

**Maywood Public Schools**

**Health Education**

**Grade 6**

## Health 6

### I. Introduction/Overview/Philosophy

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

### II. Objectives

#### ***Course Outline:***

#### **WELLNESS**

1. Lifelong Wellness
  - a. Lifestyle modifications
  - b. Environment
  - c. Heredity
  - d. Technological Advances
  - e. Marketing Techniques of Health Products and Services
  
2. Nutrition
  - a. Food Choices
  - b. Eating Patterns
  - c. Balanced Nutrition
  - d. Designing Nutritional Plans
  - e. Healthy Weight Management
  
3. Diseases
  - a. Detection
  - b. Treatment
  - c. Analyze Public Health Strategies
  - d. Analyze Effects of Mental Illnesses on Well-Being
    - Depression
    - Anxiety
    - Panic Disorders
    - Phobias
  
4. Safety
  - a. Unintentional Injuries
    - Risk Factors
    - Fires
    - Motor Vehicles
  - b. Intentional Injuries

Evaluation of Risk Factors

Violence

Suicide

c. Prevention and Treatment

Demonstrate First-Aid Procedures

## **INTEGRATED SKILLS**

1. Social and Emotional Health

a. Peer Pressure

b. Decision Making

c. Social and Emotional Development

d. Stress

e. Respect and Acceptance of Others

2. Character Development

a. Values

3. Health Service Organizations

a. Appraisal of Organizational Initiatives.

4. Health Literacy

a. Health Resources

Validity

Reliability

## **DRUGS AND MEDICINES**

1. Medicines

a. Over the Counter (OTC)

b. Prescription

c. Supplements

2. Substance Abuse

a. Drug Classifications

b. Tobacco

Laws

c. Alcohol

Injuries

Risky Behaviors

Health Issues

d. Inhalants

e. Injected Drug Use

HIV/AIDS

Hepatitis

3. Addiction

4. Contributing Factors

- a. Peer Pressure
- b. Role Models
- c. Self-Esteem
- d. Genetics

## **HUMAN RELATIONSHIPS AND SEXUALITY**

1. Healthy Relationships
  - a. Families
  - b. Friendships
  - c. Adolescent Relationships
2. Adolescent Growth
  - a. Physical
  - b. Emotional
  - c. Mental
3. Sexual Behavior
  - a. Abstinence
  - b. Behavioral Risks
    - HIV/AIDS
    - Sexually Transmitted Infections (STI's)
    - Human Papilloma Virus (HPV)
    - Unintended Pregnancy
4. Pregnancy and Parenting
  - a. Fertilization
  - b. Growth
  - c. Development
  - d. Pregnancy Signs and Symptoms
  - e. Healthy Prenatal Practices
  - f. Adolescent Challenges

## **DIGITAL CITIZENSHIP (Common Sense Media Unit 2 Gr. 6-8)**

1. [www.common sense media.org/educators/scope-and-sequence](http://www.common sense media.org/educators/scope-and-sequence)
  - a. Teaching Lessons Unit 1

### ***Student Outcomes:***

After successfully completing this course, the student will:

- Understand the importance of personal wellness.
- Identify and understand healthy (& unhealthy) relationships
- Identify drugs and risky behaviors associated with use.
- Medicines, their roles and abuse.
- Demonstrate effective communication skills

- Understand and identify methods of character development.
- Understand decision-making and consequences.
- Understand stages of growth and sexuality.
- Resolve conflicts positively.
- Apply first-aid procedures
- Identify appropriate online behavior through digital citizenship
- Learn effective methods of dealing with peer pressure.

### ***New Jersey Student Learning Standards***

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, and 2014).

#### **National Health Education Standards**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

#### **Comprehensive Health and Physical Education**

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

#### **Comprehensive Health and Physical Education**

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.****A. Personal Growth and Development**

- 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

**B. Nutrition**

- 2.1.6.B.1 Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

**C. Diseases and Health Conditions**

- 2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.
- 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

**D. Safety**

- 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2 Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4 Assess when to use basic first-aid procedures.

**E. Social and Emotional Health**

- 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.****A. Interpersonal Communication**

- 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

**B. Decision-Making and Goal Setting**

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

### **C. Character Development**

- 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.
- 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.
- 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

### **D. Advocacy and Service**

- 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- 2.2.6.D.2 Develop a position about a health issue in order to inform peers.

### **E. Health Services and Information**

- 2.2.6.E.1 Determine the validity and reliability of different types of health resources.
- 2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.

## **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.**

### **A. Medicines**

- 2.3.6.A.1 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.
- 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.

### **B. Alcohol, Tobacco, and Other Drugs**

- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.2 Relate tobacco use and the incidence of disease.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.
- 2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

### **C. Dependency/Addiction and Treatment**

- 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.

- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**A. Relationships**

- 2.4.6.A.1 Compare and contrast how families may change over time.
- 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.
- 2.4.6.A.3 Examine the types of relationships adolescents may experience.
- 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- 2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.

**B. Sexuality**

- 2.4.6.B.1 Compare growth patterns of males and females during adolescence.
- 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.
- 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- 2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

**C. Pregnancy and Parenting**

- 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2.4.6.C.2 Identify the signs and symptoms of pregnancy.
- 2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy.
- 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.

