

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health



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Created by:	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL 6th Grade Health Education Curriculum	
Content Area: Health Education	
Course Title: Health Education	Grade Level: 6th
Unit 1: Personal Growth and Development	About 8-10 days
Unit 2: Emotional Health	About 3 days
Unit 3: Social and Sexual Health	About 3 days
Unit 4: Community Health Services and Support	About 2 days
Unit 5: Nutrition	About 5 days
Unit 6: Personal Safety	About 3 days
Unit 7: Alcohol, Tobacco, and Other Drugs Dependency, Substance Disorder, and Treatment	About 5 days

Course Introduction:

This course is designed to help students learn how to take care of their health and make safe, informed decisions. The curriculum covers a wide range of important topics, including:

- **Personal health and hygiene** - Learning healthy habits for the body and mind.
- **Mental and emotional well-being** - Understanding feelings, managing stress, and building self-confidence.
- **Family and community health** - Exploring how families and communities support healthy living.

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

- **Environmental health** - Discovering how our surroundings affect our well-being.
- **Injury prevention and first aid** - Learning how to stay safe and respond to injuries.
- **Disease prevention and control** - Understanding how illnesses spread and how to protect ourselves.
- **Substance use and abuse** - Discussing the risks of tobacco, alcohol, and drugs, and how to make healthy choices.
- **Sexuality education** - Learning about the changes during puberty and respecting others' boundaries.
- **Consumer health** - Becoming smart health consumers by evaluating products and services.

Throughout the course, students will build skills to prevent disease, reduce risky behaviors, and develop lifelong healthy habits.

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Health Education	
Unit 1 Title: Personal Growth and Development	Duration: 8-10 days
Target Course/Grade Level: Grade 6	
Unit 1 Introduction/Focus:	
<u>NJDOE Comprehensive Health and Physical Education</u> This unit introduces students to the fundamentals of personal health, with a special focus on the human reproductive system and the importance of personal hygiene. Students will learn how taking care of their bodies, especially during the changes of adolescence, supports overall health and helps prevent illness and disease. By exploring how decisions and habits impact personal well-being, students will begin to take greater responsibility for their own health. A key part of this unit includes understanding the male and female reproductive systems: their parts, functions, and how they differ. Students will be introduced to the menstrual cycle, ovulation, and fertilization in a respectful, age-appropriate way. They will also learn how to care for their reproductive health, recognizing that good habits now can promote lifelong wellness. Personal hygiene will be another important focus of the unit. Students will explore how daily hygiene routines, such as bathing, dental care, and handwashing, help prevent the spread of disease and support their physical and emotional well-being. By the end of the unit, students will be equipped with knowledge and skills to make informed decisions, adopt healthy	

behaviors, and communicate the importance of hygiene to others.

Disciplinary Concepts for CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
• Acting as responsible and contributing member of society • Building and maintaining healthy relationships • Communicating clearly and effectively (verbal and nonverbal) • Resolving conflict	• Attending to personal health, emotional, social and physical well-being • Engaging in an active lifestyle • Making decisions • Managing-self • Setting goals • Using technology tools responsibly

Unit 1 Focus Standards [NJDOE Comprehensive Health and Physical Education](#)

Disciplinary Concepts
 Personal Growth and Development (PGD)
 Emotional Health (EH)
 Health Conditions, Diseases and Medicines (HCDM)

Core Ideas	Performance Expectations
Individual actions, genetics, and family history can play a role in an individual's personal health.	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
Personal hygiene and self-help skills promote healthy habits.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Unit 1 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Mathematics, Language Arts Literacy, Science

English Language Arts

- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 1 Computer Science and Design Thinking (Standard 8)

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Core Ideas

Performance Expectations

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<u>Unit 1 Career Readiness, Life Literacies, and Key Skills</u> Standards 9.1, 9.2, and 9.4	
Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem-solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
Multiple solutions often exist to solve a problem.	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for	9.4.8.GCA.1: Model how to navigate cultural

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

cultural differences is critical to avoid barriers to productive and positive interaction.	differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Unit 1 Evidence of Student Learning

Performance Tasks/Use of Technology: - Google Classroom - Google Forms - Google Docs - Computers/Chromebooks - Rubric scoring tests/projects - Media presentations	Other Assessments Formative: - Teacher Observation - Teacher Checklist - Verbal question and answer - Self-Evaluation of performance and progress - Quizzes/tests Summative - Student participation - Rubric Scoring - Performance Test (skills) Benchmark - Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit student project
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Unit 1 Knowledge and Skills

Essential Questions: - How does practicing good personal hygiene support long-term health and prevent illness? - What role does decision-making play in maintaining personal and reproductive health? - How do the male and female reproductive systems work, and why is it important to understand their differences?
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Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

