

COURSE	HEALTH			GRADE:	6 TH GRADE
STATE STANDARD:	10.1.6 CONCEPTS OF HEALTH			TIME FRAME:	12 – 15 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>C. 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"> • <i>WHAT IS A HEALTHY CALORIC INTAKE?</i> • <i>WHAT IS THE RELATIONSHIP BETWEEN FOOD INTAKE AND PHYSICAL ACTIVITY?</i> • <i>WHAT ARE THE SPECIFIC CALORIES FROM PROTEIN, CARBOHYDRATES, AND FATS?</i> • <i>WHAT ARE THE DIFFERENT PARTS OF THE FOOD LABEL?</i> 	<ul style="list-style-type: none"> ▪ CALORIC CONTENT <ul style="list-style-type: none"> ○ AMOUNT OF ENERGY FOUND IN FOOD, EXCESSIVE AMOUNTS EATEN IS STORED AS FAT. ▪ ENERGY OUTPUT <ul style="list-style-type: none"> ○ THE NUMBER OF CALORIES BURNED FOR ALL BODY FUNCTIONS. ▪ CALORIES <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 SEVEN. ▪ FOOD LABEL PARTS <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 	<ul style="list-style-type: none"> ▪ <i>WHAT IS THE DIFFERENCE BETWEEN COMMUNICABLE AND NON-COMMUNICABLE DISEASES?</i> ▪ <i>WHAT ARE SOME TYPES OF GERMS?</i> ▪ <i>HOW ARE GERMS SPREAD?</i> 	<ul style="list-style-type: none"> ▪ COMMUNICABLE DISEASE <ul style="list-style-type: none"> ○ SPREAD FROM PERSON TO PERSON. ○ HIV/AIDS ○ INFLUENZA ○ MALARIA ○ HEPATITIS ▪ NON COMMUNICABLE DISEASE <ul style="list-style-type: none"> ○ DOES NOT SPREAD FROM PERSON TO PERSON. ○ CARDIOVASCULAR DISEASE ○ CANCER ○ DIABETES ▪ TYPES OF GERMS <ul style="list-style-type: none"> ○ BACTERIA: <ul style="list-style-type: none"> • TINY ONE-CELLED ORGANISMS THAT GROW VIRTUALLY EVERYWHERE. 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH BENCHMARK 	

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<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"> ▪ CANCER ▪ DIABETES ▪ CARDIOVASCULAR DISEASE ▪ HEREDITY ▪ ENVIRONMENT ▪ HIV/AIDS 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE THE CAUSES OF CHRONIC HEALTH PROBLEMS?</i> ▪ <i>WHAT ARE PREVENTION MEASURES FOR CHRONIC DISEASE?</i> 	<ul style="list-style-type: none"> • RICKETTSIA ○ VIRUSES: <ul style="list-style-type: none"> • SMALLEST AND SIMPLEST FORM OF LIFE. • 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. <ul style="list-style-type: none"> ▪ SPREADING GERMS <ul style="list-style-type: none"> ○ INDIRECT CONTACT ○ DIRECT CONTACT ○ CONTACT WITH ANIMALS ○ OTHER CONTACT <p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ CHRONIC DISEASE: <ul style="list-style-type: none"> ○ A HEALTH CONDITION OF LONG DURATION OR FREQUENT REOCCURRENCE. <ul style="list-style-type: none"> • CANCER • DIABETES • CARDIOVASCULAR DISEASE ▪ COMMUNICABLE DISEASE <ul style="list-style-type: none"> ○ ILLNESSES CAUSED BY DIRECT AND INDIRECT CONTACT ▪ HEREDITY ▪ ENVIRONMENT 	<p>PERSONAL AND COMMUNITY HEALTH</p> <p>INTRODUCTION/ BENCHMARK</p>	
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
REMEDICATION:	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , WWW.COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , HTTP://KIDHEALTH.ORG/TEEN/ , VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				

COURSE		HEALTH		GRADE:	6 TH GRADE
STATE STANDARD:		10.2.6 HEALTHFUL LIVING		TIME FRAME:	6 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>B. 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? 	<ul style="list-style-type: none"> CORE CONCEPTS <ul style="list-style-type: none"> HEALTH EXAMINATIONS: <ul style="list-style-type: none"> MONITORS YOUR DEVELOPMENT AND IDENTIFIES AND TREATS POSSIBLE HEALTH PROBLEMS PROVIDED BY A DOCTOR DENTIST AND EYE DOCTOR 	<ul style="list-style-type: none"> PERSONAL AND COMMUNITY HEALTH <p>INTRODUCE/ BENCHMARK</p>	
<p>C. 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) 	<ul style="list-style-type: none"> CORE CONCEPTS <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; REFERENCE FOOD PLATE SUNSCREEN SELECTION; STRESS USING SPF 15 OR HIGHER 	<ul style="list-style-type: none"> NUTRITION PERSONAL AND COMMUNITY HEALTH <p>INTRODUCE/ BENCHMARK</p>	
<p>D. 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. 	<ul style="list-style-type: none"> CORE CONCEPTS <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 <p>BENCHMARK</p>	

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E. ANALYZE ENVIRONMENTAL FACTORS THAT IMPACT HEALTH. <ul style="list-style-type: none"> INDOOR AIR QUALITY (E.G., SECOND-HAND SMOKE, ALLERGENS) CHEMICALS, METALS, 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>CORE CONCEPTS</p> <ul style="list-style-type: none"> CARBON MONOXIDE MERCURY PESTICIDES AEROSOL HOUSEHOLD CLEANERS RADON: <ul style="list-style-type: none"> ODORLESS RADIOACTIVE GAS THAT CAN SEEP THROUGH CRACKS AND BASEMENT WALLS AND CAN CAUSE INDOOR AIR POLLUTION. RADON IS KNOWN TO CAUSE LUNG CANCER AND CAN BE REMOVED BY INCREASING THE EXCHANGE OR INDOOR OUTDOOR AIR. 		
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 ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , WWW.COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , HTTP://KIDSHEALTH.ORG/TEEN/ , VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS.				