**2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

**A. Movement Skills and Concepts**

- 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

**B. Strategy**



- 2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
- 2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

### **C. Sportsmanship, Rules, and Safety**

- 2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

## **2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

### **A. Fitness and Physical Activity**

- 2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3 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.
- 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

## **21ST CENTURY LIFE AND CAREERS**

### **CAREER READY PRACTICES**

#### **CRP1 Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### **CRP2 Apply appropriate academic and technical skills**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

#### **CRP 3 Attend to personal health and financial well-being**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing,

understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**CRP4 Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5 Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6 Demonstrate creativity and innovation**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP 7 Employ valid and reliable research strategies**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8 Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9 Model integrity, ethical leadership and effective management**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10 Plan education and career paths aligned to personal goals**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11 Use technology to enhance productivity**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12 Work productively in teams while using cultural global competence**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**2014 New Jersey Core Curriculum Content Standards - Technology**

**Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

**B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.**

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

**C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

**D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Demonstrate personal responsibility for lifelong learning.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. Exhibit leadership for digital citizenship.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

**E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

**F: Critical thinking, problem solving, and decision making:**

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**8.2 Technology Education, Engineering, Design, and Computational Thinking****A. The Nature of Technology: Creativity and Innovation**

8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

8.2.8.A.3 Investigate a malfunction in any part of a system and identify its impacts.

8.2.8.A.4 Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.

8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

**B. Technology and Society**

8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.

8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies. 8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

8.2.8.B.7 Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

**C. Design**

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.2 Explain the need for optimization in a design process.

8.2.8.C.3 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system. 8.2.8.C.5.a Create a technical sketch of a product with materials and measurements labeled.

8.2.8.C.6 Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

8.2.8.C.8 Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

**D. Abilities for a Technological World**

8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.

- 8.2.8.D.2 Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook. 8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
- 8.2.8.D.4 Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
- 8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system.
- 8.2.8.D.6 Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

### **E. Computational Thinking: Programming**

- 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
- 8.2.8.E.2 Demonstrate an understanding of the relationship between hardware and software. 8.2.8.E.3 Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
- 8.2.8.E.4 Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

## **21ST CENTURY LIFE AND CAREERS**

### **A: INCOME AND CAREERS**

- 9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.

### **B: MONEY MANAGEMENT**

- 9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.
- 9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.
- 9.1.8.B.3 Justify the concept of "paying yourself first" as a financial savings strategy.
- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.
- 9.1.8.B.8 Develop a system for keeping and using financial records.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.

9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.

### **C: CREDIT AND DEBT MANAGEMENT**

9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.

9.1.8.C.3 Compare and contrast debt and credit management strategies.

9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.

9.1.8.C.5 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).

9.1.8.C.6 Determine ways to leverage debt beneficially.

9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g., using a line of credit vs. obtaining a loan for a specific purpose).

9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.

9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.

9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.

### **D: PLANNING, SAVING, AND INVESTING**

9.1.8.D.1 Determine how saving contributes to financial well-being.

9.1.8.D.2 Differentiate among various savings tools and how to use them most effectively. 9.1.8.D.3

Differentiate among various investment options.

9.1.8.D.4 Distinguish between income and investment growth. 9.1.8.D.5 Explain the economic principle of supply and demand.

### **E: BECOMING A CRITICAL CONSUMER**

9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

9.1.8.E.4 Prioritize personal wants and needs when making purchases.

9.1.8.E.5 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.

9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.

9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.

9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

### **F: CIVIC FINANCIAL RESPONSIBILITY**

9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

### **STRAND G: INSURING AND PROTECTING**

9.1.8.G.1 Explain why it is important to develop plans for protecting current and future personal assets against loss.

9.1.8.G.2 Determine criteria for deciding the amount of insurance protection needed.

9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.

9.1.8.G.4 Evaluate the need for different types of extended warranties.

## **Standard 9.2 Career Awareness, Exploration, And Preparation**

### **B. Career Preparation:**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 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.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

## **III. Proficiency Levels**

This course is offered to students in grade 6.

## **IV. Methods of Assessment**

### **Student Assessment**

The teacher will provide a variety of assessments including homework, class participation, discussions, tests and quizzes, and projects.

### **Curriculum/Teacher Assessment**

The teacher will provide the supervisor with suggestions for change.

## **V. Grouping**

The students are homogeneously grouped at the sixth-grade level.

## **VI. Articulation/Scope & Sequence/Time Frame**

This course is taught to students in the sixth-grade health education classes for one quarter of the year.

## **VII. Resources/Materials**

Resources include but are not limited to:

- A. Teacher resource/reference materials.

