

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

6th Grade

Adoption Date: August 15, 2022

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COURSE DESCRIPTION

The Mission of the Middle School Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

The units include Wellness, Concepts of Overall Health, and the Human Body.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Awareness, Exploration, Preparation, and Training. Career readiness, life literacies, and key skills education, when used in combination with standards-based content, ensures that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Wellness	12 lessons
2	Concepts of Overall Health	15 lessons
3	Human Body	13 lessons

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Unit 1: Wellness	Pacing Guide: 12 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is wellness? ● What are the three sides of the health triangle? ● What are the major factors that impact your health? ● What are the components of fitness and can you identify examples for each component? ● Can you identify healthy and nutritionally rich foods? ● How does a personal commitment to healthy choices reduce one's risk for disease, health conditions and injuries? ● What are examples of good hygiene practices? ● What other components make up wellness? (physical, emotional, mental, & social wellness) 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Staying healthy is a lifelong process that includes many dimensions of wellness. ● Wellness is achieved by balancing all three sides of the health triangle. ● Social, emotional and physical health. ● The components of fitness. Muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition. ● Choosing a healthy diet and why your body benefits from it. ● Exercise promotes good health and longevity. ● Recognizing calories and nutrition in carbohydrates, proteins and fats. ● How to balance diet and exercise. ● The importance of hygiene. 	<p>2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4 2.1.8.EH.2 2.1.8.CHSS.6</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ Unit Test ✓ Triangle health Assessment ✓ Nutrition Project 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Post assessment ● BrainPop ● Guided notes 		<p>Materials</p> <ul style="list-style-type: none"> ● Chromebook
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Health and wellness - guided notes ● Health triangle and social media ○ What is a Health Triangle? ○ Social Media and Mental Health ● Components of fitness ○ What are components of fitness ● Benefits of exercise ○ Benefits ● My plate and nutrition ○ What is my plate? ● Nutrition Information - Food 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p>Special Education/504:</p> <ul style="list-style-type: none"> ● Provide students with essential vocabulary ● Re-teaching and review ● Graphic organizers ● Scaffolding of assignments ● Guided questions and note

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	taking <ul style="list-style-type: none"> ● Provide an outline for writing assessments
	ELL: <ul style="list-style-type: none"> ● Use simplified text and summaries of content. ● Use art visuals for students to respond to instead of text. ● Provide copies of notes
	At-Risk: <ul style="list-style-type: none"> ● Provide copies of presentations and notes ● Extended time on assignments
Suggested Materials <ul style="list-style-type: none"> ● Health Triangle ● Health Journal 	Suggested Websites <ul style="list-style-type: none"> ● BrainPOP: <ul style="list-style-type: none"> ○ Nutrition ○ Fitness ○ Obesity ○ 5 Components of Fitness
Interdisciplinary Connections <ul style="list-style-type: none"> ➤ RST.6-8.1, RST.6-8.2,RST.6-8.7, RST.6-8.8 ➤ WHST.6-8.2, WHST.6-8.7,WHST.6-8.8,WHST.6-8.9 ➤ 8.2.8.EC.1 ➤ 9.4.8.CI.2, 9.4.8.CT.3 ➤ CRP3, CRP4, CRP5, CRP6 	

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Unit 2: Concepts of Overall Health	Pacing Guide: 15 lessons	Standards 2.1.8.PGD.1 2.1.8.PGD.4 2.1.8.EH.1 2.1.8.EH.2 2.1.8.CHSS.6 2.1.8.SSH.3
Essential Questions <ul style="list-style-type: none"> ● What are the major factors that affect your health? ● What roles do family, peers and media have on choices now and through life? ● How do personal choices impact our health as well as others? ● How does technology and media today play a role in everyday life? ● What is heredity? ● How do communication skills impact health? ● Why do people use and abuse tobacco despite the warnings and negative health effects? ● What are the physical and behavioral effects of tobacco use? Long and short term effects? ● What are strategies on refusing or saying no to tobacco? 	Enduring Understandings <ul style="list-style-type: none"> ● Staying healthy is a lifelong process that requires attention. ● Your heredity comes directly from your family and you cannot control it. ● Overall health is influenced by genetic factors as well as your environment, media, technology, communication and decision making skills. ● Medical advances in technology in public health efforts allow people to live healthier, longer lives. ● Many people have poor health because of various reasons. ● Tobacco can affect the body mentally and physically for short and long term health. ● The signs and symptoms of tobacco use. ● Factors like peer pressure, low self esteem, genetics and poor role models affect the use of tobacco use. 	
Summative Assessment <ul style="list-style-type: none"> ✓ Unit Test ✓ Smoking Assessment ✓ Health Strategies Project 		
Formative Assessments <ul style="list-style-type: none"> ● In Class Discussions ● Brain Pop ● Exit Tickets ● Teacher Observation ● Homework Assignments 		Materials <ul style="list-style-type: none"> ● Chromebook
Suggested Activities: <ul style="list-style-type: none"> ● Influences on health - Project School Wellness 		Differentiation for Diverse Learners

