

Clinton-Glen Gardner School District



Curriculum Management System

Health

Grade 6

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 20, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Responsible decision-making, health enhancing behaviors, being a discriminating consumer, dealing safely with unhealthy or dangerous situations, and developing dependable support systems are all traits that contribute to one's wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. The curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21st Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

**Grade 6
Health
Scope and Sequence**

Quarter I	
<p>Topic: Becoming a Life-Long Learner</p> <ul style="list-style-type: none"> a. Critical thinking skills b. Problem solving c. Barriers to the decision making process d. Collaboration and cooperation e. Working independently f. Setting realistic short term and long term goals g. Communicating a message h. Collecting information from a variety of sources 	<p>Topic: Fitness and Nutrition</p> <ul style="list-style-type: none"> a. Building understanding of good nutrition, daily exercise and sufficient rest for life-long health b. Daily, diet, exercise and rest needed in adolescence c. Purpose and benefits of exercise d. Guidelines for exercise e. Dietary guidelines f. Food Pyramids and alternatives g. Role of health behaviors in disease and wellness levels eating disorders
<p>Topic: Body Systems</p> <ul style="list-style-type: none"> a. Overview of ten major systems <ul style="list-style-type: none"> i. functions ii. organs b. Interrelationships/interdependence of systems c. Health habits and behaviors to increase peak function d. Influences for long-term health e. Leading health indicators f. Health risk and protective factors 	<p>Topic: The Cycle of Life</p> <ul style="list-style-type: none"> a. Physical and emotional stages, characteristics and developmental needs throughout life b. Overview of the cycle of life: conception to death c. Hormones and their impact on body systems d. Changing relationships and responsibilities e. Concept of family f. Dating and friendships including dating violence g. Peer pressure, risk taking, refusal skills h. Sexual responsibility i. Respect for self and others
<p>Topic: Social and Emotional Health</p> <ul style="list-style-type: none"> a. Relation between physical changes and self-esteem b. Positive character traits to model c. Identification of feelings d. Appropriate expression and management of feelings e. Positive and negative peer pressure f. Healthy safe relationships g. Dealing with harassment and bullying h. Role of communication and collaboration skills in social and emotional health i. Resources for assistance 	<p>Topic: Safety, Injury, and Violence Protection</p> <ul style="list-style-type: none"> a. Contrast unintentional and intentional injury b. Recognize actions and behaviors leading to injury c. Analyze injury prevention information d. Safety precautions for sports, recreation, cars, buses, bikes, walking e. Injury prevention at home, school and community f. Understanding violence and risk factors including dating violence g. First aid procedures h. Sexual and other abuse i. Resources for assistance

<p>Topic: Disease and Illness Prevention</p> <ol style="list-style-type: none"> Nature of communicable and communicable disease Methods of transmission Effects of lifestyle/hygiene Difference between disease and disorder Chronic conditions Causes and categories of various diseases Bacteria and viruses Prevention of disease and personal responsibility Empathy, safe care and concern for the ill Community resources 	<p>Topic: Substance Abuse Prevention</p> <ol style="list-style-type: none"> Define substance abuse and addiction Identify addictive substances and the possible emotional, social, and economic effects of each on the individual, the family and the community Legal vs. illegal drugs Basics of tobacco, alcohol, inhalants and OTC drugs Drug dependency Methods of intervention and treatment Internal/external protective factors Assist building for protection Influence of media
<p>Topic: Consumer and Community Health</p> <ol style="list-style-type: none"> Health care consumer habits and preferences Consumer trends and levels of satisfaction with value received Useful health care products Analyzing a variety of health care decisions: families, friends, marketing and advertising, resources, technology, laws and public policy Community organizations that support community health Community service opportunities for youth 	
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business & Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy
<p>Differentiation: Refer to CPS Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level:	Topic: Becoming a Life-Long Learner	
	Grade 6 Health	Goal 1: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; learn problem solving, critical thinking, and communication skills that will enable him/her to become a lifelong learner; work and research independently; work cooperatively and collaboratively with a group.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3-4	<p>1.1. Learn to use critical thinking skills to solve problems. (2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3)</p> <p>1.2. Understand barriers to decision-making process. (2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3)</p> <p>1.3. Work in cooperation and collaboration with others. (2.2.6.B.2, 2.2.6.B.3)</p> <p>1.4. Set realistic long and short-term goals. (2.2.6.B.4)</p> <p>1.5. Work independently. (2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3, 2.2.6.B.4)</p> <p>1.6. Collect information from a variety of sources. (2.2.6.E.1)</p> <p>1.7. Effectively communicate a message. (2.2.6.A.1, 2.2.6.A.2,</p>	<p>Essential Questions: What are some traits of a life-long learner? What are ways to solve a problem? Why is it important to learn how to work cooperatively with others? What are short and long term goals and why is it important to set them?</p> <p>Conceptual Understandings: Effective communication may be determining factors in the outcome of health and safety related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. Every health-related decision has short and long-term consequences and affects the ability to reach health goals. Health literacy includes the ability to compare and evaluate health resources.</p>	<p>Materials: Great Body Shop Middle School student issues,/teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Practice problem solving techniques 2. Learn critical thinking skills 3. Decision Determinator activity 4. Set long and short tem goals for 6th grade 5. Team problem solving 6. Human Knot 7. Other GBS targeted extension activities <p>Assessment Models: Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p> <p>Additional Resources: <i>The Great Body Shop</i> Middle School Program:</p>

