Course Title: Health

Subject: Health

Grade Level: 6

Duration: All Year- 1 day of a 6 day cycle

Prerequisite: none

Elective or Required: required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description:

The health classroom promotes the physical, social, mental and emotional aspects of life. The class will provide current information and develop skills, attitudes and behaviors that will be essential for making healthy decisions throughout life. Students will be learning various health topics through discussion, research, small and large group activities, videos and projects. The cooperation between school and home will allow a successful and healthy education.

Author:

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Health

Unit 1: Healthy Lifestyle

Approximate 9 weeks

Essential Questions:
1. How does good health impact quality of life?
2. How can we make better nutrition choices in our life?
3. How does disease affect one’s lifestyle?

Upon completion of this unit students will be able to:
- Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.1
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.2
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. 2.1.6.A.3
- Determine factors that influence food choices and eating patterns. 2.1.6.B.1
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.2
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.3
- Compare and contrast nutritional information on similar food products in order to make informed choices. 2.1.6.B.4
- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. 2.1.6.C.1
- Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. 2.1.6.C.3
- Determine the impact of public health strategies in preventing diseases and health conditions. 2.1.6.C.2
- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6.A.1
- Use effective decision-making strategies. 2.2.6.B.1
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.2
- Determine how conflicting interests may influence one’s decisions. 2.2.6.B.3
- Apply personal health data and information to support achievement of one’s short- and long-term health goals. 2.2.6.B.4

Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards)
- Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

- **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities:**
- Students will discuss elements of personal hygiene and the use of various products.
- Students will role play wellness situations
- Students will learn about disease mental illness diseases
- Students will identify health concerns will different diseases that can affect the body
- Students will make a meal plan to assess one’s health
- Students will acquire techniques for better food choices
- Students will complete a project about good nutrition and the impact on the family

**Methods of Assessments/Evaluation:**
- Class work
- Participation
- Discussions
- Projects
- Quizzes
- Thumbs up/down
- Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
Approximate 8 weeks

Essential Questions:
1. How do the body systems function together?
2. How can the choices one makes affect the function of the body?
3. Why does the body mature?

Upon completion of this unit students will be able to:
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.2
- Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.1
- Compare growth patterns of males and females during adolescence. 2.4.6.B.1
- Summarize strategies to remain abstinent and resist pressures to become sexually active. 2.4.6.B.2
- Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. 2.4.6.B.3
- Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. 2.4.6.B.4

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- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.
• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities:**
- Students will review the function of heart, respiratory, nervous, muscular, skeletal and digestive systems
- Students will investigate how a healthy body leads to good functioning
- Students will identify how each systems works with another
- Students will be introduced to the male and female reproductive systems
- Students will discuss relationships during adolescence
- Students will be introduced to STDs

**Methods of Assessments/Evaluation:**
- Class work
- Participation
- Discussions
- Projects
- Quizzes
- Thumbs up/down
- Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
- P&G school program
- [www.brainpop.com](http://www.brainpop.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.kidshealth.org](http://www.kidshealth.org)

Health
Unit 3: Safety

**Approximate 10 weeks**

**Essential Questions:**
1. How can we be safe in our society?
2. How can better decisions keep us safe?
3. How does substance abuse affect our society
Upon completion of this unit students will be able to:

- Explain what to do if abuse is suspected or occurs. 2.1.6.D.2
- Assess when to use basic first-aid procedures. 2.1.6.D.4
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. 2.1.6.E.2
- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6.A.1
- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. 2.2.6.A.2
- Use effective decision-making strategies. 2.2.6.B.1
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.2
- Determine how conflicting interests may influence one’s decisions. 2.2.6.B.3
- Develop a position about a health issue in order to inform peers. 2.2.6.D.2
- Explain the system of drug classification and why it is useful in preventing substance abuse. 2.3.6.B.1
- Compare the effect of laws, policies, and procedures on smokers and nonsmokers. 2.3.6.B.3
- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. 2.3.6.B.5
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. 2.4.6.B.7
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. 2.3.6.C.1
- Explain how wellness is affected during the stages of drug dependency/addiction. 2.3.6.C.2
- Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. 2.3.6.C.3
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free. 2.3.6.C.4

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

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- **Standard 8.1 – Computer and Information Literacy**
All students will use computer applications to gather and organize information and to solve problems.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities:**
- Students will identify an unsafe situation
- Students will learn to handle a crisis situation
- Students will role play to identify good decisions in different situations
- Students will discover the cultural impact of drug use
- Students will participate in a DARE program
- Students will be introduced to club drugs and their effects
- Students will discover how drug use can impact other factors of life

**Methods of Assessments/Evaluation:**
- Class work
- Participation
- Discussions
- Projects
- Quizzes
- Thumbs up/down
- Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
- [www.fda.org](http://www.fda.org)
- [www.dare.org](http://www.dare.org)
- [www.justice.gov](http://www.justice.gov)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)

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**Health**
**Unit 4: Character Education**

**Approximate 8 weeks**

**Essential Questions:**
1. Why is it important to demonstrate good character?
2. How can character affect society?
3. What do we instill in adolescents to improve society using character?

Upon completion of this unit students will be able to:

- Examine how personal assets and protective factors support healthy social and emotional development. 2.1.6.E.1
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. 2.1.6.E.2
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. 2.1.6.E.3
- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6.A.1
- Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. 2.2.6.A.2
- Use effective decision-making strategies. 2.2.6.B.1
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. 2.2.6.B.2
- Determine how conflicting interests may influence one’s decisions. 2.2.6.B.3
- Apply personal health data and information to support achievement of one’s short- and long-term health goals. 2.2.6.B.4
- Explain how character and core ethical values can be useful in addressing challenging situations. 2.2.6.C.1
- Predict situations that may challenge an individual’s core ethical values. 2.2.6.C.2
- Develop ways to proactively include peers with disabilities at home, at school, and in community activities. 2.2.6.C.3
- Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. 2.2.6.D.1
- Determine the validity and reliability of different types of health resources. 2.2.6.E.1
- Distinguish health issues that warrant support from trusted adults or health professionals. 2.2.6.E.2
- Compare and contrast how families may change over time. 2.4.6.A.1
- Analyze the characteristics of healthy friendships and other relationships. 2.4.6.A.2
- Examine the types of relationships adolescents may experience. 2.4.6.A.3
- Demonstrate successful resolution of a problem(s) among friends and in other relationships. 2.4.6.A.4
- Compare and contrast the role of dating and dating behaviors in adolescence. 2.4.6.A.5

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- **Standard 8.1 – Computer and Information Literacy**
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- **Standard 6.3 Active Citizenship in the 21st Century**
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**Activities:**
- Students will determine between good and bad character
- Students will role play situations to make better choices
- Students will promote community service activities
- Students will identify health care professions
- Students will participate in block the bully lessons
- Students will practice ways of being a good friend
- Students will identify what a good relationship is
- Students will incorporate community in character building project

**Methods of Assessments/Evaluation:**
- Class work
- Participation
- Discussions
- Projects
- Quizzes
- Thumbs up/down
- Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
- Block the bully lessons
- [www.goodcharacter.com](http://www.goodcharacter.com)
- [www.youtube.com](http://www.youtube.com)