• In what ways can knowledge of family health history and genetics influence my health choices? • What habits contribute to a healthy lifestyle during puberty and beyond?	
Content	Skills
Enduring Understandings <i>Students will know...</i> • The reproductive system is a vital part of personal health and requires proper care and knowledge. • The male and female reproductive systems have distinct functions and structures that contribute to human development. • Personal hygiene is a daily practice that helps prevent illness and promotes self-respect and confidence. • Family health history can impact personal health and help individuals make informed choices. • Making responsible, informed decisions leads to better health outcomes during adolescence and throughout life. • Understanding the menstrual cycle and the processes of ovulation and fertilization supports a healthy awareness of human development.	Learning Targets <i>Students will be able to...</i> • Identify and describe the parts and functions of the male and female reproductive systems. • Explain the menstrual cycle, including key stages and the role of ovulation and fertilization. • Demonstrate knowledge of healthy hygiene routines and explain their role in disease prevention. • Discuss strategies for maintaining reproductive health and preventing common problems. • Recognize the importance of personal responsibility in health-related decision-making. • Explore how family medical history and genetics may influence individual health outcomes. • Advocate for good hygiene practices in their school and community.
Unit 1 Instructional Plan	
Suggested Activities	Resources
• Daily Quick Writes • Reading chapter in book • Guided Note taking and discussions • Worksheet completion and review • Male/female diagrams • Discussions questions • Assessments	• CDC - Center for Disease Control • Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 1 Suggested Options for Differentiation	
Special Education ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice	

- Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
- Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
- Allow extended time for projects, assessments, and in-class activities
- Provide small-group reteaching sessions and frequent comprehension checks
- Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
- Modify physical health activities when necessary, ensuring safety and inclusivity
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
- Provide access to assistive technology and tools as outlined in the 504 plan
- Offer alternative seating or location for independent or group work when needed
- Allow oral responses or alternate project formats in place of written work
- Break larger projects into smaller, manageable checkpoints

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
- Break lessons into smaller, sequential parts with clear learning goals
- Use frequent progress monitoring and feedback to reinforce learning
- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
- Reduce the number of test items or modify question formats without altering standards

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks

- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Unit 1 Core Instructional and Supplemental Materials Examples are for Personal Health

- Chromebooks
- Online Resources
- YouTube Video

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

TEACHERS NOTES

- Progression/ regression of students' skills

OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
Content Area: Health Education	
Unit 2 Title: Emotional Health	Duration: 3 Days
Target Course/Grade Level: Grade 6	
Unit 2 Introduction/Focus:	
<u>NJDOE Comprehensive Health and Physical Education</u> In this unit, students will explore the concept of emotional health and its importance in maintaining overall well-being. Through discussions and activities, students will learn that emotional health is one part of the health triangle, along with physical and social health. They will understand how these three areas are connected and how keeping a balance among them contributes to a healthier lifestyle. Students will also examine a wide range of emotions and how these emotions influence thoughts, behaviors, and relationships. They will practice identifying and expressing their feelings in healthy ways, as well as learn how emotions can impact decision-making and interactions with others. This unit will also highlight the importance of recognizing when to seek help and who they can talk to about emotional or mental health concerns. Another important focus of the unit is stress management. Students will be introduced to practical and age-appropriate techniques to cope with stress, such as deep breathing, journaling, physical activity, and talking to trusted adults. They will also discuss the differences between helpful and harmful coping strategies, building their ability to make positive choices in challenging situations. By the end of the unit, students will better understand themselves and be equipped with tools to support their emotional health in everyday life.	
Unit 2 Disciplinary Concepts CHPE	
•2.1 Personal and Mental Health Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. Emotional Health- Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps	

determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but

not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
• Acting as responsible and contributing member of society • Building and maintaining healthy relationships • Communicating clearly and effectively (verbal and nonverbal) • Resolving conflict	• Attending to personal health, emotional, social and physical well-being • Engaging in an active lifestyle • Making decisions • Managing-self • Setting goals • Using technology tools responsibly

Unit 2 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts Emotional Health (EH)

Core Ideas	Performance Expectations
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	• 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).
	• 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Unit 2 Primary Interdisciplinary Connections

English Language Arts

- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is

supported by key details; provide a summary of the text distinct from personal opinions or judgments.

- RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - f. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - g. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - h. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 2 Computer Science and Design Thinking NJSL

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
Economic, political, social and cultural aspects of society drive development of new technological	8.2.8.ITH.1: Explain how the development and use of technology

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

products, processes, and systems.	influences economic, political, social, and cultural issues
<u>Unit 2 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
Multiple solutions often exist to solve a problem.	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Unit 2 Evidence of Student Learning	
Performance Tasks/Use of Technology: - Google Classroom - Google Forms - Google Docs - Google Slides - Computers/Chromebooks - Rubric scoring tests/projects - Media presentations - YouTube - Discovery Education	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 2 Knowledge and Skills	

Essential Questions:

- How can I recognize and express my feelings in healthy ways?
- What is emotional health, and why is it important for overall well-being?
- How do emotions influence my actions, relationships, and decisions?
- What are some healthy techniques I can use to manage stress?
- How can I tell the difference between helpful and harmful ways of coping with stress or difficult emotions?
- Who are trusted people I can turn to when I need help with my mental or emotional health?

Content

Enduring Understandings

Students will know...

