

6th Grade Health Education

Essential Questions:

1. What can you do to improve your overall health?
2. What do I need to be healthy for a lifetime to come?
3. How do personal health decisions affect subsequent decisions?
4. How do you assume responsibility for personal health decisions?
5. How can I reduce my health and safety risks?

Content	Focus Questions	Vocabulary	Skills & Resources	Assessments	Functional Knowledge
Health & Wellness (Ch. 1) <ul style="list-style-type: none"> • Health triangle • Skills for building health <ul style="list-style-type: none"> ◦ Resisting peer pressure using refusal skills • Affects on health <ul style="list-style-type: none"> ◦ Behavior, environment, heredity • Health risks & behavior <ul style="list-style-type: none"> ◦ Safety, rules, supervision, protective clothing • Abstinence <ul style="list-style-type: none"> ◦ HIV/AIDS 	<p>A1. What are the 3 components of the health triangle? (EQ1)</p> <p>A2. Explain the difference between health & wellness. (EQ2)</p> <p>A3. How can you maintain a healthy lifestyle? (EQ4)</p>	<p>Chapter 1:</p> <p>Health</p> <p>Wellness</p> <p>Refusal skills</p> <p>Conflict</p> <p>Conflict Resolution skills</p> <p>Advocacy</p> <p>Heredity</p> <p>Environment</p> <p>Risk</p> <p>Prevention</p> <p>Consequences</p> <p>Abstinence</p>	<p>1. Active InterWrite board participation</p> <p>2. Utilize primary sources through guided reading/writing</p> <p>3. Create visual representations</p> <p>4. Disseminate knowledge through PowerPoint presentations</p> <p>5. Creative expression through written documents and/or journal entries</p> <p>6. Use online resources</p> <p>7. Complete activities to review or reinforce content</p> <p>8. Creative role-plays</p> <p>9. Use of graphic organizers</p>	<p>1. Authentic assessment through presentations, narrative writing & projects.</p> <p>a. Personal Assessment</p> <p>b. Refusal skills role play</p> <p>c. Safety pamphlet</p> <p>2. Vocabulary Quiz</p> <p>a. Ch. 1 Quiz</p>	<p>Family Life/Sexual Health FLS.I.1,6</p> <p>Unintentional Injury Prevention UI.I.2-8</p> <p>Tobacco TB.I.3</p> <p>Alcohol & Other Drugs AOD.I.6</p> <p>Other Required Health Area ORH.I.1,3-6</p> <p>HIV/AIDS HIV.I.2</p> <p>Sexual Risk SR.I.1, 4-5</p>

Content	Focus Questions	Vocabulary	Skills & Resources	Assessments	Functional Knowledge
Responsible Health (Ch.2) <ul style="list-style-type: none"> Decision making <ul style="list-style-type: none"> Decision making model, HELP model Values Ethics Setting and reaching goals <ul style="list-style-type: none"> Short term goals Long term goals Character building <ul style="list-style-type: none"> Traits 	B1. Explain the importance of decision-making. (EQ3) B2. Why are values important in decision-making & goal setting? (EQ3)	Chapter 2: Decision making Values Ethical Long term goal Short term goal Character Role model	1. Active InterWrite board participation 2. Utilize primary sources through guided reading & writing 3. Create visual representations Participate in vocabulary review games 4. Disseminate knowledge through PowerPoint presentations 5. Collaborative research based project & presentation 6. Creative expression through written documents and journal entries 7. Use online resources 8. Complete activities to review or reinforce content 9. Use of graphic organizers Self-Management SM.I.2,4,8 Relationship Management RM.I.1-2,4-5 Communication CM.I.4,6,9 Decision Making DM.I.1-8 Planning and Goal Setting PG.I.1-2,4-7 Advocacy	1. Authentic assessment through presentations, narrative writing & projects. a. Goal Setting Plan b. Character Building Project 2. Vocabulary Quiz a. Ch. 2 Quiz	Sexual Risk SR.I.1 Other Required Health Areas ORH.I.1 ORH.I.4 ORH.I.6 Unintentional Injury Prevention UI.I.2-8

