

SIXTH GRADE HEALTH

LENGTH OF TIME: one year

GRADE LEVEL: 6

DESCRIPTION OF COURSE:

The course will have the student examine the components of balanced health – the physical, mental, and social aspects. Through the use of LifeSkills, the Blueprints evidence based program, students will learn the importance of positive self-esteem as they deal with conflicts, make choices about friends and groups, and deal with peer pressure. The students will practice using refusal skills and learn steps for making decisions. They will also learn about alcohol, tobacco, and drug use and the impact that experimentation, abuse, and addiction can have on their health.

COURSE STANDARDS:

Students will;

1. Identify how self-image is developed, and how our self-image can affect behavior and decision making. (NHS 1,2,4-8; PA Std 10.2.6 a)
2. Identify the decision making model and how decisions are affected by internal and external pressures. (NHS 5,6; PA Std 10.2.6 d)
3. Identify the advantages of avoiding tobacco, alcohol and substance use. (NHS 1-8; PA Std 10.1.6.d, e, 10.2.6.a, d, e)
4. Develop the skills to avoid tobacco, alcohol, and substance use. (NHS 1-8; PA Std 10.1.6.d, e, 10.2.6.a, b, d, e)
5. Identify the long term and short term effects of tobacco, alcohol, and substance use. (NHS 1, 5-8; PA Std 10.1.6 e, 10.2.6.e)
6. Understand the influence of media, and identify common advertising techniques used to influence consumerism. (NHS 2,3; PA Std 10.2.6.b, c, d)
7. Recognize causes and symptoms of anxiety, anger, and stress while developing the tools necessary to effectively cope. (NHS 7, 8; PA Std 10.2.6 a, 10.3.6 c)
8. Understand the process used for goal setting. (NHS 5-7; PA Std 10.1.6.d, e, 10.2.6.d, 10.3.6.d)
9. Understand the difference between long term and short term goals. (NHS 3, 5-7; PA Std 10.2.6.b, d)
10. Identify verbal and nonverbal communication skills and how to avoid misunderstandings. (NHS 4, PA Std 10.1.6 d)

11. Identify the importance of social skills in the development of relationships. (NHS 4; PA Std 10.1.6 d)
12. Identify verbal and nonverbal techniques that help in asserting themselves in social situations. (NHS 4, PA Std10.1.6 d)
13. Identify the causes of conflict and techniques for resolving conflicts. (NHS 4, PA Std 10.1.6 d)

NATIONAL HEALTH EDUCATION STANDARDS:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

PENNSYLVANIA STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION:

Standard Area - 10.1: Concepts of Health

Standard 10.1.6.A: Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.

- education
- socioeconomic

Standard 10.1.6.B: Identify and describe the structure and function of the major body systems.

- nervous
- muscular
- integumentary
- urinary

- endocrine
- reproductive
- immune

Standard 10.1.6.C: Analyze nutritional concepts that impact health.

- caloric content of foods
- relationship of food intake and physical activity (energy output)
- nutrient requirements
- label reading
- healthful food selection

Standard 10.1.6.D: Explain factors that influence childhood and adolescent drug use.

- peer influence
- body image (e.g., steroids, enhancers)
- social acceptance
- stress
- media influence
- decision-making/refusal skills
- rules, regulations and laws
- consequences

Standard 10.1.6.E: Identify health problems that can occur throughout life and describe ways to prevent them.

- diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease)
- preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)

Standard Area - 10.2: Healthful Living

Standard 10.2.6.A: Explain the relationship between personal health practices and individual well-being.

- immunizations
- health examinations

Standard 10.2.6.B: Explain the relationship between health-related information and consumer choices.

- dietary guidelines/food selection
- sun exposure guidelines/ sunscreen selection

Standard 10.2.6.C: Explain the media's effect on health and safety issues.

Standard 10.2.6.D: Describe and apply the steps of a decision-making process to health and safety issues.

Standard 10.2.6.E: Analyze environmental factors that impact health.

- indoor air quality (e.g., second- hand smoke, allergens)

- chemicals, metals, gases (e.g., lead, radon, carbon monoxide)
- radiation
- natural disasters

Standard Area - 10.3: Safety and Injury Prevention

Standard 10.3.6.A: Explain and apply safe practices in the home, school and community.

- emergencies (e.g., fire, natural disasters)
- personal safety (e.g., home alone, latch key, harassment)
- communication (e.g., telephone, Internet)
- violence prevention (e.g., gangs, weapons)

Standard 10.3.6.B: Know and apply appropriate emergency responses.

