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| <b>Grade 6 Health and Physical Education</b> |
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**Focus Topic: Wellness**

TSW = The Student Will

| Objective(s)   | NJCCCS Alignment   | Essential Questions   | Understandings  | Suggested Assessment Activities  |
|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>• TSW discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness</li> <li>• TSW discuss how technology impacts wellness</li> <li>• TSW compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness</li> <li>• TSW compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth</li> <li>• TSW discuss how heredity and physiological changes contribute to an individual's uniqueness</li> <li>• TSW compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan</li> <li>• TSW discuss the short and long-term benefits and risks associated with nutritional choices</li> <li>• TSW compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, Diabetes, Lyme disease, STDs, and HIV/AIDS</li> </ul> | 2.1.6.A<br><br>2.1.6.A<br><br>2.1.6.B<br><br>2.1.6.B<br><br>2.1.6.B<br><br>2.1.6.C<br><br>2.1.6.C<br><br>2.1.6.D | <ul style="list-style-type: none"> <li>- How does health data assist in fitness assessments?</li> <li>- What impact does technology have on wellness?</li> <li>- What is uniqueness?</li> <li>- How do food choices affect a person?</li> <li>- What are preventative measures?</li> <li>- How does a person avoid conflict?</li> </ul> | <ul style="list-style-type: none"> <li>• Healthy choices contribute to wellness</li> <li>• Technology impacts wellness</li> <li>• Goals, choices, and behaviors are influenced</li> </ul> | Ongoing observation & questioning during class discussions and hands-on project work<br><br>Peer review<br><br>Performance tasks<br><br>Student Response |

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| <ul style="list-style-type: none"> <li>• TSW choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying</li> </ul>   | 2.1.6.F |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence</li> </ul>  | 2.1.6.F |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW discuss how stereotyping might influence one's goals, choices, and behaviors</li> </ul>   | 2.1.6.F |  |  |  |
| <p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Brainstorm responses to the question 'How can too much noise affect your health'? Lead students to answers such as increased stress, high blood pressure, etc. Have students develop ways to reduce exposure to loud noises. Rate sound with a decibel scale</li> <li>• Create a triangle with points labeled: "Mental Health" "Physical Health" and "Social Health". Groups of students sit in a triangle...pass a ball around and the person who passes the ball must describe one action that supports personal or family health realltion to his/her team's area</li> <li>• Literature Connection: <i>Small Steps</i> (Louis Sachar); <i>The Feelings Book: The Care and Keeping of Your Emotions</i> (Lynda Madison)</li> </ul> |         |  |  |  |

Grade 6 (Wellness) continued

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| <b>Grade 6 Health and Physical Education</b> |
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**Focus Topic: Integrated Skills**

TSW = The Student Will

| Objective(s)   | NJCCCS Alignment  | Essential Questions  | Understandings   | Suggested Assessment Activities  |
|--|---|--|--|--|
| <ul style="list-style-type: none"> <li>• TSW summarize health information from a variety of valid and reliable health resources</li> <li>• TSW demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness</li> <li>• TSW describe and demonstrate active and reflective listening</li> <li>• TSW compare and contrast the economic and social purposes of health messages presented in the media</li> <li>• TSW investigate how conflicting interests may influence decisions and choices</li> <li>• TSW analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made</li> <li>• TSW explain how personal ethics influence decision-making</li> <li>• TSW develop strategies to support the achievement of short and long-term health goals</li> <li>• TSW describe actions and situations that show evidence of good character</li> </ul> | 2.2.6.A<br><br>2.2.6.A<br><br>2.2.6.A<br><br>2.2.6.A<br><br>2.2.6.B<br><br>2.2.6.B<br><br>2.2.6.B<br><br>2.2.6.C<br><br>2.2.6.D | <ul style="list-style-type: none"> <li>- Why is communication important?</li> <li>- Why is it important to be tolerant of other's ideas and opinions?</li> <li>- Why are goals important?</li> <li>- What are ethics?</li> <li>- How do you make a decision?</li> <li>- What is a vision?</li> <li>- To what extent do outside influences shape values?</li> </ul> | <ul style="list-style-type: none"> <li>• People are entitled to have ideas and opinions</li> <li>• Decisions play an important role in everyday life</li> <li>• Role models have influence</li> <li>• Health decisions are influenced</li> <li>• Community service impacts wellness</li> </ul> | Ongoing observation & questioning during class discussions and hands-on project work<br><br>Peer review<br><br>Performance tasks<br><br>Student Response |