Content	Focus Questions	Vocabulary	Skills & Resources	Assessments	Functional Knowledge
Mental & Emotional Health (Ch. 5) <ul style="list-style-type: none"> • Components of mental / emotional health <ul style="list-style-type: none"> ◦ Personality ◦ Influences on personality • Self-concept vs. self-esteem <ul style="list-style-type: none"> ◦ Optimism • Emotions • Managing stress • Flight or fight response • Mental & emotional disorders <ul style="list-style-type: none"> ◦ Anxiety disorders ◦ Mood disorders ◦ Suicide 	C1. Describe the characteristics of mental/emotional health. (EQ5) C2. Why is it important to manage stress? (EQ2)	Chapter 5: Mental/emotional health Empathy Personality Self concept Self esteem Optimism Emotions Stress Stressors Flight or flight response Adrenaline Anxiety disorder Mood disorder Suicide	1. Active InterWrite board participation 2. Utilize primary sources through guided reading & writing 3. Create visual representations 4. Participate in vocabulary review games 5. Disseminate knowledge through PowerPoint presentations 6. Collaborative research based project & presentation 7. Creative expression through written documents and journal entries 8. Integration of cross-curricular activities (School Social Worker) 9. Use online resources 10. Complete activities to review or reinforce content 11. Use of graphic organizers	1. Authentic assessment through presentations, narrative writing & projects. <ol style="list-style-type: none"> a. Stress Interview Project b. Mental/Emotional Disorders Critical Thinking 2. Vocabulary Quiz - Ch. 5 Quiz 3. Multiple choice/matching / labeling unit test <ol style="list-style-type: none"> a. Ch. 5 Test 	Violence Prevention VP.I.3-7 VP.I.9 VP.I.10 VP.I.14 Family Life/Sexual Health FLS.I.1-3 FLS.I.14 Alcohol & Other Drugs AOD.I.10 Other Required Health Areas ORH.I.2

Content	Focus Questions	Vocabulary	Skills & Resources	Assessments	Functional Knowledge
Physical Activity & Fitness (Ch. 3) <ul style="list-style-type: none"> Becoming physically fit <ul style="list-style-type: none"> Elements of fitness Aerobic/Anaerobic exercise Creating a Fitness Plan <ul style="list-style-type: none"> FITT formula Target heart rate Weight training and sports <ul style="list-style-type: none"> Safety and protective equipment Preventing physical activity injuries <ul style="list-style-type: none"> Common injuries PRICE procedure 	D1. What are the benefits of physical activity? D2. How can you increase your strength, endurance, & flexibility? D3. Differentiate between the various components of the skeletal, muscular, & circulatory system.	Chapter 3 Physical activity Fitness Exercise Endurance Strength Flexibility Body composition Anaerobic exercise Aerobic exercise Target heart rate Dehydration Conditioning Overworking	1. Active InterWrite board participation 2. Utilize primary sources through guided reading & writing 3. Create visual representations 4. Participate in vocabulary review games 5. Disseminate knowledge through PowerPoint presentations 6. Collaborative research based project & presentation 7. Creative expression through written documents and journal entries 8. Integration of cross-curricular activities (School Social Worker) 9. Use online resources 10. Complete activities to review or reinforce content 11. Use of graphic organizers Self-Management SM.I.2,4-6,8 Relationship Management RM.I.4-5,8 Communication CM.I.6,9 Decision Making DM.I.1,8 Planning and Goal Setting PG.I.1-8 Advocacy AD.I.4,6	1. Authentic assessment through presentations, narrative writing & projects. a. Physical Fitness Plan 2. Vocabulary Quiz - Ch. 3 Quiz 3. Multiple choice/matching / labeling unit test a. Ch. 1-3 Test	Physical Activity & Nutrition PAN.I.1-7

