



West Windsor-Plainsboro Regional School District
Health Grade 6

Unit: Dimensions of Wellness	
Content Area: 02 Health	Revised 7/1/23
Course & Grade Level: 06 Grade 6 Health Cycle	
Summary and Rationale	
The goal of this unit is for students to understand and comprehend the multiple dimensions that encompass our overall health and how the dimensions are all interconnected.	
Recommended Pacing	
7 days	
New Jersey Student Learning State Standards for Health Education	
2.1 Personal and Mental Health	
CPI #2.1 PGD	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Personal Growth and Development
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
CPI #2.1 EH	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Emotional Health
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Interdisciplinary Connections	
Standard #	Standard
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
RH. 6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
New Jersey Student Learning Standards for 21st Century Life and Careers	
9.1.8.PB.5	Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
New Jersey Student Learning Standards for Technology	
8.2.8.ITH.2	Compare how technologies have influenced society over time.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● Individual actions, genetics, and family history can play a role in an individual’s personal health. ● Responsible actions regarding behavior can impact the development and health of oneself and others. ● Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations. 	
Unit Essential Questions:	

<ul style="list-style-type: none"> • Why should I continue to keep my dimensions of wellness in balance? • How do the dimensions of wellness connect to overall wellness? • How do the physical, social, emotional, spiritual and mental dimensions of wellness help contribute to a healthy lifestyle? • How can my personal commitment to wellness contribute to a long and healthy life? 		
Objectives:		
<ul style="list-style-type: none"> • Students will know the different dimensions of wellness. • Students will be able to explain how the dimensions of wellness are interconnected. 		
Evidence of Learning:		
<input checked="" type="checkbox"/> Formative Assessment		
<input checked="" type="checkbox"/> Summative Assessment		
<input checked="" type="checkbox"/> Alternative Assessment		
<input checked="" type="checkbox"/> Benchmark		
<p>Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>		
Competencies for 21st Century Learners:		
<ul style="list-style-type: none"> • Collaborative Team Member • Effective Communicator • Globally Aware, Active, & Responsible Student/Citizen • Information Literate Researcher • Innovative & Practical Problem Solver • Self-Directed Learner 		
Resources		
<ul style="list-style-type: none"> • Current Health Magazine by Weekly Reader • YouTube Videos 		
Unit: Stress		
Content Area: 02 Health	Revised 7/1/23	
Course & Grade Level: 06 Grade 6 Health Cycle		
Summary and Rationale		
<p>The goal of this unit is for students to determine the difference between their positive and negative stressors in order to identify the proper coping strategies that will work best for their individual needs.</p>		
Recommended Pacing		
6 days		
New Jersey Student Learning State Standards for Health Education		
2.1 Personal and Mental Health		
CPI #2.1 PGD	Cumulative Progress Indicator (CPI)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 25%; text-align: center;"><small>Disciplinary Concept</small></td> <td style="text-align: center;">Personal Growth and Development</td> </tr> </table>	<small>Disciplinary Concept</small>
<small>Disciplinary Concept</small>	Personal Growth and Development	

2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
CPI #2.1 EH	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Emotional Health
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
CPI #2.1.CHSS	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Community Health Services and Support
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation
Interdisciplinary Connections	
Standard #	Standard
Math Practice 1	Make sense of problems and persevere in solving them.
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influences health decisions.
New Jersey Student Learning Standards for 21st Century Life and Careers	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
New Jersey Student Learning Standards for Technology	
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> Responsible actions regarding behavior can impact the development and health of oneself and others. Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> How can stress impact my overall wellness? 	
Objectives:	
<ul style="list-style-type: none"> Students will be able to develop strategies to manage and reduce stress. Students will know how to practice stress management strategies. 	
Evidence of Learning:	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, & Responsible Student/Citizen
- Information Literate Researcher
- Innovative & Practical Problem Solver
- Self-Directed Learner

Resources

- Healthykid.org
- Healthyteen.org
- YouTube Videos
- Sunburst Video library

Unit: Global Health

Content Area: 02 Health

Revised 7/1/23

Course & Grade Level: 06 Grade 6 Health Cycle

Summary and Rationale

The goal of this unit is for students to identify different types of pathogens and factors that cause different diseases and conditions. This information will allow students to determine the proper treatment and lifestyle choices in order to obtain a healthy lifestyle.

Recommended Pacing

12 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1 PGD	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Personal Growth and Development
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.	
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.	

Interdisciplinary Connections

Standard #	Standard
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

New Jersey Student Learning Standards for 21st Century Life and Careers

9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.

New Jersey Student Learning Standards for Technology

8.2.8.ITH.1 Explain how the development and use of technology influences economic, political, social, and cultural issues.