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| <ul style="list-style-type: none"> <li>• TSW discuss how role models influence the personal goals and ethical standards of others</li> </ul>   | 2.2.6.D |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW implement appropriate leadership strategies when serving in a leadership role</li> </ul>  | 2.2.6.E |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW analyze a group's ability to improve its performance, and provide appropriate feedback</li> </ul>   | 2.2.6.E |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW develop and articulate a group's goals and vision</li> </ul>  | 2.2.6.E |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW formulate and express a position on health issues and educate peers about the health issue or cause</li> </ul>  | 2.2.6.E |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW discuss local and state laws that impact personal, family, and community wellness</li> </ul>  | 2.2.6.E |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW formulate ways that individuals and groups can work together to improve wellness</li> </ul>   | 2.2.6.E |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW categorize health and fitness services available in the school and community and demonstrate how to access them</li> </ul>  | 2.2.6.F |  |  |  |
| <p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Define assertiveness noting various definitions. Describe the following acronym B=body posture E=eye contact S=speech T=tone of voice (BEST). Given scenarios, have students practice assertive responses</li> <li>• Have students rate their communication skills (use teacher produced rubric) in the following areas: parents, older adults, siblings, teachers, friends, younger children</li> <li>• Literature Connection: <i>The Candy Shop War</i> (Brandon Mull); <i>Who Was Ben Franklin?</i> (Dennis Brindell Fradin)</li> </ul> |         |  |  |  |

Grade 6 (Integrated Skills) continued

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| <b>Grade 6 Health and Physical Education</b> |
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**Focus Topic: Drugs and Medicine**

TSW = The Student Will

| Objective(s)  | NJCCCS Alignment  | Essential Questions  | Understandings   | Suggested Assessment Activities   |
|---|---|--|--|---|
| <ul style="list-style-type: none"> <li>• TSW discuss factors to consider when choosing an over-the-counter medicine</li> <li>• TSW discuss the safe administration and storage of over-the-counter and prescription medicine</li> <li>• TSW describe factors that impact the effectiveness of a medicine</li> <li>• TSW describe ways to reduce the health impact of tobacco smoke on non-smokers</li> <li>• TSW discuss the short and long-term physical and behavior effects of inhalant use, including brain, heart, and lung damage and death</li> <li>• TSW describe the physical and behavioral effects of each classification of drugs</li> <li>• TSW discuss the legal and financial consequences of the use, sale and possession of illegal substances</li> <li>• TSW discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models</li> </ul> | 2.3.6.A<br><br>2.3.6.A<br><br>2.3.6.A<br><br>2.3.6.B<br><br>2.3.6.B<br><br>2.3.6.B<br><br>2.3.6.C | <ul style="list-style-type: none"> <li>- When are medicines effective?</li> <li>- What are means of dealing with addiction?</li> <li>- How does substance abuse affect others around you?</li> <li>- How do I determine whether or not a medication will be effective?</li> <li>- How do you make the "right" decisions in the face of peer, media and other pressures?</li> </ul> | <ul style="list-style-type: none"> <li>• Certain drugs have harmful effects on the mind and body</li> <li>• Alcohol, tobacco, and some drugs are addictive</li> <li>• Addictions are often influenced</li> <li>• Substance abuse affects others</li> </ul> | Ongoing observation & questioning during class discussions and hands-on project work<br><br>Peer review<br><br>Performance tasks<br><br>Student Responses |

