

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health
Grade 6

<p>Topic 1: Personal Growth and Development</p> <p>Objectives:</p> <p>Understand growth patterns of adolescence and discuss how heredity and physiological changes contribute to an individual's uniqueness.</p> <p>Essential Questions:</p> <p>How do personal health choices impact our own health as well as the health of others?</p>	<p>Student Products:</p> <p>Students will create pamphlets that describe changes they are experiencing.</p> <p>Students will dialogue, in their journals, about changes they are experiencing.</p>	<p>Materials:</p> <p>Student Notebooks</p> <p>Construction Paper</p> <p>Markers</p>	<p>Assessment:</p> <p>Assess students' pamphlets according to scoring rubric.</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.6.A: Personal Growth and Development: Staying healthy is a lifelong process that includes all dimensions of wellness.</p> <p>2.1.6.A.1: Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6.A.2: Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6.A.3: Determine factors that influence the purchase of healthcare</p>
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				products and use of personal hygiene practices.
<p>Topic 2: Nutrition</p> <p>Objectives:</p> <p>Understand the short- and long- term benefits and risks associated with nutritional choices.</p> <p>Essential Questions:</p> <p>How are food choices influenced by culture and tradition?</p> <p>What role do family, peers, and the media have on food choices now and throughout life?</p>	<p>Student Products:</p> <p>Students will create an article explaining the benefits of good nutrition.</p> <p>Students will create a food product and design a nutritional facts label.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 1</p> <p>Health Magazines</p>	<p>Assessment:</p> <p>Assess students' nutrition articles and food product according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.1.6.B: Nutrition: Eating patterns are influenced by a variety of factors.</p> <p>2.1.6.B.1: Determine factors that influence food choices and eating patterns.</p> <p>2.1.6.B.2: Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</p> <p>2.1.6.B.3: Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4: Compare and contrast nutritional information on similar food products in order to make informed choices.</p>

<p>Topic 3: Diseases and Health Conditions</p> <p>Objectives:</p> <p>Understand the various stages of mental illnesses.</p> <p>Discuss the different types of mental illnesses.</p> <p>Essential Questions:</p> <p>How can a personal commitment to wellness influence the health of others?</p> <p>How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?</p>	<p>Student Products:</p> <p>Students will demonstrate their knowledge and understandings by identifying the strategies that are effective in preventing mental health issues.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 1</p> <p>Student Notebook</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p>2.1.6.C: Diseases and Health Conditions: The early detection and treatment of diseases and health conditions impact one's health.</p> <p>2.1.6.C.3: Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p>
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<p>Topic 4: Safety</p> <p>Objectives:</p> <p>Demonstrate and assess basic first-aid procedures including victim and situation assessment.</p> <p>Essential Questions:</p> <p>Why is it so difficult to educate people about risky behaviors?</p> <p>Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</p>	<p>Student Products:</p> <p>Students will create articles addressing issues of safety.</p> <p>Students will create presentations addressing first-aid procedures on a victim.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 1</p> <p>First Aid Kit</p>	<p>Assessment:</p> <p>Assess student presentations and safety articles according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.1.6.D: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>Applying first-aid procedures can minimize injury and save lives.</p> <p>2.1.6.D.1: Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>2.1.6.D.4: Assess when to use basic first-aid procedures.</p>
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<p>Topic 5: Social and Emotional Health</p> <p>Objectives:</p> <p>Discuss and understand how stereotyping might influence one's goals, choices, and behaviors.</p> <p>Essential Questions:</p> <p>How can stress management skills impact an individual's ability to cope with different types of emotional situations?</p>	<p>Student Products:</p> <p>Students will develop interview questions about strategies that deal with bullying.</p> <p>Students will make Journal entries on themes that involve social and emotional health.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 1</p> <p>Health Magazines</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess student projects involving interview questions according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.1.6.E: Social and Emotional Health: Social and emotional development impacts all components of wellness.</p> <p>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>2.1.6.E.1: Examine how personal assets and protective factors support healthy social and emotional development.</p>
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				<p>2.1.6.E.2: Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.6.E.3: Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p>