- Emotional health is a key part of the health triangle and affects how they think, feel, and behave.
- Recognizing and expressing emotions in healthy ways leads to better relationships and self-awareness.
- Stress is a normal part of life, and there are effective, healthy strategies to manage it.
- A safe and supportive environment helps build respect for oneself and others.
- There are trusted individuals and resources available to support emotional and mental health.
- Healthy coping skills can improve mental well-being, while harmful behaviors can increase stress and emotional challenges.

Skills

Learning Targets

Students will be able to..

- Describe what emotional health is and how it connects to physical and social health.
- Identify a variety of emotions and express them in healthy, respectful ways.
- Explain how emotions influence behaviors and relationships.
- Demonstrate at least three techniques to manage or reduce stress.
- Distinguish between positive and negative ways of coping with emotional challenges.
- Identify trusted adults or resources they can turn to for mental and emotional support.
- Recognize the value of a respectful, safe environment for supporting emotional health.

Unit 2 Instructional Plan

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

Suggested Activities	Resources
• Stress management activities • Meditation/relaxation tips • Resiliency Lessons • Health Triangle Lesson • Conflict Resolution Activity	• www.youtube.com • https://www.cdc.gov • https://www.cdc.gov/populationhealth/well-being/ • www.shapeamerica.org • Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 2 Suggested Options for Differentiation	
Special Education ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity ➤ Follow all IEP accommodations and modifications Students with 504 Plans ➤ Offer extended time and flexible deadlines for projects, essays, or assessments ➤ Provide access to assistive technology and tools as outlined in the 504 plan ➤ Offer alternative seating or location for independent or group work when needed ➤ Allow oral responses or alternate project formats in place of written work ➤ Break larger projects into smaller, manageable checkpoints Students at Risk of Failure ➤ Provide structured outlines and templates for written assignments or projects ➤ Break lessons into smaller, sequential parts with clear learning goals ➤ Use frequent progress monitoring and feedback to reinforce learning ➤ Pair with peer mentors or study buddies for accountability and review ➤ Provide access to supplemental resources (videos, simplified texts, interactive online practice) ➤ Reduce the number of test items or modify question formats without altering standards Gifted and Talented ➤ Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues	

- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Music

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development

OCEAN ACADEMY CHARTER SCHOOL
Unit 3 Overview

Content Area: Health Education

Unit 3 Title: Social and Sexual Health

Duration: 3 days

Target Course/Grade Level: Grade 6

Unit 3 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

This unit focuses on building an inclusive, respectful, and understanding school community by helping students recognize and appreciate the differences among people. Students will explore the importance of dignity, empathy, and communication in creating a safe and supportive environment for everyone, regardless of their gender expression or sexual orientation. The unit encourages students to reflect on how they and their peers can contribute to making their school a place where all individuals feel seen, valued, and respected.

Throughout the unit, students will learn to identify and explain the differences between gender expression and sexual orientation in age-appropriate and respectful ways. They will also examine how relationships, whether friendships, family relationships, or romantic relationships, are shaped by individual behaviors, social influences, and cultural factors. Students will be introduced to key communication and conflict-resolution skills that support healthy, respectful interactions.

In addition, this unit begins to introduce students to the basic knowledge needed for making healthy and informed decisions about relationships and sexuality. Students will explore the concept of consent and factors that can affect a person's ability to give or perceive it. They will also learn about safer sex practices, methods of contraception, and strategies to reduce the risk of unintended pregnancy and sexually transmitted infections, including HIV. By learning this content in a respectful, inclusive setting, students will gain a strong foundation for personal decision-making, relationship building, and contributing positively to their communities.

Unit 3 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity, Equity and Inclusion is evidenced in the following ways, in accordance with N.J.S.A. 18A:35-4.36a o Evidence of integration within appropriate place(s) in the K-12 curriculum, providing instruction on diversity and inclusion that highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and

sexual orientation, race and ethnicity, disabilities, and religious tolerance (N.J.S.A. 18A:35-4.36a); and

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
- Acting as responsible and contributing member of society - Building and maintaining healthy relationships - Communicating clearly and effectively (verbal and nonverbal) - Resolving conflict	- Attending to personal health, emotional, social and physical well-being - Engaging in an active lifestyle - Making decisions - Managing-self - Setting goals - Using technology tools responsibly

Unit 3 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts: Social and Sexual Health (SSH)

Core Ideas	Performance Expectations
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
	2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
There are factors that contribute to making healthy decisions about sex.	2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
	2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
	2.1.8.SSH.9: Define vaginal, oral, and anal sex. (Sexual Contact as related to STI, understanding consent and personal safety)
	2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom)
	2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
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.	2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to

	determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
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Unit 3 Primary Interdisciplinary Connections

English Language Arts

- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - j. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - k. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - l. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 3 Computer Science and Design Thinking NJSL