Suggested days of Instruction	Curriculum Management System	Topic: Becoming a Life-Long Learner	
	Subject/Grade Level: Grade 6 Health	Goal 1: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; learn problem solving, critical thinking, and communication skills that will enable him/her to become a lifelong learner; work and research independently; work cooperatively and collaboratively with a group.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>9.1.8.D.3)</p> <p>1.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.10. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>1.11. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>The Children's Health Market, Inc.</p> <p><i>Health Education Ideas and Activities:</i> R. Puza</p> <p><i>Totally Awesome Health:</i> Meeks and Heit</p> <p>Weekly Reader <i>Current Health 1 & 2</i> magazines</p> <p>Internet resources</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Health	Topic: Body Systems	
		Goal 2: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify and explain the functions of the different body systems; describe the interrelationship and interdependence of body systems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3-4	<p>2.1. Identify ten major body systems: functions and organs. (2.1.6.A.1)</p> <p>2.2. Explain the interrelationships and interdependence of body systems. (2.1.6.A.1)</p> <p>2.3. Explain how health habits and behaviors affect function of body systems. (2.1.6.A.1, 2.1.6.A.2, 2.1.6.A.3)</p> <p>2.4. Identify health risks and protective factors. (2.1.6.A.1, 2.1.6.A.2, 2.2.6.E.2)</p> <p>2.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.6. Determine an individual's</p>	<p>Essential Questions: What is a body system? What are some examples of different body systems? Do different body systems work independently? Which body systems work together? How do health habits affect the function of our body systems?</p> <p>Conceptual Understandings: Staying healthy is a lifelong process that includes all dimensions of wellness. Communicating health needs to trusted adults and professionals assists in the prevention, early detection and treatment of health problems.</p>	<p>Materials: Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS guide, body systems posters</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. What body system am I? 2. Compare and contrast body systems 3. Discuss interrelationship and interdependence of systems 4. Analyze JAMA/CDC leading causes of death 5. Discuss lifestyle factors in relationship to disease prevention and wellness 6. Other GBS targeted extension activities <p>Assessment Models: Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Health	Topic: Body Systems	
		Goal 2: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify and explain the functions of the different body systems; describe the interrelationship and interdependence of body systems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 2.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3) 2.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 2.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza Weekly Reader <i>Current Health 1 & 2</i> magazines <i>Totally Awesome Health:</i> Meeks and Heit Internet resources

