

Pine Hill Public Schools Curriculum

Content Area:	Health and Physical Education		
Course Title/ Grade Level:	Health Grade 6		
Unit 1:	Personal Growth and Development	Month:	1.5 weeks
Unit 2:	Nutrition	Month:	1.5 weeks
Unit 3:	Diseases and Health Conditions	Month:	1.5 weeks
Unit 4:	Alcohol, Tobacco and Other Drugs	Month:	1.5 weeks
Unit 5:	Fitness and Physical Activity	Month:	1.5 weeks
Date Created or Revised:			
BOE Approval Date:	12/18/12		

**Pine Hill Public Schools
Curriculum**

Unit Title: Personal Growth and Development		Unit #: 1
Course or Grade Level: Grade 6		Length of Time: 1.5 weeks
Date Created: September 2012		BOE Approval Date:
Pacing	1.5 weeks	
Essential Questions	<ul style="list-style-type: none"> • How can health data be used to assess and improve each dimension of personal wellness? • How does personal lifestyle habits, environment, and heredity influence growth and development in each life stage? • What factors influence the purchase of healthcare products and use of personal hygiene practices? • How can one learn to accept and respect individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture . 	
Content	<ul style="list-style-type: none"> • Staying healthy is a lifelong process that includes all dimensions of wellness. • Changes during adolescence • Human reproduction • Heredity and life cycle 	
Skills	<ul style="list-style-type: none"> • Analyze how lifestyle choices affect one’s wellness. • Understand the role of heredity in one’s wellness. • Explain how health data can assess your wellness. • List factors that influence the purchase of healthcare products. • Develop recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying 	
	<ul style="list-style-type: none"> • 	
Assessments	<ul style="list-style-type: none"> • Chapter test. • Current event. • Vocabulary test • Written summation of marking period content to achieve 60% recall. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students will be allotted additional time to complete work based on skill level. • Students will be assigned preferential seating per skill level. • Meeting requirements of IEPs 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Handouts • Smart Board presentation • Brainpop.com 	
2009 NJCCCS		
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy active lifestyle.		
Strand(s): Personal Growth and Development		
Content Statement(s):	CPI # / CPI(s): 2.1.6.A.1; 2.1.6.A.2; 2.1.6.A.3; 2.1.6.E.2	

<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Nutrition	Unit #: 2
Course or Grade Level: 6	Length of Time: 1.5 weeks
Date Created:	BOE Approval Date:
Pacing	1.5 weeks
Essential Questions	<ul style="list-style-type: none"> • What factors influence food choices and eating patterns. • What are the benefits and risks associated with nutritional choices , based on eating patterns. • How can you create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. • What are the differences in nutritional information on similar food products in order to make informed choices.
Content	<ul style="list-style-type: none"> • Eating patterns are influenced by a variety of factors. • Nutrient listing and content • Choosemyplate.org • Calorie needs • Making healthful food choices • Food safety • Managing your weight • Eating disorders
Skills	<ul style="list-style-type: none"> • Explain how food choices can affect one’s personal health. • Understand the makeup of a food label. • Analyze the nutritional makeup of food items. • List the nutrients and their jobs. • Understand the role of cholesterol and fats in the body.
	<ul style="list-style-type: none"> •
Assessments	<ul style="list-style-type: none"> • Chapter test. • Current event. • Vocabulary test • Written summation of marking period content to achieve 60% recall.
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students will be allotted additional time to complete work based on skill level. • Students will be assigned preferential seating per skill level. • Meeting requirements of IEPs

Inter-disciplinary Connections	•						
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Handouts • Smart Board presentation • Brainpop.com • Food labels 						
2009 NJCCCS							
Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy active lifestyle.							
Strand(s):Nutrition							
Content Statement(s):				CPI # / CPI(s):2.1.6.B.1; 2.1.6.B.2; 2.1.6.B.3; 2.1.6.B.4			
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Diseases and Health Conditions	Unit #: 3
Course or Grade Level: Grade 6	Length of Time: 1.5 weeks
Date Created: September 2012	BOE Approval Date:
Pacing	1.5 weeks
Essential Questions	<ul style="list-style-type: none"> • How can one detect and treat diseases and health conditions that are prevalent in adolescents? • What is the impact of public health strategies in preventing diseases and health conditions? • What are the differences in common mental illnesses? • How can you detect and treat mental illness?
Content	<ul style="list-style-type: none"> • The early detection and treatment of diseases and health conditions impact one's health. • Types of diseases • Germs • Your body's defenses • Understanding STD • Communicable diseases

	<ul style="list-style-type: none"> • Noncommunicable diseases and Hereditary disease •
Skills	<ul style="list-style-type: none"> • Summarize ways to detect adolescent diseases. • Understand the different treatments of adolescent diseases. • Determine how public health strategies impact the prevention of diseases. • Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. • Compare and contrast common mental illnesses. • Analyze ways to detect and treat mental illness.
Assessments	<ul style="list-style-type: none"> • Chapter test. • Current event. • Vocabulary test • Written summation of marking period content to achieve 60% recall.
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students will be allotted additional time to complete work based on skill level. • Students will be assigned preferential seating per skill level. • Meeting requirements of IEPs
Inter-disciplinary Connections	<ul style="list-style-type: none"> •
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Handouts • Smart Board presentation • Brainpop.com • Posters

2009 NJCCCS

Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy active lifestyle.