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<ul style="list-style-type: none"> ● Genetics/Heredity and overall health ● Social Media influence on overall health ● Reflections and decisions on overall health ● Discussion ● Demonstration ● Reading ● Individual/group projects ● Drawings ● Posters ● MTV Truth - Truth ● Vaping Information - Vaping 	<p>Special Education/504:</p> <ul style="list-style-type: none"> ● Provide students with essential vocabulary ● Re-teaching and review ● Graphic organizers ● Scaffolding of assignments ● Guided questions and note taking ● Provide an outline for writing assessments 	
	<p>ELL:</p> <ul style="list-style-type: none"> ● Use simplified text and summaries of content. ● Use art visuals for students to respond to instead of text. ● Provide copies of notes 	
	<p>At-Risk:</p> <ul style="list-style-type: none"> ● Provide copies of presentations and notes ● Extended time on assignments 	
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Kids Health ● Health Journal 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● BrainPOP <ul style="list-style-type: none"> ○ Health Factors ○ Smoking ○ Project Health 	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ RST.6-8.1, RST.6-8.2,RST.6-8.7, RST.6-8.8 ➤ WHST.6-8.2, WHST.6-8.7,WHST.6-8.8,WHST.6-8.9 ➤ 8.2.8.ITH.1 ➤ 9.4.8.IML.9, 9.4.8.DC.6 ➤ CRP3, CRP4, CRP5, CRP6 		

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Unit 3: Human Body	Pacing Guide: 13 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is the main role of each of the following systems? (Digestive, skeletal, muscular, nervous, respiratory, circulatory, excretory, endocrine, immune) ● What happens to the food that I eat? ● How does a broken bone heal and what are some of the main bones in the body? ● How can I develop muscles and what are some of the larger muscle groups? ● How do the body systems work together? ● What are the main organs in the body? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Our bodies cannot function properly if one of our systems is not well. ● Not one body system is more important than the other. They all have value and use. ● The importance of each body system. ● How the body systems support each other. ● How the human body changes over time. 	<p>2.1.8.PGD.2 2.1.8.PGD.3</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ● Unit Test ● Human Systems Assessment ● Human Body Project 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● In Class Discussions ● Brain Pop ● Exit Tickets ● Teacher Observation ● Homework Assignments 		<p>Materials</p> <ul style="list-style-type: none"> ● Chromebook
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Human Body Systems ● Discussion ● Demonstration ● Reading ● Individual/group projects ● Drawings ● Posters ● Human Body Webquest ● Human Body Project 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p>Special Education/504:</p> <ul style="list-style-type: none"> ● Provide students with essential vocabulary ● Re -teaching and review ● Graphic organizers ● Scaffolding of assignments ● Guided questions and

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	<p>note taking</p> <ul style="list-style-type: none"> ● Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> ● Use simplified text and summaries of content. ● Use art visuals for students to respond to instead of text. ● Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> ● Provide copies of presentations and notes ● Extended time on assignments
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Body Works ● Health Journal 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● BrainPOP <ul style="list-style-type: none"> ○ Body Systems ○ Skeleton ● Body System Projects ● https://classroom.synonym.com/ ● https://stemforall2020.videohall.com/presentations/1674?highlight=posts_26230&panel=mc
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ RST.6-8.1, RST.6-8.2,RST.6-8.7, RST.6-8.8 ➤ WHST.6-8.2, WHST.6-8.7,WHST.6-8.8,WHST.6-8.9 ➤ 8.2.8.ITH.2 ➤ 9.4.8.DC.1, 9.4.8.IML.7 ➤ CRP3, CRP4, CRP5, CRP6 	