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

Effects of Technology on the Natural World (ETW)	
Core Ideas	Performance Expectations
Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
<u>Unit 3 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
Multiple solutions often exist to solve a problem.	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Unit 3 Evidence of Student Learning	
Performance Tasks/Use of Technology: - Google Classroom - Google Forms - Google Docs - Google Slides - Computers/Chromebooks - Rubric scoring tests/projects - Media presentations - YouTube - Discovery Education	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit project options...

	present with a partner, create a video, options on who stars in the video
Unit 3 Knowledge and Skills	
Essential Questions: • How can I show respect and understanding for people of all identities in my school and community? • What influences how people interact in friendships, family relationships, and romantic relationships? • Why is it important to learn about gender identity, gender expression, and sexual orientation? • How can strong communication skills help prevent or solve conflicts in relationships? • What are safe and respectful ways to make decisions about my personal boundaries and relationships? • How can I reduce the risk of sexually transmitted infections and unintended pregnancy?	
Content	Skills
Enduring Understandings: <i>Students will know...</i> • Respecting people's identities and differences helps create a school culture where everyone feels included and valued. • Clear and respectful communication is essential for maintaining healthy relationships and resolving conflicts peacefully. • Everyone deserves to have their boundaries respected, and consent is a key part of healthy relationships. • Gender expression, and sexual orientation are individual aspects of who people are, and learning about them helps build empathy and inclusion. • Cultural beliefs and personal experiences shape how people respond to challenges in their relationships and families. • Making informed choices about sexual behavior includes understanding risks and how to prevent them.	Learning Targets: <i>Students will be able to..</i> • Describe how to create a more welcoming and respectful school environment for people of all gender identities and sexual orientations. • Explain what gender expression and sexual orientation mean and how they are different from one another. • Identify the signs of healthy versus unhealthy relationships and describe strategies for setting boundaries. • Use effective communication techniques to promote respect and solve conflicts in relationships. • Compare the roles and dynamics in different types of relationships, including friendships, family, and romantic relationships. • Analyze how family traditions

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	and cultural backgrounds influence how people manage difficult situations. • Explain what consent means and identify factors that might affect someone's ability to give or understand it. • Describe both short- and long-term methods of contraception and safer sex practices and how to access them. • Create a personal plan to reduce the risk of STIs, including HIV, and unintended pregnancy based on informed choices and protective strategies.
Unit 3 Instructional Plan	
Suggested Activities	Resources
• Powerpoint Presentations • Guided Notes • Group Discussions • Group Project Assignments	• http://www.njahperd.org • https://www.cdc.gov/lgbthealth/youth-resources.htm • https://www.shapeamerica.org • https://www.youtube.com • Human Kinetics- Lesson Planning for Skills-Based Health Education https://discoveryeducation.com
Unit 3 Suggested Options for Differentiation	
Special Education ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities	

- Provide small-group reteaching sessions and frequent comprehension checks
- Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
- Modify physical health activities when necessary, ensuring safety and inclusivity
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
- Provide access to assistive technology and tools as outlined in the 504 plan
- Offer alternative seating or location for independent or group work when needed
- Allow oral responses or alternate project formats in place of written work
- Break larger projects into smaller, manageable checkpoints

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
- Break lessons into smaller, sequential parts with clear learning goals
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Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
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Diversity and Inclusion

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- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- YouTube
- Teacher made worksheets
- Teacher made project

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- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

- Identify the consequences associated with one's actions in order to make constructive choices
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- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
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NJDOE Website on Social and Emotional Learning

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OCEAN ACADEMY CHARTER SCHOOL

Unit 4 Overview

Content Area: Health Education

Unit 4 Title: Community Health Services and Support

Duration: 2 Days

Target Course/Grade Level: Grade 6

Unit 4 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

In this unit, students will explore how health challenges can be addressed through knowledge, action, and the use of community resources. Students will learn that being health-literate, having the ability to find, understand, and use health information, is essential for making informed decisions and supporting personal and community well-being. They will examine a variety of health concerns and discover how different people respond to challenges based on their experiences, needs, and access to support.

Students will become familiar with a wide range of tools and services available in their communities, including trusted adults, school professionals, healthcare providers, and organizations that assist with physical, emotional, and social health needs. Through guided discussions and collaborative activities, they will learn how to access resources related to mental health, sexual health, and personal safety, including how to respond to serious situations such as abuse, harassment, and trafficking.

A major component of the unit focuses on advocacy. Students will explore how individuals and groups can raise awareness and take action to improve health outcomes on a personal, local, and even global level. They will also consider how issues like climate change can affect health and brainstorm strategies for positive change. By the end of the unit, students will not only know where to turn for help but also how to support others and advocate for healthier, safer communities.