- basic first aid
- Heimlich maneuver
- universal precautions

Standard 10.3.6.C: Describe strategies to avoid or manage conflict and violence.

- anger management
- peer mediation
- reflective listening
- negotiation

Standard 10.3.6.D: Analyze the role of individual responsibility for safety during physical activity.

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Completing the taking stock activity to identify own strengths, weaknesses, and areas to change or improve. (Course Standard 1)
2. Completing a decision making assessment using sample situations. (Course Standard 2)
3. Developing a list of reasons not to use tobacco, alcohol and substances. (Course Standard 3)
4. Role playing activities that use refusal skills involving tobacco, alcohol, and substance use. (Course Standard 4)
5. Listing the long term and short term effects of tobacco, alcohol, and substance use. (Course Standard 5)
6. Analyzing advertising techniques. (Course Standard 6)
7. Recognizing situations that cause anxiety, anger, or stress and coping strategies for those situations. (Course Standard 7)
8. Developing a personal goal plan. (Course Standard 8)

9. Completing a long term and short term goal assignment. (Course Standard 9)
10. Looking at Recent Misunderstandings activity and how misunderstandings could be avoided. (Course Standard 10)
11. Developing social skill scripts. (Course Standard 11)
12. Using assertive skills and refusal techniques in role play situations. (Course Standard 12)
13. Using negotiation and problem solving skills to resolve conflict situations. (Course Standard 13)

TITLES OF UNITS:

1. Self-image and Self-improvement
2. Making Decisions
3. Goal Setting
4. Smoking Myths and Realities
5. Smoking and Biofeedback
6. Alcohol: Myths and Realities
7. Marijuana: Myths and Realities
8. Advertising
9. Violence and the Media
10. Coping with Anxiety
11. Coping with Anger
12. Communication Skills
13. Social Skills
14. Assertiveness
15. Resolving Conflicts

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Demonstration
2. Explanation
3. Cooperative groups
4. Active participation
5. Written tests/ quizzes
6. Handouts/worksheets
7. Role-play
8. Research – note taking and writing
- 9.. Outlining
10. Oral presentations
11. Visual presentations
12. Independent reading

MATERIALS:

1. LifeSkills Training Teacher's manual
2. LifeSkills Training Student Guide
3. LifeSkills Training supplemental activities and videos
4. Just for the Health of It – Health Curriculum Activities Library
5. How to Survive Teaching Health, Tillman and Toner

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Teacher
2. Peer assistance, tutoring, assessment
3. Self-reflection on class assignments/homework
4. Cooperative learning groups
5. Special assistance – SST, resource help
6. Guest Speakers

PORTFOLIO DEVELOPMENT:

1. Written tests/quizzes
2. Skill assessments
3. Class notes
4. Reading summary assignments
5. Evaluation of projects and oral presentations

METHODS OF EVALUATION:

1. In-class reflection, written work
2. Daily participation - class discussion, cooperative group work
3. Homework, reflections
4. Tests/ quizzes
5. Oral presentation
6. Poster/collage
7. Role-play

INTEGRATED ACTIVITIES:

1. Concepts
-demonstrate knowledge of basic concepts and principles

- understand the many influences on self-esteem
 - understand the personal responsibility of the choices we make (friends, groups, drugs)
 - understand the skills needed for effective communication
 - understand the need for goal-setting and problem-solving
 - distinguish between safe and risky or harmful behaviors
 - understand the dangers of drug use
 - understand the effects of drugs on the individual: physically, socially, and mentally
 - understand the power of peer pressure and how to avoid and/or respond to it
 - understand the value of and need to practice refusal skills
 - be able to respond appropriately in emergency situations
2. Communication
 - respond orally and in writing
 - listening and understanding
 - produce, perform, and exhibit work
 - exchange information orally
 - read and use a variety of sources of information
 3. Thinking/Problem Solving
 - analyze - techniques
 - observe
 - evaluate
 - show relationships
 - make decisions
 - apply concepts
 - make predictions
 4. Application of Knowledge
 - use equipment
 - exhibit skill and understanding
 - evaluate (self)
 - relate lifetime activities
 - demonstrate skill
 - demonstrate connection, relationships
 - examine and evaluate life situations
 5. Interpersonal Skills
 - demonstrate teamwork
 - work cooperatively as a team member
 - develop leadership

- communicate effectively
- demonstrate skills (speaking, listening, following directions)
- work effectively with others

Revised 8/4/20