COURSE	HEALTH			GRADE:	6TH GRADE
STATE STANDARD:	10.3.6 SAFETY AND INJURY PREVENTION			TIME FRAME:	
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. EXPLAIN AND APPLY SAFE PRACTICES IN THE HOME, SCHOOL, AND COMMUNITY.</p> <ul style="list-style-type: none"> • EMERGENCIES (E.G., FIRE, NATURAL DISASTERS) • PERSONAL SAFETY (E.G., HOME ALONE, LATCH KEY, HARASSMENT) • COMMUNICATION (E.G., TELEPHONE, INTERNET) 	<ul style="list-style-type: none"> ▪ EMERGENCIES ▪ PERSONAL SAFETY ▪ COMMUNICATION 	<ul style="list-style-type: none"> ▪ <i>WHAT IS AN EMERGENCY?</i> ▪ <i>WHAT MAKES UP A NATURAL DISASTER?</i> ▪ <i>WHAT SHOULD I DO IF I FEEL THREATENED?</i> ▪ <i>HOW CAN I BE SAFE WHILE USING TECHNOLOGY?</i> 	<ul style="list-style-type: none"> ▪ EMERGENCY <ul style="list-style-type: none"> ○ A SERIOUS SITUATION THAT OCCURS WITHOUT WARNING, CAN BE LIFE THREATENING AND NEEDS IMMEDIATE ACTION. ○ 911 ▪ NATURAL DISASTER <ul style="list-style-type: none"> ○ CAN BE TORNADOES, HURRICANES, FLOODS, WILD FIRES, OR EARTHQUAKES. ▪ TECHNOLOGY SAFETY <ul style="list-style-type: none"> ○ INTERNET ○ CELL PHONE 	<ul style="list-style-type: none"> ▪ SAFETY AND INJURY PREVENTION INTRODUCTION/ 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>B. 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"> ▪ <i>WHAT ARE SOME NON-VIOLENT WAYS WE CAN RESPOND WHEN WE ARE ANGRY OR UPSET?</i> 	<ul style="list-style-type: none"> • ANGER <ul style="list-style-type: none"> ○ STRONG FEELING OR NOT BEING PLEASED WITH SOMEONE OR SOMETHING. • ANGER MANAGEMENT SKILLS <ul style="list-style-type: none"> ○ SKILLS THAT ARE HEALTHFUL WAYS TO CONTROL AND EXPRESS ANGER. ○ TAKING DEEP BREATHS ○ WAIT TIME ○ I-MESSAGES ○ KEEP A SENSE OF HUMOR • IDENTIFY AND APPLY STRATEGIES TO AVOID OR MANAGE CONFLICT AND VIOLENCE USING REFUSAL SKILLS (REINFORCE) • CONFLICT RESOLUTION • REINFORCE KEY CONCEPTS 	<ul style="list-style-type: none"> ▪ SAFETY AND INJURY PREVENTION BENCHMARK 	

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		<p><i>WHAT IS STRESS? WHAT IS A STRESSOR AND WHAT ARE THE RESPONSES TO A STRESSOR?</i></p> <p><i>WHAT IS DEPRESSION? HOW DO YOU KNOW WHEN SOMEONE IS DEPRESSED? (SYMPTOMS)</i></p>	<p>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 (LARGE OR SMALL) THAT CAUSES STRESS • 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 ADOLESCENTS 	<ul style="list-style-type: none"> ▪ PERSONAL AND CONSUMER HEALTH MENTAL AND EMOTIONAL HEALTH SAFETY AND INJURY PREVENTION 	

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		<p>WHAT ARE TRIGGERS/ CAUSES FOR DEPRESSION?</p> <p>WHAT IS SUICIDE?</p> <p>CAN YOU IDENTIFY RISK FACTORS OR SUICIDE IN TEENS?</p>	<ul style="list-style-type: none"> ○ SYMPTOMS MIGHT INCLUDE: CHANGES IN EATING OR SLEEPING ROUTINES, ABSENCES FROM SCHOOL OR POOR SCHOOL PERFORMANCE, WITHDRAWAL FROM FRIENDS, INDIVIDUAL IS BEING BULLIED, ETC. ▪ TRIGGERS/CAUSES FOR DEPRESSION ARE: PERSONAL EXPERIENCES, TRAUMATIC EXPERIENCES (BULLYING) STRESS, HORMONAL CHANGES, ALLERGIES, BIOLOGICAL. ▪ REVIEW THE DEFINITION OF SUICIDE – THE INTENTIONAL TAKING OF OWN LIFE. IT IS A LEADING CAUSE OF DEATH FOR TEENAGERS. ▪ RISK FACTORS FOR SUICIDE: 		
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 ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , WWW. COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , HTTP://KIDHEALTH.ORG/ JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET BASED RESEARCH, WEBQUESTS ETC./ VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				