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<p>Topic 6: Interpersonal Communication</p> <p>Objectives:</p> <p>Compare and contrast the economic and social purposes of health messages presented in the media.</p> <p>Essential Questions:</p> <p>How can effective communication skills benefit one's health and safety?</p>	<p>Student Products:</p> <p>Students will create a health information commercial and present it to the class.</p> <p>Research health messages used in the media.</p>	<p>Materials:</p> <p>Computers</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess students' presentations according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2: <u>Integrated Skills:</u> <u>All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.6.A: Interpersonal Communication: Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>2.2.6.A.1: Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p>
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				<p>2.2.6.A.2: Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p>
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<p>Topic 7: Decision Making and Goal Setting</p> <p>Objectives:</p> <p>Understand how personal ethics influence decision making.</p> <p>Essential Questions:</p> <p>Why do people make poor decisions?</p>	<p>Student Products:</p> <p>Students will discuss and list scenarios that represent ethical and unethical decision making.</p> <p>Students will develop and perform skits to demonstrate ethical and unethical decision making.</p>	<p>Materials:</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess student-created and performed skits according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2.6.B: Decision Making and Goal Setting: Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.6.B.3: Determine how conflicting interests may influence one’s decisions.</p> <p>2.2.6.B.4: Apply personal health data and information to support achievement of one’s short- and long-term health goals.</p>
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<p>Topic 8: Character Development</p> <p>Objectives:</p> <p>Describe actions and situations that show evidence of good character.</p> <p>Essential Questions:</p> <p>How do our behaviors impact the outcome of our character?</p>	<p>Student Products:</p> <p>Students will work in groups to discuss and list examples of individuals and role models who demonstrate good character.</p>	<p>Materials:</p> <p>Student Notebooks</p> <p>Glencoe Teen Health Course 1</p>	<p>Assessment:</p> <p>Topic Quiz on Character Development</p>	<p>NJCCCS:</p> <p>2.2.6.C: Character Development: Personal core ethical values impact the behavior of oneself and others.</p> <p>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p> <p>2.2.6.C.1: Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6.C.2: Predict situations that may challenge an individual's core ethical values.</p> <p>2.2.6.C.3: Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>
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<p>Topic 9: Advocacy and Service</p> <p>Objectives:</p> <p>Discuss and express a position on health issues.</p> <p>Understand how laws impact community wellness.</p> <p>Essential Questions:</p> <p>How do laws and health issues impact the people of the community?</p>	<p>Student Products:</p> <p>Students will identify health issues.</p> <p>Students will list various laws that effect community wellness.</p>	<p>Materials:</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess students' projects on lists of laws according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2.6.D: Advocacy and Service: Participation in social and health- or service-organization initiatives have a positive social impact.</p> <p>2.2.6.D.2: Develop a position about a health issue in order to inform peers.</p>
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<p>Topic 10: Health Services and Information</p> <p>Objectives:</p> <p>Understand how to access health services available in the community.</p> <p>Essential Questions:</p> <p>What is the best way to access services in the community?</p>	<p>Student Products:</p> <p>Students will research and report on services available in the community.</p> <p>Students will list health services that are available in school.</p>	<p>Materials:</p> <p>Computers</p> <p>Glencoe Teen Health Course 1</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Topic Test on Health Services and Information</p>	<p>NJCCCS:</p> <p>2.2.6.E: Health Services and Information: Health literacy includes the ability to compare and evaluate health resources.</p> <p>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.6.E.1: Determine the validity and reliability of different types of health resources.</p> <p>2.2.6.E.2: Distinguish health issues that warrant support from trusted adults or health professionals.</p>
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<p>Topic 11: Medicines</p> <p>Objectives:</p> <p>Understand and discuss the safe administration and storage of over-the-counter and prescription drugs.</p> <p>Essential Questions:</p> <p>How can medicines be used and misused?</p>	<p>Student Products:</p> <p>Students will brainstorm to list over-the-counter medicines and their uses.</p> <p>Students will list prescription medicines and their uses.</p>	<p>Materials:</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Topic Quiz on Medicines</p>	<p>NJCCCS:</p> <p><u>2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.6.A: Medicines: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>2.3.6.A.1: Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p>
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				<p>2.3.6.A.2: Compare information found on over-the-counter and prescription medicines.</p>