Unit 4 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

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Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

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Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
- Acting as responsible and contributing member of society - Building and maintaining healthy	Attending to personal health, emotional, social and physical well-being

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

- relationships - Communicating clearly and effectively (verbal and nonverbal) - Resolving conflict	- Engaging in an active lifestyle - Making decisions - Managing-self - Setting goals - Using technology tools responsibly
Unit 4 Focus Standards CHPE-NJSLS	
Disciplinary Concepts Community Health Services and Support (CHSS)	
Core Ideas	Performance Expectations
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. (access to assistance) 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available. (Mindfulness Sessions)

Unit 4 Primary Interdisciplinary Connections

English Language Arts

- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - m. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - n. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - o. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- p. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 4 Computer Science and Design Thinking NJSL

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues

Unit 4 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Career Awareness and Planning (CAP)

Critical Thinking and Problem Solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Core Ideas	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	opportunities for employment or advancement.
Multiple solutions often exist to solve a problem.	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Unit 4 Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
- Google Classroom - Google Forms - Google Docs - Google Slides - Computers/Chromebooks - Rubric scoring tests/projects - Media presentations - YouTube - Discovery Education - Kahoot	Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion Summative:

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	- Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 4 Knowledge and Skills	
Essential Questions: • How do different people respond to health challenges, and what influences their ability to cope? • How can individuals advocate for the health and safety of themselves, their families, and their communities? • What tools and strategies help people improve health in their communities and beyond? • In what ways does health literacy impact my ability to make informed decisions about health issues? • What community and professional resources are available to help people facing serious or difficult health situations? • How can I find trusted resources and support systems in my school and community?	
Content	Skills
Enduring Understandings: <i>Students will know...</i> • Collaborative efforts can lead to positive changes in community health, including responses to broader issues like climate change. • People have different capacities for handling challenges, and access to resources can make a significant difference. • Advocacy at personal, local, and global levels can bring awareness and change to important health issues. • Being health-literate helps individuals make informed decisions and solve	Learning Targets: <i>Students will be able to..</i> • Collaborate with peers to design a strategy that addresses a health-related issue influenced by climate change. • Recognize situations that may cause emotional distress and identify local individuals or agencies that can offer help. • Identify trusted adults and community support available to students or peers experiencing harassment, abuse, exploitation, or trafficking. • Develop and present an advocacy plan

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

health-related problems. - Knowing how to locate and use trusted health resources builds confidence and promotes well-being. - A variety of accessible professionals, organizations, and tools exist to support individual and community health.	focused on a health issue important to them, using age-appropriate communication tools. - Identify school and community professionals who provide support for physical, emotional, and sexual health, and explain how to access their services. - Describe how to find and use credible resources related to STI/HIV prevention, PrEP/PEP access, testing, and treatment. - Explain laws that protect minors' health rights, including consent to care, confidentiality, safe haven laws, and protection from sexting and sex trafficking. - Identify factors that influence decisions about seeking health care and how access can vary depending on circumstances.
Unit 4 Instructional Plan	
Suggested Activities	Resources
- Powerpoint - Group Discussion - Student/Teacher Discussion - Guided Notes - Visual Aids/Charts	http://www.njahperd.org https://www.cdc.gov/lgbthealth/youth-resources.htm https://www.shapeamerica.org https://cdc.gov - Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 4 Suggested Options for Differentiation	
Special Education ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks	

- Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
 - Modify physical health activities when necessary, ensuring safety and inclusivity
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
 - Provide access to assistive technology and tools as outlined in the 504 plan
 - Offer alternative seating or location for independent or group work when needed
 - Allow oral responses or alternate project formats in place of written work
 - Break larger projects into smaller, manageable checkpoints
-

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
 - Break lessons into smaller, sequential parts with clear learning goals
 - Use frequent progress monitoring and feedback to reinforce learning
 - Pair with peer mentors or study buddies for accountability and review
 - Provide access to supplemental resources (videos, simplified texts, interactive online practice)
 - Reduce the number of test items or modify question formats without altering standards
-

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
 - Encourage participation in debates, simulations, and problem-based learning activities
 - Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
 - Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
 - Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
 - Encourage cross-curricular connections (science, technology, physical education, social studies)
-

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
 - Provide sentence frames and word banks for discussions and written tasks
 - Pair with bilingual peers or language buddies for collaborative work
 - Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
 - Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
 - Encourage the use of native language resources at home to support health learning in English
-

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- YouTube

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development

OCEAN ACADEMY CHARTER SCHOOL
Unit 5 Overview

Content Area: Health Education

Unit 5 Title: Nutrition

Duration: 5 Days

Target Course/Grade Level: Grade 6

Unit 5 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

In this unit, students will explore the connection between healthy eating habits, personal wellness, and long-term health. They will learn how the food choices they make each day can impact their physical, mental, and emotional well-being, and why it's important to start developing healthy habits at an early age. Through guided activities and self-reflection, students will begin to understand the benefits of a balanced diet and how it supports energy levels, mood, growth, and overall performance in daily life.

Students will examine the various factors that influence eating habits, including culture, environment, media, emotions, and access to food. They will learn how to recognize healthy versus unhealthy food options and analyze how different meals affect the body. The unit will also focus on healthy behaviors related to weight and the importance of maintaining balance through proper nutrition, rather than extreme diets or quick fixes.

An important part of this unit will involve students assessing their own nutritional habits. They will use tools and discussions to evaluate their current eating patterns and identify areas for improvement. By the end of the unit, students will be able to design a personal meal plan that supports a healthy lifestyle and make informed choices that benefit their long-term health and

well-being.