Suggested days of Instruction	Curriculum Management System	Topic: Nutrition and Fitness	
	Subject/Grade Level:	Goal 3: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; use the USDA dietary guidelines and Food Pyramid and other resources to make healthy food choices; explain F.I.T.T. as part of his/her daily needs for exercise.	
	Grade 6 Health	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)		
	The student will be able to:		
5	<p>3.1. Use the USDA dietary guidelines, Food Pyramid and other recognized resources to develop a nutritional and economic meal plan. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4, 2.1.6.C.2)</p> <p>3.2. Explain how good nutrition, daily exercise and sufficient rest are important for life long health. (2.1.6.B.2)</p> <p>3.3. Describe factors that influence food choices and eating patterns. (2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.4)</p> <p>3.4. Describe daily diet, exercise and rest needed in adolescence. (2.1.6.B.3)</p> <p>3.5. Understand the purpose and benefits of exercise. (2.1.6.B.1)</p>	<p>Essential Questions:</p> <p>What is an example of a USDA dietary guideline? What is the purpose of the Food Pyramid? What other resources may we use to make healthy food choices? Why is it important to eat well, exercise and get adequate sleep during adolescence? What is the purpose and benefit of exercise and how does it relate to nutrition? Why and how do people develop eating disorders?</p> <p>Conceptual Understandings:</p> <p>Eating patterns are influenced by a variety of factors. The early detection and treatment of diseases and health conditions impact one's health.</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues,/teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, nutrition posters</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. www.mypyramid.gov activity 2. Discuss USDA dietary guidelines 3. Create an economic meal based on nutritional content, value, calories 4. F.I.T.T. principles 5. Body Image/Eating Disorders 6. Other GBS targeted extension activities <p>Assessment Models:</p> <p>Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p> <p>Additional Resources:</p> <p><i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Nutrition and Fitness	
	<u>Subject/Grade Level:</u> Grade 6 Health	<u>Goal 3:</u> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; use the USDA dietary guidelines and Food Pyramid and other resources to make healthy food choices; explain F.I.T.T. as part of his/her daily needs for exercise.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.6. Identify disease/disorders associated with poor nutrition and fitness. (2.1.6.C.1)</p> <p>3.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>3.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>3.9. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>3.10. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		<p><i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K. Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit <i>Current Health 1 & 2</i> magazine articles</p>

Suggested days of Instruction	Curriculum Management System	Topic: Nutrition and Fitness	
	Subject/Grade Level: Grade 6 Health	Goal 3: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; use the USDA dietary guidelines and Food Pyramid and other resources to make healthy food choices; explain F.I.T.T. as part of his/her daily needs for exercise.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.11. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>3.12. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Health	Topic: The Cycle of Life	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	<p><u>The 2011 NJ DOE mandate to address incidents of dating violence should be integrated into this unit.</u></p> <p>4.1. Understand the physical and emotional stages, characteristics and developmental needs throughout life. (2.4.6.B.1)</p> <p>4.2. Explain how hormones affect body systems. (2.4.6.B.1)</p> <p>4.3. Compare growth patterns of males and females during adolescence. (2.4.6.B.1)</p> <p>4.4. Compare and contrast how families may change over time. (2.4.6.A.1)</p> <p>4.5. Examine the types of relationships adolescents may experience. (2.4.6.A.3)</p>	<p>Essential Questions:</p> <p>What are hormones? How do they affect the body during puberty? What are the stages of the life cycle? What physical changes occur in both girls and boys during puberty? What changes might a family experience over time? What are some stages of the life cycle? What are characteristics of a healthy relationship?</p> <p>Conceptual Understandings:</p> <p>Healthy relationships require a mutual commitment.</p> <p>Most significant physical, emotional and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, instructional posters</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Discuss how hormones affect body systems 2. Discuss changes in males and females during adolescence 3. Discuss conception and identify stages of fetal development 4. Compare and contrast how families change 5. Identify characteristics of healthy friendships and dating 6. Discuss strategies to avoid STIs/HIV/AIDS and unintended pregnancy 7. Discuss the challenges that adolescent parents and their families face. 8. GBS targeted extension activities <p>Assessment Models:</p> <p>Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Cycle of Life	
	Subject/Grade Level: Grade 6 Health	Goal 4: The student will acquire health promotion concepts and skills to a healthy, active lifestyle; understand the physical, emotional, and social changes that occur during adolescence; understand the different stages of the life cycle; understand the impact of human relationships and sexuality on adolescent growth and development.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.6. Identify characteristics of healthy friendships and dating (illustrating the dangers of dating violence). (2.4.6.A.5)</p> <p>4.7. Demonstrate healthy ways to resolve friendship and relationship conflicts. (2.4.6.A.4, 9.1.8.D.1)</p> <p>4.8. Summarize strategies to remain abstinent and resist sexual activity in order to reduce the risk of STDs/HIV/AIDS and unintended pregnancy. (2.4.6.B.2, 2.4.6.B.3, 2.4.6.B.4)</p> <p>4.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.10. Determine an individual's responsibility for personal actions and contributions to</p>	<p>Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</p>	<p>Quizzes</p> <p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K.Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks & Heit <i>Current Health 1 & 2</i> magazine articles</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Cycle of Life	
	<u>Subject/Grade Level:</u> Grade 6 Health	Goal 4: The student will acquire health promotion concepts and skills to a healthy, active lifestyle; understand the physical, emotional, and social changes that occur during adolescence; understand the different stages of the life cycle; understand the impact of human relationships and sexuality on adolescent growth and development.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>group activities. (9.1.8.C.1)</p> <p>4.11. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>4.12. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>4.13. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 6 Health	Topic: Social and Emotional Health	
		Goal 5: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; demonstrate appropriate and healthy ways to express and manage emotions; identify character traits that support healthy decision-making.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3-4	<p>5.1. Identify and describe a range of feelings. (2.1.6.E.1)</p> <p>5.2. Show how many emotions affect daily functioning and long-term health. (2.1.6.E.1)</p> <p>5.3. Describe ways to express and manage feelings. (2.1.6.E.1)</p> <p>5.4. Explore positive social interactions and identify character traits that support them. (2.2.6.C.1, 2.2.6.C.2, 2.1.6.E.1)</p> <p>5.5. Develop ways to proactively include peers with disabilities at home, school and in community activities. (2.2.6.C.3, 2.2.6.D.1)</p> <p>5.6. Identify and manage positive and negative peer pressure and other influencers (i.e. cultural, technology, media).</p>	<p>Essential Questions:</p> <p>What are some of the feelings/emotions that you have experienced in the past week?</p> <p>How do feelings affect our ability to function on a daily basis?</p> <p>What are examples of strong and healthy character traits?</p> <p>What is a sign of a healthy relationship?</p> <p>What is a danger signal in a relationship?</p> <p>What is meant by peer pressure?</p> <p>Can you think of a few ways to say “no?”</p> <p>What are the signs of depression?</p> <p>What is a healthy way to manage stress?</p> <p>Conceptual Understandings:</p> <p>Social and emotional development impacts all components of wellness.</p> <p>Personal core ethical values impact the behavior of oneself and others.</p> <p>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socio-economic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>Character building is influenced by many factors both</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues,/teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. GBS Lesson Helper #2: Feelings ID activity 2. Discuss impact of emotions on daily schedule 3. Discuss appropriate ways to express and manage feelings. 4. Character trait activity 5. Friendship Want Ad activity 6. Discuss behaviors that engender healthy personal and family relationships 7. GBS Lesson Helper # 8: Personal Space 8. GBS Activity #12 Diversity 9. Compare and contrast positive and negative peer pressure and other influencers that affect decisions 10. Identify healthy ways to manage loss, rejection, change, disappointment, and separation and stress. 11. GBS targeted extension activities <p>Assessment Models:</p> <p>Teacher observation Class participation</p>

