



BOE Approved 8/18

# Cliffside Park Public Schools

**GRADE: Sixth**

## **Unit I: Personal Growth/Wellness**

**Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education**

### **Learning Objectives:**

- **To describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness.**
- **To examine how to analyze food's nutritional value in relation to an individual's needs.**
- **To determine how culture/family history impacts one's personal growth and health.**
- **To evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions.**

**Duration: September/October/November**

### **Essential Questions**

- What dimensions of wellness will keep us healthy throughout our lives?
- What are the influences of eating patterns?
- How does early treatment of diseases impact our lives?
- What are the consequences of health-related decisions?

### **Enduring Understandings**

- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Eating patterns are influenced by a variety of factors.
- The early detection and treatment of diseases and health conditions impacts one's health.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.



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## **NJSLS Comprehensive Health and Physical Education Standards**

- **(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
- **(2.1.6.A.2)** Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- **(2.1.8.A.3)** Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- **(2.1.8.A.1)** Assess and apply health data to enhance each dimension of personal wellness.
- **(2.1.8.B.1)** Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- **(2.1.8.A.2)** Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- **(2.1.6.C.2)** Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

## **Interdisciplinary Connections**

### **Math/Physical Education**

Develop a fitness plan with long and short-term goals. Chart progress in a bar or line graph.

### **Math/Science**

Create Punnett Squares to chart the probability of inheriting a dominant/recessive trait.

### **Social Studies/Language Arts/Science**

Create a restaurant menu based on your heritage/ethnicity. Include serving size, ingredients, personal significance of chosen recipes.



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**Tier 2 Vocabulary:** identify ,determine, analyze, describe, evaluate, relate, compare, assess, apply, predict

**Tier 3 Vocabulary:** calories, saturated fat, gluten, vegetarian, organic, allergy, cholesterol, glucose, self-concept, stress, anxiety, collaborate, diversity, prejudice, collaborate, heredity, hygiene, adolescence, traits, dominant, recessive, chromosomes, DNA, sanitation, incineration, toxicity

**Core Instructional Materials/Resources/Digital Tools:**

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>

**21<sup>st</sup> Century Themes and Skills**

**(CRP Standards)**

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

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

**CRP3. Attend to personal health and financial well-being.**

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

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

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

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

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

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

**CRP11. Use technology to enhance productivity.**

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



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## 8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

### Content Area 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.

**Strand F: Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### Grade Level Bands - K-2

#### Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions



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## Assessments and Performance Tasks

### Activities:

#### SLO: 1 & 4

#### Assessment Activity:

**Food Label Project** The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.

#### SLO: 5

**Assessment Activity:** Collaborative Group Cultural Project Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.

#### SLO: 10

**Assessment Activity:** Mental Illness Informational Poster The student is to develop an informational poster for a mental illness. The poster should include a definition of the illness, signs and symptoms, treatment, and three tips for maintaining one's mental wellness. This will allow students to research and develop a base of knowledge to understand mental wellness and illnesses. The student will develop a poster defining a specific mental illness, where to find help, and the signs and symptoms of the illness.

#### . Assessments

- Grade 6: Unit I: Personal Growth/ Wellness Rubric (See Attached)
- See SLO Goals 1, 4, 5, 10 above
- Anecdotal Notes



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## Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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### **Sources**

2014 NJSLS for Comprehensive Health and Physical Education

[www.state.nj.us/education/cccs/2014/chpe/standards.pdf](http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf)

[www.nj.gov/education](http://www.nj.gov/education)

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>