Unit 5 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over

the counter. Medications can be misused and abused if not taken properly.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
- Acting as responsible and contributing member of society - Building and maintaining healthy relationships - Communicating clearly and effectively	- Attending to personal health, emotional, social and physical well-being - Engaging in an active lifestyle - Making decisions

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

(verbal and nonverbal) Resolving conflict	- Managing-self - Setting goals - Using technology tools responsibly
Unit 5 Focus Standards CHPE-NJSLS	
Disciplinary Concepts: Nutrition	
Core Ideas	Performance Expectations
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	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)
A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health
Unit 5 Primary Interdisciplinary Connections	
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. - RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.	

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Unit 5 Computer Science and Design Thinking NJSLs

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Core Ideas	Performance Expectations
• Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
• Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues

Unit 5 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Career Awareness and Planning (CAP)

Critical Thinking and Problem Solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Core Ideas	Performance Expectations
• An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	advancement.
Multiple solutions often exist to solve a problem.	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Unit 5 Evidence of Student Learning	
Performance Tasks/Use of Technology: - Google Classroom - Google Forms - Google Docs - Google Slides - Computers/Chromebooks - Rubric scoring tests/projects - Media presentations - YouTube - Discovery Education - Kahoot	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/Journal - Class Discussion Summative:

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	- Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 6 Knowledge and Skills	
Essential Questions: • What are the long-term and short-term effects of maintaining a healthy diet? • How can I evaluate and improve my own eating habits? • In what ways do physical, mental, and emotional health benefit from nutritious food choices? • Why is it important to begin developing healthy eating habits during childhood? • What influences the food choices I make, and how can I recognize what's healthy?	
Content	Skills
Enduring Understandings: <i>Students will know...</i> • Eating nutritious meals can support energy, mood, growth, and long-term well-being. • A balanced diet and healthy habits are key to maintaining a healthy weight and preventing health issues. • Food choices are influenced by many factors, including family, culture, emotions, environment, and media. • Learning to assess personal health and make thoughtful nutritional choices can lead to better performance in school and daily activities. • Building healthy eating habits early in life leads to lifelong benefits for the body and mind.	Learning Targets: <i>Students will be able to..</i> • Compare healthy and unhealthy foods and explain how they affect their overall health. • Create a personal meal plan that supports a balanced and nutritious lifestyle. • Reflect on their own eating habits and evaluate their nutritional health using a rating scale. • Describe how food choices can influence physical, emotional, and mental wellness. • Identify common factors that affect food selection and eating behaviors. • Demonstrate an understanding of healthy behaviors that support achieving and maintaining a healthy weight.

Unit 5 Instructional Plan	
Suggested Activities	Resources
• Make a meal plan • Kahoot • Pamphlet/Poster on the benefits of healthy eating (Persuasive) • Assessment of current nutrition and at least one goal to aim for • Analyze Food Labels - Get to Know Nutrition Facts • Diet & Nutrition Activity Workbook Worksheets	• http://www.njahperd.org • https://www.nj.gov/education • https://www.myplate.gov/ • https://kahoot.com/ • Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 5 Suggested Options for Differentiation	
Special Education ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity ➤ Follow all IEP accommodations and modifications Students with 504 Plans ➤ Offer extended time and flexible deadlines for projects, essays, or assessments ➤ Provide access to assistive technology and tools as outlined in the 504 plan ➤ Offer alternative seating or location for independent or group work when needed ➤ Allow oral responses or alternate project formats in place of written work ➤ Break larger projects into smaller, manageable checkpoints Students at Risk of Failure ➤ Provide structured outlines and templates for written assignments or projects ➤ Break lessons into smaller, sequential parts with clear learning goals ➤ Use frequent progress monitoring and feedback to reinforce learning ➤ Pair with peer mentors or study buddies for accountability and review ➤ Provide access to supplemental resources (videos, simplified texts, interactive online practice) ➤ Reduce the number of test items or modify question formats without altering standards	

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Nutrition labels
- My Plate
- Diet & Nutrition Activity Workbook
- Discovery Education
- Kahoot

Teacher Notes:

Give plenty of support and feedback during the final project development

OCEAN ACADEMY CHARTER SCHOOL Unit 6 Overview	
Content Area: Health Education	
Unit 6 Title: Personal Safety	Duration: 3 Days
Target Course/Grade Level: Grade 6	
Unit 6 Introduction/Focus:	
<u>NJDOE Comprehensive Health and Physical Education</u> In this unit, students will explore the importance of making safe, respectful, and informed decisions in both their personal relationships and digital interactions. The lessons will focus on identifying risk factors and understanding how to respond to unsafe or harmful situations, including dating violence, interpersonal conflict, and digital threats. Students will begin to build the skills needed to evaluate choices and recognize the potential consequences of their actions, especially in situations involving peer pressure or unsafe communication. A key part of the unit includes learning about consent, boundaries, and laws that are designed to protect individuals from harm. Students will also explore how sexual and interpersonal violence can affect a person's physical and emotional well-being, and what to do if they or someone they know is in an unsafe situation. They will gain a clearer understanding of what healthy relationships look like and how to develop habits that promote respect, trust, and communication. Additionally, the unit will address how digital tools, including social media and texting, can impact relationships and personal safety. Students will learn what it means to be a responsible digital citizen, how to protect their privacy, and how to recognize and report inappropriate or dangerous online behavior. By the end of the unit, students will be better equipped to make thoughtful decisions that support both their safety and the well-being of others.	
Unit 6 Disciplinary Concepts CHPE	
•2.3 Safety Health Conditions, Diseases and Medicines- Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.	

