Title of planned course: Health Education

Subject Area: Health

Grade Level: 6th Grade

Time/Credit for this Course: 1 class/week, 36 weeks

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## Curriculum Map

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Wilson Area School District
Planned Course Materials

**Course Title:** Health Education

**Textbook:** None

**Supplemental Books:** Life Skills Book

**Teacher Resources:** Activities That Teach
- Community Agencies and Organizations
- Comprehensive Health for the Middle Grades Series
- Discovering Me
- Discovery Ed: United Streaming Website
- Glencoe Health Teacher Edition
- Health and Wellness
- Health Smart Teacher Background (Grade 5 & 6)
- Health Teacher’s Book of Lists
- KidsHealth.org
- Life Skills Workbook
- MyPlate.gov
- Stopbullying.gov
- Teacher Acquired Materials
- Teacher Generated Materials
- Teaching Today’s Health
- Think, Choose, Act Healthy
- Tools for Teaching Health
- Totally Awesome Health
- Various internet resources
- Various textbook resources
Curriculum Scope & Sequence

**Planned Course:** Health Education

**Unit:** Cyber Bullying

**Time frame:** 3 classes

**State Standards:** 10.3.6.A, 10.3.6.C

**Essential content/objectives:** At end of the unit, students will be able to:
- Describe how to recognize cyber bullying
- Develop a plan for preventing and reporting bullying
- Identify and apply safe technology practices
- Describe strategies to avoid or manage conflict or violence
- Practice and apply appropriate decision making skills

**Extensions:**
- Write a creative story from the perspective of someone involved in a cyber bullying event
- Find and report back on cyber bullying in current events

**Remediation:**
- Adaptations specific to student’s needs
- Cooperative learning among peers
- Breakdown of complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer assistance

**Instructional Methods:**
- Direct instruction
- Cooperative learning groups
- Learning stations
- Worksheets
- Diaries and logs
- Journal/creative writing
- Interactive activities
- Role plays/skits
- Reading and writing prompts
- Presentation of examples and sampling
- Video/DVD segments
- Music
- Research and other projects/presentations
**Materials & Resources:**
- PowerPoints
- Notes
- Worksheets
- Journal entries
- Internet
- Computer lab
- Student folders
- Art supplies
- Magazines
- Books

**Assessments:**
- Quizzes
- Tests
- Journal entries
- Project/presentations
- Daily/weekly plans
- Rubric tool
- Self-assessment
- Peer assessment
Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Life skills

Time frame: 25 classes


Essential content/objectives: At end of the unit, students will be able to:

- 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
- 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
- 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)
- Explain the relationship between personal health practices and individual well-being. • immunizations • health examinations
- Explain the relationship between health-related information and consumer choices. • dietary guidelines/food selection • sun exposure guidelines/ sun screen selection
- Explain the media’s effect on health and safety issues
- Describe and apply the steps of a decision-making process to health and safety issues. - Analyze environmental factors that impact health. • indoor air quality (e.g., secondhand smoke, allergens) • chemicals, metals, gases (e.g., lead, radon, carbon monoxide) • radiation • natural disasters
- 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)
- Know and apply appropriate emergency responses. • basic first aid • Heimlich maneuver • universal precautions
- Describe strategies to avoid or manage conflict and violence. • anger management • peer mediation • reflective listening • negotiation

Core Activities: Students will complete/participate in the following:
- Life skills student workbook and related activities
Remediation:
- Adaptations specific to student’s needs
- Cooperative learning among peers
- Breakdown of complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer assistance

Instructional Methods:
- Direct instruction
- Projects
- Present examples and sampling
- Cooperative learning groups
- Learning stations
- Worksheets
- Scenarios
- Writing prompts
- Diaries and logs
- Journal writing
- Interactive activities

Materials & Resources:
- Student guide pages 10-88
- TV/DVD player
- Smoking and biofeedback DVD
- Stress management techniques audio CD and audio player
- Slips of paper with various emotions written on them for illustrating verbal and nonverbal behaviors.
- Magazines
- Tennis balls or small soft objects
- Telephone handsets

Assessments:
- Daily/weekly plans
- Pre/post Life Skills survey
- Quizzes
- Tests
- Journal entries
- Projects
- Rubric tool
- Self-assessment
- Peer assessment
**Curriculum Scope & Sequence**

**Planned Course:** Health Education

**Unit:** Nutrition and Physical Activity

**Time frame:** 6 classes

**State Standards:** 10.1.6.C, 10.1.6.E, 10.2.6.B

**Essential content/objectives:** At end of the unit, students will be able to:
- Analyze nutritional concepts that impact health
- Analyze relationship of food intake and physical activity
- Identify ways to prevent health issues associated with nutrition
- Explain relationship between health-related information and consumer choices
- Describe, apply, and practice nutrition and fitness decision-making
- Use self-assessment skills to guide healthy food choices
- Demonstrate how to use food labels to make healthy food choices along with The Healthy Food Plate
- Use self-assessment skills to evaluate personal exercise and physical activity levels
- Analyze influences on one’s body image
- Identify ways to overcome barriers to healthy eating and exercise
- Use self-management skills to monitor personal progress toward healthy eating and exercise

**Core Activities:** Students will complete/participate in the following:
- USDA computer program (ChooseMyPlate.gov)
- Rate your plate activity
- Food and exercise attitudes and analysis
- Nutrition and Fitness Jigsaw
- Guideline for Healthy Living
- Lunch Menu Review
- Pep talk for someone who is involved in a weight loss process
- Why I eat? Grid and Analysis
- Interview schoolmates about lunch
- Create Fitness Advertisements
- Respond to selected segments of Supersize Me DVD

**Extensions:**
- Record food diary for one week and present findings and recommendations for improvement.
Remediation:
- Adaptations specific to student’s needs
- Cooperative learning among peers
- Breakdown of complex tasks into smaller, more manageable units
- Use variety of instructional strategies
- Allow extra time for completion of assigned tasks
- Peer assistance

Instructional Methods:
- Direct instruction
- Cooperative learning groups
- Learning stations
- Worksheets
- Diaries and logs
- Journal/creative writing
- Interactive activities
- Role plays/skits
- Reading and writing prompts
- Presentation of examples and sampling
- Video/DVD segments
- Music
- Research and other projects/presentations

Materials & Resources:
- PowerPoints
- Notes
- Worksheets
- Journal entries
- Internet
- Computer lab
- Student folders
- Art supplies
- Magazines
- Books

Assessments:
- Quizzes
- Tests
- Journal entries
- Project/presentations
- Daily/weekly plans
- Rubric tool
- Self-assessment
- Peer assessment