**Suggested Activities/Resources**

- What does smoking cost? – compare current costs of age appropriate items to a smoking habit. Have small groups calculate the cost of smoking weekly, monthly, yearly. Write a journal entry explaining the things a smoker could do with the money saved if the smoking habit stopped
- Chart uses of medication (i.e. poison ivy, strep throat, acne, hives, upset stomach, pneumonia, HIV infections) – Supply the class with consumer guides, pharmacological information or use web sites and write down the important points about each medication.
- Literature Connection: Joey Pigza Loses Control (Jack Gantos); The Biography of Tobacco (Carrie Gleason)

Grade 6 (Drugs and Medicine) continued

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| <b>Grade 6 Health and Physical Education</b> |
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**Focus Topic: Human Relationships and Sexuality**

TSW = The Student Will

| Objective(s)   | NJCCCS Alignment  | Essential Questions  | Understandings   | Suggested Assessment Activities   |
|--|---|--|--|---|
| <ul style="list-style-type: none"> <li>TSW compare and contrast the interconnected and cooperative roles of family members</li> <li>TSW investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs</li> <li>TSW describe the characteristics of a healthy relationship and discuss factors that support and sustain it</li> <li>TSW describe how peer relationships may change during adolescence</li> <li>TSW discuss different forms of dating and explain the role of dating in personal growth</li> <li>TSW discuss strategies to remain abstinent and resist pressures to become sexually active</li> <li>TSW discuss the possible physical, social, and emotional impacts of adolescent sexual activity</li> <li>TSW describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy</li> </ul> | 2.4.6.A<br><br>2.4.6.A<br><br>2.4.6.A<br><br>2.4.6.A<br><br>2.4.6.B<br><br>2.4.6.B<br><br>2.4.6.B | <ul style="list-style-type: none"> <li>- How do families cooperate?</li> <li>- How do peer relationships change?</li> <li>- What is abstinence?</li> <li>- How is sexuality influenced?</li> </ul> | <ul style="list-style-type: none"> <li>Every person contributes to the family</li> <li>Peer relationships change</li> <li>Sexuality is influenced by media and peers</li> <li>Adolescent parenting is challenging</li> </ul> | Ongoing observation & questioning during class discussions and hands-on project work<br><br>Performance tasks<br><br>Self assessment<br><br>Student Responses |

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| <ul style="list-style-type: none"> <li>• TSW identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them</li> </ul>   | 2.4.6.B |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW discuss how parents, peers, and other media influence attitudes about sexuality</li> </ul>  | 2.4.6.B |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW discuss fertilization, embryonic development, and fetal development</li> </ul>  | 2.4.6.B |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy</li> </ul>   | 2.4.6.C |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW discuss how the health of the birth mother impacts the development of the fetus</li> </ul>  | 2.4.6.C |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW describe the signs and symptoms of pregnancy</li> </ul>   | 2.4.6.C |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW recommend prenatal practices that support a healthy pregnancy</li> </ul>  | 2.4.6.C |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW discuss the potential challenges faced by adolescent parents and their families</li> </ul>  | 2.4.6.C |  |  |  |
| <ul style="list-style-type: none"> <li>• TSW recommend sources of information and help for parents</li> </ul>  | 2.4.6.C |  |  |  |
| <p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Students brainstorm factors that support friendship and enter them on the drawing of a tree. Students compare work</li> <li>• Journal about the “ideal” parent...definition of and support sentences or write a job description for a parent based on real life activities</li> <li>• Literature Connection: <i>Families</i> (Ann Morris); <i>The Outsiders</i> (S. E. Hinton); <i>It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health</i> (Robie H. Harris)</li> </ul> |         |  |  |  |

Grade 6 (Human Relationships and Sexuality) continued



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**Focus Topic: Motor Skill Development**

