standard Description
Nutrition	MS-PS1-3	<i>Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Mental Health - Stress and Depression	September
Safety and First Aid	October - November
Drugs, Alcohol, and Tobacco	December - January
Fitness and Health	February
Nutrition	March - April
Personal Growth	May
Disease and Disease Control	June

Units Scope and Sequence

Unit Name: Mental Health: Stress and Depression

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.1.8.EH.1](#) [2.1.8.EH.2](#) [2.1.8.SSH.3](#) [2.1.8.SSH.4](#) [2.1.8.CHSS.6](#) [2.1.8.CHSS.7](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How to identify depression and stress?
- Is all stress helpful or harmful to the body?
- Which techniques can be used to help to support mental health?
- Why is it important to have a healthy self-esteem?

Objectives

Students will be able to...

- Reflect on times in one's own life where one felt sad or down.
- List the changes in feelings, thoughts, and actions that are experienced in times of sadness
- Explain the difference between "feeling depressed" and clinical depression
- Names ways how to get help dealing with stress and depression.
- Identify how to deal with stress and depression
- Recall the importance of self-esteem.
- Research how sound financial decision-making can reduce stress and increase mental and physical health.

Unit Name: Safety and First Aid Unit

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.18.CHSSI 2.3.8.HCDM.1](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- What are the proper steps to follow when confronted with emergency situations?
- How to deal with universal precautions when dealing with a victim?
- Why is it important to know basic first aid procedures?
- How can you avoid becoming a victim while trying to help?
- What are the proper steps for controlling a bleeding emergency?

Objectives

Students will be able to...

- Name the proper steps on assessing an emergency situation and victim.
- Safely administer CPR in an emergency situation to dummy victims.
- Build a first aid kit.
- Recall the importance of universal precautions.
- Follow the proper steps to control bleeding.

Unit Name: Drugs, Alcohol, and Tobacco

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.3.8.ATD.1](#) [2.3.8.ATD.3](#) [2.3.ATD.4](#) [2.3.8.ATD.5](#) [2.3.8.DSDT.1](#) [2.3.8.DSDT.2](#)
[2.3.8.DSDT.3](#) [2.3.8.DSDT.4](#) [2.3.8.DSDT.5](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Why can drug use or abuse be helpful or harmful to the human body?
- Why do people use and abuse alcohol, inhalants, tobacco and other drugs despite warnings about the dangers to self and others?
- What is the influence of the use and abuse of alcohol on the incidence of illness, injuries, and diseases, the increase of risky health behaviors, and the likelihood of harm to one's health?
- What is the influence of the use of smoking products and how these products harm the body.
- What are ways to stop using or abusing drugs, inhalants, alcohol and tobacco/smoking products.
- What are the signs and symptoms of substance abuse problems and the stages that lead to dependency addiction.

Objectives

Students will be able to...

- Explain how over the counter and prescription medications such as opioid abuse or misuse can be harmful and helpful to the human body.
- Recall how harmful and helpful drugs enter the human body.
- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and diseases, the increase of risky health behaviors, and the likelihood of harm to one's health
Summarize the signs and symptoms of inhalant abuse
- Recall the signs and symptoms of substance abuse problems and the stages that lead to dependency addiction.
- List the reasons why people use alcohol, inhalants, tobacco/smoking products.
- Name the dangers and side effects of tobacco products. (Cigarettes, Cigars, Chew, and Vapes,)

Unit Name: Fitness

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.2.8.PF.1](#) [2.2.8.PF.2](#) [2.2.8.PF.3](#) [2.2.8.PF.4](#) [2.2.8.PF.5](#) [2.2.8.LF.1](#) [2.2.8.LF.2](#)
[2.2.8.LF.3](#) [2.2.8.LF.4](#) [2.2.8.LF.5](#) [2.2.8.LF.6](#) [2.2.8.LF.7](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What does physical fitness mean?
- What do you need to include to create a fitness plan for yourself?
- What is one thing that can be done to improve overall fitness?

Objectives

Students will be able to...

- Explain what fitness means.
- Identify the motor components of physical fitness
- Perform various physical exercises that will help them improve their fitness levels
- Identify the factors that influence fitness levels.
- Perform various flexibility exercises to increase their range of motion.
- Assess their own fitness levels by completing various fitness routines.
- Plan an exercise routine that fits their lifestyle.

Unit Name: Nutrition

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.2.8.N.1](#) [2.2.8.N.2](#) [2.2.8.N.3](#) [2.2.8.N.4](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- What factors influence a person's eating patterns?
- What are the benefits of having a nutritional plan and lifestyle?
- How do food labels provide information on the type and quantity of nutrients.

Objectives

Students will be able to...

- List factors that influence food choices and eating patterns.
- Discuss the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content on labels, value, calories and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Name the six nutrients a person needs.

Unit Name: Human Relationship and Sexuality

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 2.1.8.PGD.1](#) [2.1.8.PGD.2](#) [2.1.8.PGD.3](#) [2.1.8.PGD.4](#) [2.1.8.SSH.3](#) [2.1.8.SSH.4](#)
[2.1.8.SSH.5](#) [2.1.8.SSH.6](#) [2.3.8.PS.6](#) [2.3.8.PS.7](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How families and relationships may change over time.
- How does understanding the changes that take place during puberty help you later in life?
- How do you take care of your changing bodies?
- What is the physiological process of how pregnancy occurs.

Objectives

Students will be able to...

- Compare and contrast how family many change over time.
- Analyse the characteristics of healthy friendships and other types of relationships.
- Recall the different parts of the male/female reproductive diagrams.
- Compare growth patterns of males and females during adolescence.
- Recall proper hygiene for the human body.
- Understand what puberty is and how it begins during adolescence.
- Summarize the sequence of fertilization.

Unit Name: Disease and Disease Control

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSL - 2.3.8.HCDM.1](#) [2.3.8.HCDM.2](#) [2.3.8.HCDM.3](#)
[NJSL - Career Awareness, Exploration, Preparation, and Training](#)
[NJSL - Life Literacies and Key Skills](#)
[NJSL - Interdisciplinary Standards](#)

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- How does early detection and treatment of diseases and health conditions impact one's health?

Objectives

Students will be able to...

- Give examples of healthcare products and good personal hygiene practices that promote personal health for adolescents.
- Determine what changes are needed in your daily routines that can improve or maintain your personal health.

Please contact content supervisor for any questions.