

Course:	Health	Grade:	Grade 6
State Standard:	10.1.6 Concepts of Health	Time Frame:	10-12 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
<p>B. Analyze nutritional concepts that impact health</p> <ul style="list-style-type: none"> • Caloric content of foods • Relationship of food intake and physical activity (energy output) • Nutrient requirements • Label reading • Healthful food selection 	<ul style="list-style-type: none"> • caloric content • food intake and physical activity • label reading 	<ul style="list-style-type: none"> • What is a healthy caloric intake? • What is the relationship between food intake and physical activity? • What are the specific calories from protein, carbohydrates and fats? • What are the different parts of the food label? 	<p>Caloric Content</p> <ul style="list-style-type: none"> • Amount of energy found in food, excessive amounts eaten is stored as fat <p>Energy Output</p> <ul style="list-style-type: none"> • The number of calories burned for all body functions <p>Calories</p> <ul style="list-style-type: none"> • Number of grams per serving from carbohydrates multiplied by four • Number of grams per serving from proteins multiplied by four • Number of grams per serving from fats multiplied by four <p>Food Label Parts</p> <ul style="list-style-type: none"> • Calories • Serving size • Serving size per container • Nutrients • Ingredients 	<ul style="list-style-type: none"> • Nutrition Benchmark 	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p> <p>Teacher Observation</p>
<p>E. Identify health problems that can occur throughout life and describe ways to prevent them.</p> <ul style="list-style-type: none"> • Diseases • Preventions 	<ul style="list-style-type: none"> • communicable diseases • non-communicable diseases • cancer • diabetes • cardiovascular disease 	<ul style="list-style-type: none"> • What is the difference between communicable and non-communicable diseases? 	<p>Communicable Disease</p> <ul style="list-style-type: none"> • Spread from person to person • Examples: STI's Influenza Malaria Hepatitis 	<ul style="list-style-type: none"> • Personal and community health Benchmark 	

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	<ul style="list-style-type: none"> heredity environment 	<p>What are some types of germs?</p> <p>How are germs spread?</p>	<p>Non-communicable Disease</p> <ul style="list-style-type: none"> Does not spread from person to person Examples: <ul style="list-style-type: none"> Cardiovascular disease Cancer Diabetes <p>Types of germs</p> <ul style="list-style-type: none"> Bacteria: <ul style="list-style-type: none"> Tiny one-celled organisms that grow virtually everywhere Viruses: <ul style="list-style-type: none"> Smallest and simplest form of life Rickettsias: <ul style="list-style-type: none"> Small bacteria that are spread by the bites of insects Fungi: <ul style="list-style-type: none"> Simple life forms that are unable to make their own food <p>Spreading germs</p> <ul style="list-style-type: none"> Indirect contact Direct contact Contact with animals Other contact 		

Course:	Health	Grade:	Grade 6
State Standard:	10.2.6 Healthful Living	Time Frame:	6-8 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
<p>A. Explain the relationship between personal health practices and individual well-being</p> <ul style="list-style-type: none"> Immunizations Health examinations 	<ul style="list-style-type: none"> health examinations immunizations 	<ul style="list-style-type: none"> Who can provide health examinations? Why do we have health examinations? What are immunizations? 	<p>Core Concepts</p> <ul style="list-style-type: none"> Health examinations <ul style="list-style-type: none"> Monitors your development and identifies and treats possible health problems by a doctor, dentist or eye doctor 	<ul style="list-style-type: none"> Personal and community health Introduce/Benchmark 	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p>
<p>B. Explain the relationship between health-related information and consumer choices.</p> <ul style="list-style-type: none"> Dietary guidelines/food selection Sun exposure guidelines/sunscreen selection 	<ul style="list-style-type: none"> consumer 	<ul style="list-style-type: none"> What does it mean to be a good consumer? (Food/sunscreen selection) 	<p>Core Concepts</p> <ul style="list-style-type: none"> Consumer <ul style="list-style-type: none"> Person who chooses sources of information and buys or uses products and services Food selection <ul style="list-style-type: none"> Reference food plate Sunscreen selection <ul style="list-style-type: none"> Stress using SPF 15 or higher 	<ul style="list-style-type: none"> Nutrition Personal and community health Introduce/Benchmark 	<p>Teacher designed assessments</p> <p>Teacher Observation</p>
<p>C. Explain the media's effect on health and safety issues</p>	<ul style="list-style-type: none"> media 	<ul style="list-style-type: none"> Explain the media's effect on our health and safety choices 	<p>Core Concepts</p> <ul style="list-style-type: none"> Media <ul style="list-style-type: none"> Various forms of mass communication that include television, radio, magazines, newspapers and internet (advertising influences) 	<ul style="list-style-type: none"> Personal and community health Benchmark 	

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Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
	<ul style="list-style-type: none"> social media sexting cyberbullying 	<ul style="list-style-type: none"> Explain the difference between using social media in a positive manner and using social media in a negative manner. What is sexting? 	<ul style="list-style-type: none"> Review the positive and negative uses of social media from Grade 5 Sexting (or "sex texting") is the sending or receiving of sexually explicit or sexually suggestive images, messages or video via a cell phone or the internet <p>Sexting can:</p> <ul style="list-style-type: none"> Result in depression and anxiety Ruin reputations Limit one's ability to get into college, the military or get a desired job IS A CRIME – Federal law makes it illegal to possess, distribute, or take sexually explicit images of anyone under the age of 18 Sexting may lead to jail time and to 		