**B. Speakers**

- County of Bergen Department of Human Services
- Planned Parenthood
- Center for Family Life Education
- Bergen County Rape Crisis Center
- SEICUS – Sexuality Information and Education Council of the United States
- Maywood Police Department

**C. Websites**

[www.heart.org/heartorg/](http://www.heart.org/heartorg/)

[www.redcross.org](http://www.redcross.org)

[www.webmd.com](http://www.webmd.com)

[www.seicus.com](http://www.seicus.com)

[www.commonsemmedia.org/educators/scope-and-sequence](http://www.commonsemmedia.org/educators/scope-and-sequence)

## **VIII. Suggested Activities**

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Discussion
- Demonstration
- Reading
- Individual/group projects
- Drawings
- Posters
- Collages
- Work sheets
- Role play

## **IX. Methodologies**

The following methodologies of instruction are suggested:

- Differentiation instruction
- Discussion
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

## **X. Interdisciplinary Connections**

Science: LS1A Structure & Function

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.



## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Scaffolding assignments
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

### *Differentiation for Enrichment*

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Real world problems and scenarios
- Student driven

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

#### Health Grade 6 (L.E.A.D.)

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b><i>Goal Setting/Decision Making</i></b></p> <ol style="list-style-type: none"> <li>1. Long-term and short-term goals</li> <li>2. Decision making process</li> </ol>	2 weeks	<ul style="list-style-type: none"> <li>-Allow students to preview work the week prior</li> <li>-Extend time for classwork/ assignments</li> <li>-Provide bonus assignments for students who finish earlier (ex: seek and find)</li> </ul>	<p><b>Decision-Making and Goal Setting</b></p> <p>2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4</p> <p><b>Character Development</b></p> <p>2.2.6.C.1</p> <p>CRP8</p>	<ul style="list-style-type: none"> <li>-Workbook/ Worksheets</li> <li>-Participation in class discussion</li> <li>-Teach observation of group work</li> <li>-Self-assessment/ reflection for ability to work as a member of a group</li> </ul>
<p><b><i>Mental/ Emotional Health</i></b></p> <ol style="list-style-type: none"> <li>1. Identifying &amp; managing emotions</li> </ol>	2 weeks	<ul style="list-style-type: none"> <li>-Allow students to preview work the week prior</li> <li>-Extend time for classwork/ Assignments</li> <li>-Allow students to choose their</li> </ul>	<p><b>Social and Emotional Health</b></p> <p>2.1.6.E.3 CRP3</p> <p><b>Interpersonal Communication</b></p> <p>2.2.6.A.1 2.2.6.A.2</p>	<ul style="list-style-type: none"> <li>-Workbook/ worksheets</li> <li>-Skits/Role play</li> <li>-Participation in class discussion</li> </ul>

		<p>groups/partners</p> <p>-Provide bonus assignments for students who finish earlier (ex: search your feelings)</p>	<p><b>Relationships</b> 2.4.6.A.1 2.4.6.A.2 2.4.6.A.4</p> <p><b>Character Development</b> 2.2.6.C.1</p>	<p>-Teach observation of group work</p> <p>-Self-assessment/ reflection for ability to work as a member of a group</p>
<p><b><i>Social Health</i></b></p> <ol style="list-style-type: none"> <li>1. Effective Communication</li> <li>2. Bonding &amp; relationships</li> </ol>	2 weeks	<p>-Allow students to preview work the week prior</p> <p>-Extend time for classwork/ Assignments</p> <p>-Allow students to choose their groups/partners</p> <p>-Provide bonus assignments for students who finish earlier (ex: word puzzles)</p>	<p><b>Social and Emotional Health</b> 2.1.6.E.3</p> <p><b>Interpersonal Communication</b> 2.2.6.A.1 2.2.6.A.2</p> <p><b>Relationships</b> 2.4.6.A.1 2.4.6.A.2 2.4.6.A.4</p> <p><b>Character Development</b> 2.2.6.C.1</p>	<p>-Workbook/ Worksheets</p> <p>-Participation in class discussion</p> <p>-Scenarios</p> <p>-Teach observation of group work</p> <p>-Self-assessment/ reflection for ability to work as a member of a group</p>
<p><b><i>Drugs &amp; Alcohol</i></b></p> <ol style="list-style-type: none"> <li>1. Tobacco</li> <li>2. Marijuana</li> <li>3. Alcohol</li> <li>4. Inhalants and street drugs</li> </ol>	4 weeks	<p>-Allow students to preview work the week prior</p> <p>-Extend time for classwork/ Assignments</p> <p>-Allow students to choose their groups/partners</p>	<p><b>Medicines</b> 2.3.6.A.1 2.3.6.A.2</p> <p><b>Alcohol, Tobacco and Other Drugs</b> 2.3.6.B.2 2.3.6.B.4 2.3.6.B.5</p>	<p>-Workbook/ Worksheets</p> <p>-Skits/role play (ex: “you be the detective”)</p> <p>-Scenarios “what would you do?”</p>

		<p>-Provide bonus assignments for students who finish earlier (ex: create a prevention message)</p>	<p>2.3.6.B.6  <b>Dependency/Addiction Treatment</b>                  2.3.6.C.2                  2.3.6.C.3                  2.3.6.C.4                  CRP8  <b>Character Development</b>                  2.2.6.C.1                  2.2.6.C.2</p>	<p>-Participation in class discussion</p> <p>-Teach observation of group work</p> <p>-Self-assessment/ reflection for ability to work as a member of a group</p>
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