Suggested days of Instruction	Curriculum Management System	Topic: Social and Emotional Health	
	<u>Subject/Grade Level:</u> Grade 6 Health	Goal 5: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; demonstrate appropriate and healthy ways to express and manage emotions; identify character traits that support healthy decision-making.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(2.2.6.C.1, 2.2.6.C.2)</p> <p>5.7. Describe ways that individuals, families and communities cope with change, crisis, rejection, loss and separation. (2.1.6.E.3)</p> <p>5.8. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>5.9. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>5.10. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>5.11. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>	<p>positive and negative, such as acceptance, discrimination, bullying, abuse sportsmanship, support, disrespect and violence.</p> <p>Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>Every health-related decision has short and long-term consequences and affects the ability to reach health goals.</p> <p>Participation in social and health or service organization initiatives has a positive social impact.</p>	<p>Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p> <p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K.Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks & Heit <i>Current Health 1 & 2</i> magazine articles Internet resources</p>

Suggested days of Instruction	Curriculum Management System	Topic: Social and Emotional Health	
	Subject/Grade Level: Grade 6 Health	Goal 5: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; demonstrate appropriate and healthy ways to express and manage emotions; identify character traits that support healthy decision-making.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	5.12. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level:	Topic: Disease and Illness Prevention (taught by science teacher)	
	Grade 6 Health	Goal 6: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; understand the meaning of communicable and non-communicable disease; learn ways to prevent disease and reduce risk factors related to communicable and chronic disease.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4-5	<p>6.1. Define communicable and non-communicable disease. (2.1.6.C.1)</p> <p>6.2. Describe causes of communicable and non-communicable disease. (2.1.6.C.1)</p> <p>6.3. Describe ways to prevent the spread of disease. (2.1.6.C.1, 2.1.6.C.2)</p> <p>6.4. Explain the risk factors associated with communicable and chronic illness. (2.1.6.C.1, 2.1.6.C.3)</p> <p>6.5. Explain what vaccines do for the individual and society. (2.1.6.C.2)</p> <p>6.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p>	<p>Essential Questions:</p> <p>What is an example of a communicable disease?</p> <p>What is meant by non-communicable disease?</p> <p>What are two types of pathogens?</p> <p>How does a virus multiply?</p> <p>What is an example of a disease caused by bacteria?</p> <p>Why is it important to know a variety of ways to prevent the spread of disease?</p> <p>What is an example of mental illness?</p> <p>What is one way to show empathy toward ill and/or disabled persons?</p> <p>Conceptual Understandings:</p> <p>The early detection and treatment of diseases and health conditions impact one's health.</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Compare and contrast communicable and non-communicable disease 2. Discuss causes of communicable and non-communicable disease 3. Discuss ways to reduce the risk of spreading and/or contracting communicable disease 4. Discuss several common mental illnesses and ways to detect and treat them 5. Discuss how vaccines work in the body and help prevent disease in the community 6. GBS targeted extension activities <p>Assessment Models:</p> <p>Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p>

