Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

Overview:

Each 6th grade student is enrolled in one quarter of health education per year. Each quarter is approximately 8-9 weeks long.

Disciplinary concepts and core ideas in the curriculum include the health triangle, health influences, social and emotional health, heredity, technology, media, nutrition, fitness, wellness, the body systems, tobacco, and vaping. These concepts are integrated into 4 units including health and wellness, fitness and nutrition, body systems, and tobacco.

- Unit 1: Health and Wellness
- Unit 2: Fitness and Nutrition
- Unit 3: Body Systems
- Unit 4: Tobacco/Vaping

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

Unit 1: Health and Wellness

Big Ideas: Students will be able to understand that…

- The health triangle represents physical, social and emotional health. The goal is to keep all 3 sides of the health triangle balanced.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- There are specific actions people can take to improve their physical, mental/emotional, and social health.
- Health influences such as genetics, attitude, behavior, media, technology, and heredity can play a role in an individual's personal health.
- Personal hygiene is crucial to practice throughout life.
- The main factors that influence our health and well-being are heredity, environment, media and technology.
- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- We can control some parts of our health and well being but cannot control our heredity.
- The media and environment you surround yourself in can impact your decisions.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is health? • What is wellness? • What are the three sides of the health triangle? How does each side impact one another? • What are the major factors that impact your health? • What roles do family, peers and media have on choices now and through life? • How do personal choices impact our health as well as others? • What personal choices impact overall health? • How does technology and media today play a role in everyday life? • What is heredity? • How can you surround yourself in a positive environment and why is that beneficial? • How do communication skills impact health? • What are examples of good hygiene practices? • What other components make up wellness? (physical, emotional, mental, & social wellness)	**Students will understand that:** • Staying healthy is a lifelong process that includes many dimensions of wellness. • Wellness is achieved by balancing all three sides of the health triangle. Physical, mental/emotional and social health. • In order to stay healthy, the goal is to keep all 3 sides of the triangle balanced. • How to choose a healthy diet and why your body benefits from it. • How and why exercise also promotes good health and longevity. • Recognizing calories and nutrition in carbohydrates, proteins and fats. • How to balance diet and exercise. • The importance of hygiene.

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: **2.1.8.PGD.1:** Explain how appropriate health care canpromote personal health. **2.1.8.PGD.2:** Analyze how genetics and family history can impact personal health. **2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health. **2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. **2.1.8.SSH.6:** Examine how culture influences the way families cope with traumatic situations, crisis, and change **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. **2.1.8.CHSS.6:** Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. **2.3.8.PS.6:** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). **Career-Ready Practices:** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being.	**Lesson 1:** ● Class and quarter introduction **Lesson 2:** ● Introduction and pre assessment/ autobiography **Lesson 3:** ● Health and wellness ○ TedTalk - Health & Wellness ○ What is health? What is wellness? ○ Health Triangle Guided Notes and Slideshow **Lesson 4:** ● Health triangle and personal health inventory ○ Ways to improve sides of the health triangle. ○ Health Triangle Video **Lesson 5:** ● Health Triangle Worksheet ● Health Influences slideshow and guided notes **Lesson 6:** ● Social Media Reflection: Does social media have more of a positive or negative influence on our health? ● Social Media BrainPop **Lesson 7:** ● Review for Health and Wellness Quiz ○ Kahoot **Lesson 8:** ● Health and Wellness Quiz

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

CRP4: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections: ● Sciences through discussion about health and wellness as it impacts the body. ● Language arts: Persuasive writing, critical reading **Technology Integration** ● Google Slides ● TedTalk ● Kids Health ● YouTube informational videos ● BrainPOP ● YouTube ○ Heredity ● Google Classroom ● Online article and video resources **Media Literacy Integration** ● Students will evaluate media relating to fitness and wellness. ● Examining truths in advertising strategies. ● Social media use **Global Perspectives**	**Formative Assessments:** ● Pre/Post assessment ● BrainPop ● Guided notes ● Kahoot ● Health Inventory ● Social Media Reflection **Summative Assessments, Projects, and Celebrations:** ● Pre assessment ● Triangle health ● Influences on your health ● Guided notes ● BrainPop ● Autobiography ● Venn diagrams

- Understanding how diets and lifestyles vary amongst cultures around the world.
- Discovering health and well being around the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

Unit 2: Fitness and Nutrition

Big Ideas: Students will be able to understand that…

- There are 5 components of fitness.
- Fitness and exercise have an enormous amount of health benefits. 150 minutes of exercise is recommended in order to stay healthy.
- Eating from a variety of food groups will help ensure that you are getting all 6 major nutrients in your diet.
- Food labels provide useful information about calories and nutrients.
- Nutrition and exercise are all about small healthy choices and trying to balance out diet and exercise.
- Fitness and nutrition are relevant to staying healthy during every stage of life.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is fitness? • What are the physical, emotional, and social	**Students will understand that:** • Fitness and exercise have a plethora of benefits