Content	Focus Questions	Vocabulary	Skills & Resources	Assessments	Functional Knowledge
Nutrition (Ch.4) <ul style="list-style-type: none"> Six essential nutrients <ul style="list-style-type: none"> Carbohydrates Proteins Fats Vitamins Minerals Water Planning healthful meals <ul style="list-style-type: none"> Food safety Managing your weight <ul style="list-style-type: none"> Body image Balancing eating and exercising Eating Disorders & Body Image 	E1. Describe the six essential nutrients. (EQ 2) E2. List the functions of the digestive & excretory system. (EQ 5) E3. What is the importance of eating a well-balanced diet? (EQ 4)	Chapter 4 Nutrients Carbohydrates Protein Fiber Fats Vitamins Minerals Nutrition Calorie Nutrient dense Digestion Excretion Eating disorder Anorexia nervosa Bulimia nervosa Binge eating disorder	1. Active InterWrite board participation 2. Utilize primary sources through guided reading & writing 3. Create visual representations 4. Participate in vocabulary review games 5. Disseminate knowledge through PowerPoint presentations 6. Collaborative research based project & presentation 7. Creative expression through written documents and journal entries 8. Integration of cross-curricular activities 9. Use online resources 10. Complete activities to review or reinforce content 11. Use of graphic organizers Self-Management SM.I.2,4-6,8 Relationship Management RM.I.4-5,8 Communication CM.I.6,9 Decision Making DM.I.1,8 Planning and Goal Setting PG.I.1-8 Advocacy AD.I.4,6	1. Authentic assessment through presentations, narrative writing & projects. a. Choose my plate.gov assignment b. Nutrient Power Point Project 2. Vocabulary Quiz - Ch. 4 Quiz 3. Multiple choice/matching / labeling unit test a. Ch. 4 Test	Physical Activity & Nutrition PAN.I.1 PAN.I.3-5 Family Life/Sexual Health FLS.I.2

Content	Focus Questions	Vocabulary	Skills & Resources	Assessments	Functional Knowledge
Substance Abuse <ul style="list-style-type: none"> Tobacco (Ch. 8) <ul style="list-style-type: none"> Forms of tobacco Effects of tobacco on the body & physical performance Tobacco use and teens <ul style="list-style-type: none"> Refusal skills Advertising and the media Tobacco and society Being tobacco free Alcohol (Ch. 9) <ul style="list-style-type: none"> Effects of alcohol on the body and physical performance Alcohol use and teens <ul style="list-style-type: none"> Refusal skills Alcohol and society Being alcohol free 	F1. What are the short-term & longterm effects of tobacco, alcohol and other drugs? (EQ 5) F2. Compare & contrast the effects of substance abuse on the brain? (EQ 5) F3. Demonstrate assertive & effective refusal skills to their peer population. (EQ 1)	Chapter 8: Nicotine Tar Carbon monoxide Emphysema Respiratory system Addiction Withdrawal Tolerance Target audience Second hand smoke Passive smoke Mainstream smoke Sidestream smoke Chapter 9: Alcohol Intoxication BAC Cirrhosis Alcohol abuse Alcoholism Brain Spinal cord Binge drinking Minor Refusal skills	1. Active InterWrite board participation 2. Utilize primary sources through guided reading & writing 3. Create visual representations 4. Participate in vocabulary review games 5. Disseminate knowledge through PowerPoint presentations 6. Collaborative research based project & presentation 7. Creative expression through written documents and journal entries 8. Integration of cross-curricular activities 9. Use online resources 10. Complete activities to review or reinforce content 11. Creative role-plays 12. Use of graphic organizers Self-Management SM.I.2,5-6 Relationship Management RM.I.4-5 Communication CM.I.6-7,9 Decision Making DM.I.1,7-8 Advocacy AD.I.2,4,6-8	1. Authentic assessment through presentations, narrative writing & projects. <ol style="list-style-type: none"> Rubric for Non-Smoker's Rights Rubric for Cessation Letter 2. Vocabulary Quiz – <ol style="list-style-type: none"> Ch. 8 Quiz Ch. 9 Quiz 3. Multiple choice / matching / labeling unit test <ol style="list-style-type: none"> Ch. 8-9 Test 	Tobacco TB.I.1-9 Alcohol and Other Drugs AOD.I.1-11 AOD.I.13 AOD.I.15 Unintentional Injury Prevention UI.I.1
End of the Year	G1. What are the most important concepts to remember from 6th grade health education?		A Guidance Document for Achieving the NYS Standards in Health Ed.	End of the Year <ol style="list-style-type: none"> Informal peer & teacher assessment Final Exam Final Evaluation 	A Guidance Document for Achieving the NYS Standards in Health Ed.