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<p>Topic 12: Alcohol, Tobacco, and Other Drugs Objectives:</p> <p>Understand ways to reduce the health impact of tobacco smoke on nonsmokers.</p> <p>Understand the dangers of alcohol abuse.</p> <p>Discuss the relationship between drug use and AIDS.</p> <p>Understand the dangers associated with inhalant abuse.</p> <p>Essential Questions:</p> <p>Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to themselves and others?</p>	<p>Student Products:</p> <p>Students conduct research to create articles on alcohol abuse.</p> <p>Students will work in groups to create commercials warning against the use of alcohol and drugs.</p> <p>Students will create journal entries about the impact of alcohol, tobacco, and other drugs.</p>	<p>Materials:</p> <p>Student Notebooks</p> <p>Posterboard</p> <p>Markers</p> <p>Computers</p>	<p>Assessment:</p> <p>Assess students' presentations according to scoring rubric.</p> <p>Topic Quiz</p> <p>Topic Test</p>	<p>NJCCCS:</p> <p>2.3.6.B: Alcohol, Tobacco, and Other Drugs: There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>2.3.6.B.4: Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <p>2.3.6.B.5: Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>2.3.6.B.6: Summarize the signs and symptoms of inhalant abuse.</p> <p>2.3.6.B.7: Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>
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<p>Topic 13: Dependency, Addiction, & Treatment</p> <p>Objectives:</p> <p>Describe the signs and symptoms of substance abuse.</p> <p>Communicate ways that individuals can seek treatment for their addiction.</p> <p>Essential Questions:</p> <p>Where do addicts go for treatment?</p> <p>How does a person know he/she is becoming an addict?</p>	<p>Student Products:</p> <p>After research, students will create and perform skits related to dependency, addiction, and treatment.</p> <p>Students will work in groups to devise a list of possible ways to quit addiction.</p> <p>Students will participate in discussions on how abuse affects family and friends.</p>	<p>Materials:</p> <p>Computers</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess students' skits according to scoring rubric.</p>	<p>NJCCS:</p> <p>2.3.6.C: Dependency/Addiction and Treatment: Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> <p>2.3.6.C.2: Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>2.3.6.C.3: 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.</p>
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				<p>2.3.6.C.4: Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</p>
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<p>Topic 14: Relationships</p> <p>Objectives:</p> <p>Understand how peer relationships may change during adolescence.</p> <p>Discuss different forms of dating.</p> <p>Essential Questions:</p> <p>How does one know when to date?</p> <p>How can we define a healthy dating relationship?</p>	<p>Student Products:</p> <p>Students will create journal entries on the topic of relationships.</p> <p>Students will discuss and identify different forms of dating.</p> <p>Working in groups, students will discuss factors that contribute to a healthy dating relationship.</p>	<p>Materials:</p> <p>Student Journals</p> <p>Glencoe Teen Health Course 1</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p><u>2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.4.6.A: Relationships: Healthy relationships require a mutual commitment.</p> <p>2.4.6.A.3: Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4: Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6.A.5: Compare and contrast the role of dating and dating behaviors in adolescence.</p>
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<p>Topic 15: Sexuality</p> <p>Objectives:</p> <p>Identify and describe behaviors that place one at risk for HIV/AIDS.</p> <p>Essential Questions:</p> <p>How does HIV/AIDS impact our decision on when to become sexually active?</p>	<p>Student Products:</p> <p>Students will provide a written response to video presentation on sexuality.</p>	<p>Materials:</p> <p>Video on Sexuality</p> <p>SmartBoard</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess students' written responses to video presentation.</p>	<p>NJCCCS:</p> <p>2.4.6.B: Sexuality: Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>2.4.6.B.2: Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6.B.3: Determine behaviors that place one at risk for HIV/AIDS, <u>STIs</u>, <u>HPV</u>, or unintended pregnancy.</p>
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<p>Topic 16: Pregnancy and Parenting</p> <p>Objectives:</p> <p>Understand embryonic development and fetal development.</p> <p>Essential Questions:</p> <p>What qualities are evident in a good parent?</p> <p>How would a healthy pregnancy be described?</p> <p>What are the challenges of becoming a teen parent?</p>	<p>Student Products:</p> <p>Students will read and discuss current health articles that pertain to pregnancy and parenting.</p> <p>Students will provide a written response to video presentation on pregnancy and parenting.</p>	<p>Materials:</p> <p>Health Magazines</p> <p>SmartBoard</p> <p>Informational Video on pregnancy and parenting.</p>	<p>Assessment:</p> <p>Assess students' written responses to video presentation.</p>	<p>NJCCCS:</p> <p>2.4.6.C: Pregnancy and Parenting: Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p> <p>Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</p> <p>2.4.6.C.2: Identify the signs and symptoms of pregnancy.</p> <p>2.4.6.C.3: Identify prenatal practices that support a healthy pregnancy.</p>
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				<p>2.4.6.C.4: Predict challenges that may be faced by adolescent parents and their families.</p>
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