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict	● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

Unit 6 Focus Standards CHPE-NJSLS	
Disciplinary Concepts Personal Safety (PS)	
Core Ideas	Performance Expectations
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence)
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8.PS.2: Define sexual consent and sexual agency.
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
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.	2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	2.3.8.HCDM.6: Explain how the immune system fights disease. 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
Unit 6 Primary Interdisciplinary Connections	
English Language Arts	

- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
- SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - q. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - r. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - s. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - t. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 6 Computer Science and Design Thinking NJSLs

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
• Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
<u>Unit 6 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
Multiple solutions often exist to solve a problem.	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Unit 6 Evidence of Student Learning	
Performance Tasks/Use of Technology: - Google Classroom - Google Forms - Google Docs - Google Slides - Computers/Chromebooks - Rubric scoring tests/projects - Media presentations - YouTube - Discovery Education - Kahoot	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 6 Knowledge and Skills	
Essential Questions: - How do my choices—online and offline—affect my safety and well-being? - How can I recognize warning signs in unsafe or unhealthy relationships, both in person	

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

and online? • What are the impacts of sexual and interpersonal violence, and how can individuals protect themselves and others? • What does it mean to practice healthy and respectful behaviors in relationships?	
Content	Skills
Enduring Understandings: <i>Students will know...</i> • Responsible digital behavior is an important part of maintaining personal safety and respectful relationships. • Recognizing risk factors and setting boundaries can help prevent unsafe or violent situations. • Consent, communication, and respect are essential components of healthy relationships. • Laws exist to protect individuals from sexual violence, dating violence, and digital exploitation. • Technology and social media can impact relationships in both positive and negative ways. • Learning to evaluate consequences helps students make safe and informed decisions in challenging situations.	Learning Targets: <i>Students will be able to..</i> • Describe how technology and social media can influence relationships and personal safety. • Define consent and explain its role in healthy interpersonal interactions. • Identify risk factors and warning signs of unsafe situations involving sexting, dating violence, trafficking, domestic violence, and non-consensual encounters. • Evaluate choices and potential outcomes in situations involving digital safety and interpersonal conflict. • Explain how sexual violence can impact both physical and mental health and identify laws that protect individuals. • Demonstrate behaviors that promote healthy relationships, personal responsibility, and respect in both digital and real-life settings.
Unit 6 Instructional Plan	
Suggested Activities	Resources
• Evaluate sample social media posts & make connections/improvements to own personal media • Design persuasive project to educate peers about dangers of technology • Powerpoint • Group Discussions • Guided Notes	• Child Net • Digital Safety
Unit 6 Suggested Options for Differentiation	
Special Education ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice	

- Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
 - Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
 - Allow extended time for projects, assessments, and in-class activities
 - Provide small-group reteaching sessions and frequent comprehension checks
 - Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
 - Modify physical health activities when necessary, ensuring safety and inclusivity
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
 - Provide access to assistive technology and tools as outlined in the 504 plan
 - Offer alternative seating or location for independent or group work when needed
 - Allow oral responses or alternate project formats in place of written work
 - Break larger projects into smaller, manageable checkpoints
-

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
 - Break lessons into smaller, sequential parts with clear learning goals
 - Use frequent progress monitoring and feedback to reinforce learning
 - Pair with peer mentors or study buddies for accountability and review
 - Provide access to supplemental resources (videos, simplified texts, interactive online practice)
 - Reduce the number of test items or modify question formats without altering standards
-

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
 - Encourage participation in debates, simulations, and problem-based learning activities
 - Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
 - Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
 - Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
 - Encourage cross-curricular connections (science, technology, physical education, social studies)
-

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks

- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Teacher Made Worksheets
- Dating Violence Worksheets
- Be Safe Be Smart Online

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

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OCEAN ACADEMY CHARTER SCHOOL
Unit 7 Overview

Content Area: Health Education

Unit 7 Title: Alcohol, Tobacco and Other
Drugs

Dependency, Substance and
Treatment

Duration: 5 days

Target Course/Grade Level: Grade 6

Unit 7 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

In this unit, students will examine the impact of drugs and alcohol on individuals, families, and communities. They will explore how substance use and abuse can negatively affect physical health, mental and emotional well-being, relationships, and decision-making. Students will learn about the short-term and long-term effects of drug and alcohol use, as well as the ways these substances can lead to addiction and contribute to serious health conditions, including HIV and

hepatitis through unsafe behaviors.