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		<ul style="list-style-type: none"> What is cyberbullying? 	<p>teens being labeled sexual offenders</p> <ul style="list-style-type: none"> Cyberbullying is <u>bullying</u> that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools, including social media sites, text messages, chat and websites <p>Kids who are cyberbullied are more likely to:</p> <ul style="list-style-type: none"> Use alcohol and drugs Skip school Experience in-person bullying Be unwilling to attend school Receive poor grades Have lower self-esteem Have more health problems <ul style="list-style-type: none"> Cyberbullying that 		

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<p>E. Analyze environmental factors that impact health</p> <ul style="list-style-type: none"> Indoor air quality (e.g., second-hand smoke, allergens) Chemicals, metals and gases (e.g., lead, radon, carbon monoxide) Radiation Natural disasters 	<ul style="list-style-type: none"> chemicals metals gases radiation natural disasters 	<ul style="list-style-type: none"> What are common chemicals, metals and gases that can affect indoor air quality and health? What are the dangers of radiation exposure? What impacts do natural disasters have on our health? 	<p>includes malicious statements about how a child looks, one's sexuality, sexual activity or physical health will be a third-degree misdemeanor. The possible penalties include jail time and a fine.</p> <p>Core Concepts</p> <ul style="list-style-type: none"> Carbon monoxide Mercury Pesticides Aerosol Household cleaners Radon <ul style="list-style-type: none"> Gas that can seep through cracks and basement walls and can cause indoor air pollution Gas known to cause lung cancer and can be removed by increasing the exchange of indoor/outdoor air 		

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Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment

ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.
REMEDIATION:	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
RESOURCES:	www.cdc.org , www.comprehesiveschoolhealtheducation/meeksheit , http://kidshealth.org/teen/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.

Course:	Health	Grade:	Grade 6
State Standard:	10.3.6 Safety and Injury Prevention	Time Frame:	3-4 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
<p>C. Describe strategies to avoid or manage conflict and violence</p> <ul style="list-style-type: none"> • anger management • peer mediation • reflective listening • negotiation 	<ul style="list-style-type: none"> • anger management • reflective listening • stress • stressors • depression • suicide 	<ul style="list-style-type: none"> • What are some non-violent ways we can respond when we are angry or upset? <p>What is stress? What is a stressor and what are the responses to a stressor?</p>	<ul style="list-style-type: none"> • Anger – Strong feeling or not being pleased with someone or something • Anger management skills – Skills that are healthful ways to control and express anger <ul style="list-style-type: none"> ○ taking deep breaths ○ wait time ○ I-messages ○ keep a sense of humor <p>Identify and apply strategies to avoid or manage conflict and violence using refusal skills (reinforce) Conflict resolution Reinforce key concepts related to bullying, such as the bystander, cyber-bullying, I-messages</p> <ul style="list-style-type: none"> • Stress is pressures, demands, and worries that make you feel tense. A physical response to life's events. An unavoidable, natural, even necessary fact of life. • Stressor – an event 	<ul style="list-style-type: none"> • Safety and injury prevention Benchmark 	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p> <p>Teacher Observation</p>

Course:	Health	Grade:	Grade 6
State Standard:	10.3.6 Safety and Injury Prevention	Time Frame:	3-4 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
		<p>What is depression? How do you know when someone is depressed? (Symptoms)</p>	<p>(large or small) that causes stress</p> <ul style="list-style-type: none"> • Stress response <ul style="list-style-type: none"> ○ Alarm – fight or flight response- the body's response to a stressor ○ Tension – physical signs of stress • Depression in teens <ul style="list-style-type: none"> ○ Persistent sad mood, anger, feelings of hopelessness or the inability to feel pleasure or happiness for an extended period of time • Symptoms of depression <ul style="list-style-type: none"> ○ Difficult to diagnose because they are a normal part of adolescence ○ Symptoms might include: changes in eating or sleeping routines, absences from school or poor 		

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Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
		<p>What are triggers/causes for depression?</p> <p>What is suicide?</p> <p>Can you identify risk factors for suicide in teens?</p>	<p>school performance, withdrawal from friends, individual is being bullied, etc.</p> <ul style="list-style-type: none"> • Triggers/causes for depression <ul style="list-style-type: none"> ○ personal experiences ○ traumatic experiences (bullying) stress ○ hormonal changes ○ allergies ○ biological • Suicide – the intentional taking of one’s own life. It is a leading cause of death for teenagers. • Risk factors for suicide <ul style="list-style-type: none"> ○ Family history ○ Feelings of hopelessness ○ Loss (relational, social, financial) ○ Physical illness ○ Isolation ○ Mental health issues ○ Alcohol/ Substance abuse 		

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Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment

ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.
REMEDATION:	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.
RESOURCES:	www.cdc.org , www.comprehiveschoolhealtheducation/meeksheit , http://kidshealth.org/teen/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.