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

benefits of exercise? • What is the recommended amount of exercise per week? • What are the components of fitness and can you identify examples for each component? • What is aerobic activity? • What are examples of lifetime sports? • What does the F.I.T.T. principle and what is it used for? • What are the 5 food groups and how are they represented? • Can you identify healthy and nutritionally rich foods? • What are the 6 major nutrients and examples of foods they are found in? • How does a personal commitment to healthy choices reduce one's risk for disease, health conditions and injuries? • What is a calorie and how does metabolism work? • What are the benefits of maintaining a healthy weight? • What are food/nutrition labels and how do we read them?	for physical, mental/emotional, and social health. Some include lowering risk for heart disease, stress management, and making new friends. • It is recommended that people get a minimum of 150 exercise minutes per week. • Staying healthy is a lifelong process that requires action and attention. • The components of fitness include muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition. • Aerobic activity is non stop vigorous activity that lasts more than 20 minutes. It aids the heart and lungs, burns calories, and helps maintain metabolism. • Lifetime sports are activities that can be enjoyed throughout one's life. Examples include golf, hiking, swimming, yoga, dance, tennis, and pickleball. • The F.I.T.T. principle is used to develop an exercise program. • The 5 food groups, represented by MyPlate, include carbohydrates, protein, fruits, vegetables, and dairy. Eating from a variety of food groups ensures that you are getting a variety of essential nutrients. • Maintaining a healthy weight has many health benefits including a lower risk for heart disease and type 2 diabetes. • Nutrition/food labels provide valuable information about serving size, calories, and nutrients. • Medical advances in technology in public health efforts allow people to live healthier, longer lives. • Many people have poor nutrition habits because of various reasons.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:
2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
 	
2.1.8.EH.1: Compare and contrast stress management
	Lesson 1:
	• Fitness Videos
	  ○ Fitness BrainPop
	  ○ Components of Fitness
	• Fitness Guided Notes

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.

2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

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.

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).

Career-Ready Practices:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.

- Components of Fitness
- F.I.T.T. Principle
- Aerobic Exercise
- Lifetime Sports

Lesson 2:
- Review Fitness Notes
- 5 Food Groups- MyPlate
  - MyPlate Video
- MyPlate Slideshow and Guided Notes

Lesson 3:
- Nutrients Slideshow and Guided Notes
  - Carbohydrates Video
  - Fats BrainPop

Lesson 4:
- Calories and Metabolism
  - Complete guided notes
  - Obesity BrainPop
  - Calorie Video

Lesson 5:
- Fast Food Assignment
  - FAST FOOD ASSIGNMENT

Lesson 6:
- Nutrition/Food Labels
  - Packet with worksheets
  - Food Labels Video

Lesson 7:
- Review with Fitness/Nutrition Quizlet

Lesson 8:
- Fitness/Nutrition Quiz

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

CRP4: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections: ● Science, discussions and lessons about the scientific and biological factors that influence health. ● Language Arts, critical reading and writing. **Technology Integration** ● Google Slides ● Ted Talks ● Google Classroom ● Online videos and articles ● Quizlet ● Kahoot ● BrainPoP ○ Fats BrainPop ○ Obesity BrainPop ○ Nutrition **Media Literacy Integration** ● Students create their own media ● Discussing media **Global Perspectives**	**Formative Assessments:** ● Pre assessment ● Guided Notes ● BrainPOP quiz ● Self reflections ● Quizlet ● Kahoot ● Crossword puzzles **Summative Assessments, Projects, and Celebrations:** ● Technology and media discovery ● Heredity studies ● Post assessment ● Influences on your health ● BrainPop

- Respecting others as individuals.
- Emphasis on communication for different cultures and allowing students to appreciate other cultures.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

computer or electronic device	engage in active academic responding	based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

Unit 3: Body Systems

Big Ideas: Students will be able to understand that…

- All of the body systems are connected and work together to keep your body healthy and functioning.
- The main roles for each of the body systems are unique.
- The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
- Responsible actions regarding behavior can impact the development and health of oneself and others.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is the main role of each of the following systems? (Digestive, skeletal, muscular, nervous, respiratory, circulatory, excretory, endocrine, immune) • What are the parts and functions of the systems? • How does a broken bone heal and what are some of the main bones in the body? • What are some disorders/injuries of each body system? • How do the body systems work together? • What are the main organs in the body?	**Students will understand that:** • Our bodies cannot function properly if one of our systems is not well. • Not one body system is more important than the other. They all have value and use. • The functions of each body system. • Parts in each body system. • Disorders of the systems. • How the body systems support each other. • What the human body is made up of, also how it changes over time.