The unit will also help students identify the differences between over-the-counter medications, prescription drugs, and illegal substances. Students will learn how to read and understand labels on medication bottles and understand the risks associated with misuse of legal drugs, as well as the dangers of street drugs. Through discussions, role-play, and activities, they will practice refusal skills and strategies for avoiding peer pressure in social situations.

Additionally, students will explore the stages of addiction, how substance abuse affects families, and the services available to support individuals who are struggling with substance use. They will evaluate treatment options and community resources that promote recovery and support healthier lifestyles. By the end of the unit, students will be better prepared to make informed choices, resist pressure, and understand the rewards of living a drug-free life.

Unit 7 Disciplinary Concepts CHPE

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
• Acting as responsible and contributing member of society • Building and maintaining healthy relationships • Communicating clearly and effectively (verbal and nonverbal) • Resolving conflict	• Attending to personal health, emotional, social and physical well-being • Engaging in an active lifestyle • Making decisions • Managing-self • Setting goals • Using technology tools responsibly

Unit 7 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts

Alcohol, Tobacco, and Other Drugs (ATD)

Dependency, Substance Disorder, and Treatment (DSDT)

Core Ideas	Performance Expectations
• The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
	2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
	2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
	2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

	vision, sleep, coordination, reaction time, judgment, and memory.
	2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual	2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level

Unit 7 Primary Interdisciplinary Connections

English Language Arts

- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
- RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that

are not • SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. u. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. v. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. w. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. x. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
<u>Unit 7 Computer Science and Design Thinking NJSL</u>	
Disciplinary Concepts Ethics and Culture (EC) Interactions of Technology and Humans (ITH) Effects of Technology on the Natural World (ETW)	
Core Ideas	Performance Expectations
• Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
• Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
<u>Unit 7 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA)	

Technology Literacy (TL)	
Core Ideas	Performance Expectations
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
Multiple solutions often exist to solve a problem.	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Unit 7 Evidence of Student Learning	
Performance Tasks/Use of Technology: • Google Classroom • Google Forms • Google Docs • Google Slides • Computers/Chromebooks • Rubric scoring tests/projects • Media presentations • YouTube • Discovery Education • Kahoot	Other Assessments Formative: - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion Summative: - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark: - Baseline SGO - Mid-year SGO - End of year SGO Alternative - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 7 Knowledge and Skills	
Essential Questions: • What are the physical, social, and emotional effects of using drugs and alcohol? • How can I avoid the pressures that may lead to experimenting with drugs or alcohol? • What is the difference between street drugs and medications, and how can misuse occur? • Why is understanding addiction important to preventing substance abuse? • What are the risks of using prescription or over-the-counter drugs incorrectly? • How can treatment and support services help someone struggling with substance use? • What are the benefits of choosing to live drug-free?	
Content	Skills
Enduring Understandings: <i>Students will know...</i> • Drug and alcohol use can negatively affect a person's health, relationships, and ability to make safe decisions.	Learning Targets: <i>Students will be able to..</i> • Identify various types of drugs and describe their short- and long-term effects on the mind and body. • Compare the intended use and risks of

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

• Refusal skills are an effective tool for resisting peer pressure and avoiding risky behaviors. • Misuse of both legal (prescription/over-the-counter) and illegal drugs can lead to serious health consequences. • Understanding how addiction develops helps students recognize early warning signs and avoid harmful patterns. • Substance use affects not only the individual but also families and communities. • Treatment options and support systems exist to help individuals recover and maintain a healthy lifestyle. • Certain behaviors, such as injecting drugs, increase the risk of serious diseases like HIV/AIDS and hepatitis.	over-the-counter, prescription, and street drugs. • Analyze how drug and alcohol use impacts decision-making and increases the risk of injury, disease, or other negative outcomes. • Demonstrate refusal strategies through role-play to resist pressure in social situations involving drugs, alcohol, or tobacco. • Describe the stages of drug and alcohol addiction and how it can develop over time. • List harmful side effects associated with different types of drugs. • Research how injecting drugs can lead to the spread of diseases such as HIV and hepatitis. • Identify local and national treatment services and explain how these services support recovery from substance abuse.
Unit 7 Instructional Plan	
Suggested Activities	Resources
• Project Based Learning • Partner teaching with a peer • Chromebooks • Group Discussions • Guided Notes	• https://www.cdc.gov • https://kidshealth.org • Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 7 Suggested Options for Differentiation	
Special Education ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity ➤ Follow all IEP accommodations and modifications	

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
- Provide access to assistive technology and tools as outlined in the 504 plan
- Offer alternative seating or location for independent or group work when needed
- Allow oral responses or alternate project formats in place of written work
- Break larger projects into smaller, manageable checkpoints

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
- Break lessons into smaller, sequential parts with clear learning goals
- Use frequent progress monitoring and feedback to reinforce learning
- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
- Reduce the number of test items or modify question formats without altering standards

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures

- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Teacher Made Resources
- Discovery Education
- YouTube
- Kahoot

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Health

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development