Suggested days of Instruction	Curriculum Management System	Topic: Disease and Illness Prevention (taught by science teacher)	
	<u>Subject/Grade Level:</u> Grade 6 Health	Goal 6: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; understand the meaning of communicable and non-communicable disease; learn ways to prevent disease and reduce risk factors related to communicable and chronic disease.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>6.8. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>6.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>6.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K.Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit <i>Current Health 1 & 2</i> magazine articles Internet resources</p>

Suggested days of Instruction	Curriculum Management System	Topic: Safety, Injury, and Violence Prevention	
	Subject/Grade Level: Grade 6 Health	Goal 7: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify the most common causes of unintentional and intentional injury among adolescents; perform basic first aid procedures.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3-5	<p><u>The 2011 NJ DOE mandate to address incidents of dating violence should be integrated into this unit.</u></p> <p>7.1. Summarize the common causes of intentional and unintentional injury with adolescents. (2.1.6.D.1)</p> <p>7.2. Discuss prevention strategies for unintentional and intentional injury. (2.1.6.D.1, 2.1.6.D.3)</p> <p>7.3. Discuss factors that lead to violence (at home, at school, in the community, while dating) including: negative peer pressure, harassment, bullying, and other abusive behavior. (2.1.6.D.2)</p> <p>7.4. Demonstrate effective conflict resolution, communication and negotiation skills for dispute resolution.</p>	<p>Essential Questions:</p> <p>Why is it important to know how to respond in an emergency?</p> <p>What is a common cause of injury with teens?</p> <p>What are some safety rules to follow to prevent injury?</p> <p>What are the major categories of abuse?</p> <p>What are the factors that contribute to violence at home, school or in your community?</p> <p>How can knowing factors that contribute to violence assist in avoiding, preventing, or addressing incidents?</p> <p>What are the steps to conflict resolution?</p> <p>In case of emergency, what should always be your first step?</p> <p>What are the signs of shock?</p> <p>Conceptual Understandings:</p> <p>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety to self and others.</p> <p>Applying first aid procedures can minimize injury and save lives.</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS guide</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Discuss difference between unintentional and intentional injury 2. Discuss ways to prevent injury and safety measures to follow 3. Discuss common situations where safety and health is jeopardized. 4. Discuss what to do if abuse is suspected or occurs 5. Practice conflict resolution strategies 6. Practice basic first aid procedures 7. GBS targeted extension activities <p>Assessment Models:</p> <p>Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p>

Suggested days of Instruction	Curriculum Management System	Topic: Safety, Injury, and Violence Prevention	
	Subject/Grade Level: Grade 6 Health	Goal 7: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify the most common causes of unintentional and intentional injury among adolescents; perform basic first aid procedures.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(2.1.6.E.2, 2.2.6.A.1, 2.2.6.A.2, 9.1.8.D.1)</p> <p>7.5. Assess when to use basic first aid procedures. (2.1.6.D.4)</p> <p>7.6. Implement problem-solving strategies to solve a problem in school or the community. (9.1.8.A.2)</p> <p>7.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>7.8. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>7.9. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		<p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K. Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit <i>Current Health 1 & 2</i> magazine articles Internet resources</p>