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **2.1.12.PGD.2:** Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. **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 **Career-Ready Practices:** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	**Lesson 1:** ● Body systems ○ Scholastic - The Human Body System **Lesson 2:** ● Skeletal system **Lesson 3:** ● News articles relating to the systems and research ○ The Human Body System Articles **Lesson 4:** ● Body systems research ○ Students will use BrainPop, kidshealth.org, and the Glencoe textbook **Lesson 5:** ● Body systems project and notes **Lesson 6:** ● Project and slides
Differentiation	**Assessments**
Interdisciplinary Connections: ● Scientific teacher led lessons with supporting information and videos. ● Language Arts, critical reading and writing.	**Formative Assessments:** ● Pre assessment ● Self assessments ● Brain Pop

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

Technology Integration

- BrainPOP
  - Body Systems
  - Skeleton
- Google Slides
- Google Classroom
- Online databases
- Kids Health
  - How the Body Works

Media Literacy Integration

- Comparing and contrasting media resources.
- Sowing students where to find digital resources and databases.

Global Perspectives

- How different environments and heredity can affect your overall well being.
- Discussing the differences in health and wellness trends throughout the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

Summative Assessments, Projects, and Celebrations:

- Body systems project
- Brain Pop
- Post assessment
- Body systems

Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

Unit 4: Tobacco/Vaping

Big Ideas: Students will be able to understand that…

- Tobacco and e-cigarettes are negative for a user's health and those around them may also be affected negatively.
- Tobacco can be used in different ways, each way has negative short and long term health effects and can lead to terminal illness.
- Both tobacco and e-cigarettes contain Nicotine, making them highly addictive substances.
- Refusal skills, quality decision making and creating a healthy environment is beneficial for your social, emotional and physical health.
- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• Why do people use and abuse tobacco despite the warnings and negative health effects? • What are the physical and behavioral effects of tobacco use? Long and short term effects? • Why do people use and abuse e-cigarettes despite the warnings and negative health effects? • What are the physical and behavioral effects of vaping? Long and short term effects? • What are the main differences and similarities between tobacco cigarettes and e-cigarettes? • How can the effects of secondhand smoke be reduced? • What are strategies for refusing or saying no to tobacco? • How can somebody who is addicted to nicotine reverse their dependency? • How do inhalants affect the body and brain?	**Students will understand that:** • Tobacco/e-cigarettes can affect the body mentally and physically for short and long term health. • Vaping is highly addictive and can have negative effects on short and long term health. • The signs and symptoms of tobacco use. • Family and friends are also affected by tobacco/e-cigarette use. • Factors like peer pressure, low self esteem, genetics and poor role models affect the use of tobacco/e-cigarettes. • Refusal and coping strategies.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:
2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
 	
2.1.8.PGD.4: Analyze the relationship between healthy
	Lesson 1:
	• Introduction to tobacco/smoking
	  ○ Smoking BrainPop
	• Introduction to e-cigarettes/vaping
	  ○ Vaping Facts

behaviors and personal health. **2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships **2.1.8.CHSS.6:** Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. **Career-Ready Practices:** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	**Lesson 2:** ● Health risks of tobacco use (short and long term effects on the body and brain) ○ Tobacco, Nicotine, E-Cigarettes/Vaping Drug Facts | NIDA for Teens **Lesson 3:** ● Research on statistics of tobacco/cigarette use. ○ The Deadly Effects of Tobacco Addiction | Scholastic: Nida **Lesson 4:** ● Research on the effects of e-cigarettes/vaping short and long term. ○ Vaping risks ○ CDC - Youth Tobacco Prevention **Lesson 4:** ● Research on Smoking and vaping refusal strategies ○ Factsheet ○ Tobacco, Nicotine, & Vaping ○ Be Vape-Free Video **Lesson 5:** ● Poster project displaying statistics, effects, and refusal strategies
Differentiation	**Assessments**
Interdisciplinary Connections: ● Science relating tobacco use to the body and long term illness. **Technology Integration** ● BrainPOP ○ Smoking ● Google Slides ● Google Classroom ● Kids Health	**Formative Assessments:** ● Post test ● BrainPop ● Pre assessment ● Class discussion **Summative Assessments, Projects, and Celebrations:** ● Interactive Google Slides ● Completion of notes sheets ● Pair and share assignments

- Smoking
- The Deadly Effects of Tobacco Addiction | Scholastic: Nida
- Vaping Facts
- Be Vape-Free Video

Media Literacy Integration

- Show examples to students how to recognize false representations of advertising versus reality.

Global Perspectives

- Discuss cultural views on the use of tobacco and vaping..
- Discussing the differences in health and wellness trends in the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- Entrance and exit tickets
- Post assessment

Summit Public Schools
Summit, New Jersey
Grade Level: 6/ Content Area: Health
Authored by: Anthony Ferrante and Briana DeVito Summer 2022

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		