Strand(s): Diseases and Health Conditions; Sexuality

Content Statement(s):

CPI # / CPI(s): 2.4.6.B.3; 2.1.6.C.1; 2.1.6.C.2; 2.1.6.C.3

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Alcohol, Tobacco and Other Drugs

Unit #: 4

Course or Grade Level: Grade 6

Length of Time: 2 weeks

Date Created: September 2012	BOE Approval Date:
Pacing	2 weeks
Essential Questions	<ul style="list-style-type: none"> • What are the signs and symptoms of substance abuse? • How is wellness affected by drug dependence/addiction? • What are strategies one can use to stop and remain drug free? • What are the long and short term effects from abuse of OTC medicines? • How does tobacco use relate to disease? • What is the impact of alcohol use and abuse on the human body? • How does alcohol influence decision making? • What are the signs and symptoms of inhalant use? • How does injected drug use relate to the risk of disease?
Content	<ul style="list-style-type: none"> • Substance abuse is caused by a variety of factors. • There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors. • Medicines come in a variety of forms, are used for numerous reasons and should be taken as directed in order to be safe and effective. • There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. • Alcohol • Alcoholism and addiction • Illegal drugs • Drug abuse • Tobacco • Harmful effects to the body • Resisting negative influences • Staying tobacco free
Skills	<ul style="list-style-type: none"> • Explain how tobacco affects the human body. • List the ways that smokeless tobacco can do harm to oneself. • Determine the impact of alcohol on the incidence of illness, injuries and disease. • Explain how one's decision making process is altered when using alcohol. • Summarize the signs and symptoms of inhalant abuse. • Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. • Compare and contrast short and long term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements. • List the signs of substance abuse. • Explain how one's wellness is affected during the stages of drug dependency. • How does peer pressure, low self esteem, genetics, and poor role models determine the extent of drug abuse. • Determine effective ways to stop using drugs. • What can be done to keep people from becoming a repeat offender.
	<ul style="list-style-type: none"> •
Assessments	<ul style="list-style-type: none"> • Chapter test. • Current event. • Vocabulary test • Written summation of marking period content to achieve 60% recall.
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students will be allotted additional time to complete work based on skill level. • Students will be assigned preferential seating per skill level. • Meeting requirements IEPs
Inter-disciplinary Connections	<ul style="list-style-type: none"> •

Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Handouts • Smart Board presentation • Brainpop.com 					
2009 NJCCCS						
Standard:2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.						
Strand(s): Alcohol, Tobacco and Other Drugs; Medicines						
Content Statement(s):				CPI # / CPI(s): 2.3.6.A.1; 2.3.6.B.2; 2.3.6.B.4; 2.3.6.B.5;2.3.6.B.6; 2.3.6.B.7; 2.3.6.C.1; 2.3.6.C.2; 2.3.6.C.3; 2.3.6.C.4		
<u>21st Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

Pine Hill Public Schools Curriculum	
Unit Title: Fitness and Physical Activity	Unit #: 5
Course or Grade Level: Grade 6	Length of Time: 1.5 weeks
Date Created: September 2012	BOE Approval Date:
Pacing	1.5 weeks
Essential Questions	<ul style="list-style-type: none"> • What activities improve skill related/health related fitness? • How does physical experience affect one’s social, emotional, and health? • How can one use a fitness plan to better their personal health? • What factors play a role in one’s fitness levels? • What are some strategies to eating one can use to improve their personal fitness and health? • What does FITT stand for and how does it apply to one’s fitness? • How does steroid use and abuse affect one’s personal health?
Content	<ul style="list-style-type: none"> • Knowing and applying a variety of effective fitness principles over time enhances personal fitness levels , performance, and health status. • Physical Activity benefits • Elements of fitness • Personal fitness plan • F.I.T.T. principle • Safety in sports • Treating injuries
Skills	<ul style="list-style-type: none"> • Analyze the social, emotional, and health benefits of selected physical experiences. • Determine what activities may help one’s personal fitness; skill related fitness and health related fitness. • Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during and after the program.

	<ul style="list-style-type: none"> • Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. • Relate physical activity, healthy eating, and body composition to personal fitness and health. • Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness. • Evaluate short and long term effects of anabolic steroids and other performance enhancing substances on personal health.
	<ul style="list-style-type: none"> •
Assessments	<ul style="list-style-type: none"> • Chapter test. • Current event. • Vocabulary test • Written summation of marking period content to achieve 60% recall.
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students will be allotted additional time to complete work based on skill level. • Students will be assigned preferential seating per skill level. • Meeting requirements of IEPs
Inter-disciplinary Connections	<ul style="list-style-type: none"> •
Lesson resources / Activities	<ul style="list-style-type: none"> • Textbook • Handouts • Smart Board presentation • Brainpop.com
2009 NJCCCS	
Standard: 2.1 Wellness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
Strand(s): Fitness and Physical Activity; Personal Growth and Development; Alcohol, Tobacco, and other Drugs; Nutrition	
Content Statement(s):	CPI # / CPI(s): 2.6.6.A.1; 2.6.6.A.2; 2.6.6.A.3; 2.6.6.A.4; 2.6.6.5; 2.6.6.A.6; 2.6.6.A.7