TSW = The Student Will

| Objective(s)  | NJCCCS Alignment  | Essential Questions   | Understandings  | Suggested Assessment Activities  |
|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>• TSW demonstrate mechanically correct form with control</li> <li>• TSW demonstrate how equilibrium, rotation, and range impact performances</li> <li>• TSW apply the impact of force and motion during activity</li> <li>• TSW assess the quality of movement</li> <li>• TSW compare and contrast the use of space and flow in physical activities</li> <li>• TSW summarize how movement can be made more interesting, creative, or effective</li> <li>• TSW use offensive, defensive, and cooperative strategies</li> <li>• TSW use specific strategies to prepare for physical activity</li> <li>• TSW assess strategies for effectiveness</li> </ul> | 2.5.6.A<br>2.5.6.A<br>2.5.6.A<br>2.5.6.A<br>2.5.6.B<br>2.5.6.B<br>2.5.6.C<br>2.5.6.E<br>2.5.6.E | <ul style="list-style-type: none"> <li>- How does practice and effort impact performance?</li> <li>- What impacts movement?</li> <li>- What strategies affect movement skills?</li> <li>- How does effective and appropriate movement affect wellness?</li> </ul> | <ul style="list-style-type: none"> <li>• Movement provides opportunity</li> <li>• Movement allows expression</li> <li>• Attitude affects performance</li> </ul> | Ongoing observation & questioning during class discussions and hands-on project work<br>Self assessment<br>Peer review<br>Skills Checklist<br>Student Response |

**Suggested Activities/Resources**

- Graffiti walls – using chart paper, post concepts, questions or brainstorming ideas
- Blindfold activities – one student is blindfolded and another student serves as a guide. The guide must be able to communicate clearly while the student who is blindfolded must be able to listen for information.
- Literature Connection: *Sportsmanship* (John S. Bowman); *Forces and Motion* (Sally Hewitt)

Grade 6 (Motor Skill Development) continued

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| <b>Grade 6 Health and Physical Education</b> |
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**Focus Topic: Fitness**

TSW = The Student Will

| Objective(s)  | NJCCCS Alignment   | Essential Questions  | Understandings   | Suggested Assessment Activities  |
|---|--|--|--|--|
| <ul style="list-style-type: none"> <li>TSW predict how factors impact personal fitness</li> <li>TSW analyze the positive and negative impacts of technological advances on exercise, health, and fitness</li> <li>TSW recognize signs and symptoms that warrant exercise termination</li> <li>TSW establish a progression of activity</li> <li>TSW describe and demonstrate various training methods</li> <li>TSW use technology to implement a personal fitness plan</li> <li>TSW demonstrate age and gender specific progress towards improving fitness</li> </ul>  | 2.6.6.A<br><br>2.6.6.A<br><br>2.6.6.B<br><br>2.6.6.B<br><br>2.6.6.C<br><br>2.6.6.C | <ul style="list-style-type: none"> <li>- How does fitness affect health and well being?</li> <li>- What is training?</li> <li>- In what ways is physical activity beneficial?</li> <li>- How does personal fitness impact wellness?</li> </ul> | <ul style="list-style-type: none"> <li>Personal fitness is important in order to lead a healthy lifestyle</li> <li>Training principles improve personal fitness</li> <li>Technology impacts fitness</li> </ul> | Ongoing observation & questioning during class discussions and hands-on project work<br><br>Skills Checklist<br><br>Performance tasks<br><br>Self assessment<br><br>Student Response |
| <b>Suggested Activities/Resources</b> <ul style="list-style-type: none"> <li>Graffiti walls – using chart paper, post concepts, questions or brainstorming ideas</li> <li>Blindfold activities – one student is blindfolded and another student serves as a guide. The guide must be able to communicate clearly while the student who is blindfolded must be able to listen for information.</li> <li>Create two sets of cards. Label one set with the names of various muscles and the other with an exercise that works that muscle or muscle group. Divide the class into two groups giving one group the muscle cards and the other group the exercise cards. Have students match their cards with an appropriate partner and perform the exercise.</li> <li>Literature Connection: <i>Lake Rescue</i> (Annie Bryant); <i>Planning and Preparing Healthy Meals and Snacks: A Day-to-Day Guide to a Healthier Diet</i> (Jennifer Silate)</li> </ul> |  |  |  |  |