Instructional Focus

Unit Enduring Understandings:

- Individual actions, genetics, and family history can play a role in an individual’s personal health.
- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Unit Essential Questions:

- How will my healthy decisions reduce my risk for diseases and injuries?
- How does the immune system protect the body from disease?
- How can my healthy choices prevent disease?
- How difficult is it to begin practicing healthy behaviors?
- How are communicable diseases spread?
- How is HIV/AIDS spread?

Objectives:

- Students will know the difference between communicable and non-communicable diseases
- Students will know the the 4 different types of pathogens and how they transmit communicable diseases
- Students will know the modern medicine and vaccines that prevent/treat diseases
- Students will know the body’s immune response to infection
- Students will know the methods of HIV transfer and prevention strategies
- Students will know the fluids that transmit HIV and ways that they can be passed from partner to partner
- Students will know the signs and symptoms of common chronic non-communicable diseases
- Students will know that lifestyle behaviors that contribute to developing non-communicable diseases
- Students will be able to differentiate between communicable and non-communicable diseases
- Students will be able to explain how the four different pathogens are transmitted
- Students will be able to describe how vaccines and medicines prevent or treat disease
- Students will be able to describe the progression of immune system response

Evidence of Learning:

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

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- Innovative & Practical Problem Solver
- Self-Directed Learner

Unit: Body Image**Content Area: 02 Health****Revised 7/1/23****Course & Grade Level: 06 Grade 6 Health Cycle****Summary and Rationale**

The goal of this unit is for students to be able to differentiate between different eating disorders and how social media has both positively and negatively impacted the view individuals have of themselves and others.

Recommended Pacing**5 days****New Jersey Student Learning State Standards for Health Education****2.1 Personal and Mental Health**

CPI #2.1 PGD	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Personal Growth and Development
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
CPI #2.1 EH	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Emotional Health
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
CPI #2.2.B	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Nutrition
2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Interdisciplinary Connections

Standard #	Standard
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
Math Practice 1	Make sense of problems and persevere in solving them.
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.

New Jersey Student Learning Standards for 21st Century Life and Careers

9.1.8.FP.6	Compare and contrast advertising messages to understand what they are trying to accomplish
9.1.8.FP.7	Identify the techniques and effects of deceptive advertising.
9.1.8.PB.5	Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

New Jersey Student Learning Standards for Technology

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Instructional Focus

Unit Enduring Understandings:

- Individual actions, genetics, and family history can play a role in an individual’s personal health.
- Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and
- emotional situations.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
- The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Unit Essential Questions:

- How difficult is it to begin practicing healthy behaviors?
- How can disordered eating affect my dimensions of wellness?
- How does the media influence the way I care for my body?

Objectives:

- The difference between anorexia, bulimia, and compulsive/binge eating
- Factors that lead to an eating disorder
- Individuals and resources that can help identify and treat eating disorders
- The three different types of steroids
- Anabolic steroids and ways they affect the body
- The effect of media pressures and the development of one’s body image
- Describe the difference between the three eating disorders
- List factors that contribute to eating disorders
- Identify resources to treat eating disorders

<ul style="list-style-type: none"> • Differentiate between the three types of steroids • List common signs and symptoms of steroids use • Explain how the media influences development of body image
Evidence of Learning:
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
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Unit: First Aid	
Content Area: 02 Health	Revised 7/1/23
Course & Grade Level: 06 Grade 6 Health Cycle	
Summary and Rationale	
The goal of this unit is for students to be able to determine the steps that would need to be taken if they encountered a real life situation where an individual or themselves were injured.	
Recommended Pacing	
4 days	
New Jersey Student Learning State Standards for Health Education	
2.1 Personal and Mental Health	
CPI #2.1 PGD	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Personal Growth and Development
2.1.8.PGD.1	Explain how appropriate health care can promote personal health
CPI #2.3.HCDM	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Health Conditions, Diseases and Medicines
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.
Interdisciplinary Connections	
Standard #	Standard

RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
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New Jersey Student Learning Standards for 21st Century Life and Careers

9.1.8.PB.5	Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
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New Jersey Student Learning Standards for Technology

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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8.2.8.ITH.2	Compare how technologies have influenced society over time.
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Instructional Focus

Unit Enduring Understandings:

- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

Unit Essential Questions:

- Why is it important to know what steps to take in an emergency?
- How can I be of assistance in a first aid emergency?

Objectives:

- First aid procedures indicated for individual medical emergency situations
- Identify when it is appropriate to render first aid
- Sequence proper first aid procedures

Evidence of Learning:

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

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