Suggested days of Instruction	Curriculum Management System	Topic: Safety, Injury, and Violence Prevention	
	<u>Subject/Grade Level:</u> Grade 6 Health	Goal 7: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify the most common causes of unintentional and intentional injury among adolescents; perform basic first aid procedures.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.10. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>7.11. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 6 Health	Topic: Substance Abuse Prevention	
		Goal 8: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify the signs and symptoms of substance abuse; recognize the risk factors that contribute to the use and abuse of alcohol, tobacco, and drugs; identify methods for intervention, treatment, and cessation of drug dependency.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4-5	<p>8.1. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. (2.3.6.C.1)</p> <p>8.2. Explain how wellness is affected during the stages of drug dependency/addiction. (2.3.6.C.2)</p> <p>8.3. Determine the various factors that contribute to the use and abuse of alcohol, tobacco and other drugs (i.e. peer pressure, low self esteem, genetics and poor role models). (2.3.6.C.3)</p> <p>8.4. Explain effective strategies to stop using alcohol, tobacco and other drugs and that support the ability to remain drug-free. (2.3.6.C.4)</p> <p>8.5. Describe the short and long-term effects and the potential</p>	<p>Essential Questions:</p> <p>What are some signs of a substance abuse problem? How is the body affected by drug addiction? What are some factors that contribute to the use and abuse of alcohol, tobacco and other drugs? What can we do to stop using drugs and remain drug free? Why are over the counter and prescription drugs potentially dangerous substances?</p> <p>Conceptual Understandings:</p> <p>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>Medicines come in a variety of forms are used for numerous reasons and should be taken as directed in order to be safe and effective.</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Define substance abuse and addiction 2. Discuss the physical, social and economic effects of substance abuse and addiction on the individual, family and the community 3. Investigate methods of intervention, treatment and cessation of drug dependency for various addictive substances 4. Identify internal factors (character) and external factors (family, peers, culture, media, community, faith) that influence the decision to use or not use drugs 5. Role play resistance skills 6. GBS targeted extension activities <p>Assessment Models:</p> <p>Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities</p>

Suggested days of Instruction	Curriculum Management System	Topic: Substance Abuse Prevention	
	Subject/Grade Level: Grade 6 Health	Goal 8: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify the signs and symptoms of substance abuse; recognize the risk factors that contribute to the use and abuse of alcohol, tobacco, and drugs; identify methods for intervention, treatment, and cessation of drug dependency.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>for abuse of commonly used over the counter and prescription medicines, herbal and medicinal supplements. (2.3.6.A.1)</p> <p>8.6. Compare the information found on over the counter and prescription drugs. (2.3.6.A.2)</p> <p>8.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>8.8. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>8.9. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>8.10. Use effective</p>		<p>Class work/homework Quizzes</p> <p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> Tillman and Toner <i>Totally Awesome Health:</i> Meeks and Heit <i>Current Health 1 & 2</i> magazine articles <i>The Truth About Drugs</i> program materials: www.drugfreeworld.org <i>Substance Abuse Prevention Activities for Secondary Students:</i> P. Gerne & T. Gerne <i>Substance Abuse Prevention Activities:</i> P. Toner</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 6 Health	Topic: Substance Abuse Prevention	
		Goal 8: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify the signs and symptoms of substance abuse; recognize the risk factors that contribute to the use and abuse of alcohol, tobacco, and drugs; identify methods for intervention, treatment, and cessation of drug dependency.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>8.11. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Consumer and Community Health	
	Subject/Grade Level:	Goal 9: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify community organizations that offer opportunities for youth service; identify factors that influence decisions as a responsible health consumer.	
	Grade 6 Health	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)		
	The student will be able to:		
2-3	<p>9.1. Determine the goals of various community or service-organization initiatives to determine opportunities for volunteer service. (2.2.6.D.1)</p> <p>9.2. Develop a position about a health issue in order to inform peers. (2.2.6.D.2)</p> <p>9.3. Determine the factors that influence responsible decisions regarding health products and resources. (2.1.6.A.1, 2.1.6.A.3, 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3, 2.2.6.B.4, 2.2.6.E.1)</p> <p>9.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>9.5. Determine an individual's</p>	<p>Essential Questions:</p> <p>What are some examples of community organizations?</p> <p>What are the goals or initiatives of our community organizations?</p> <p>How does knowing these goals influence your decision to volunteer?</p> <p>What are examples of consumer rights?</p> <p>What are factors that influence your decisions as a responsible health consumer?</p> <p>Conceptual Understandings:</p> <p>Participation in social and health or service organization initiatives has a positive social impact.</p> <p>Every health-related decision has short and long-term consequences and affects the ability to reach health goals.</p> <p>Health literacy includes the ability to compare and evaluate health resources.</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS guide</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Identify community organizations that may need the volunteer services of teens 2. Prepare a statement, poster, skit, art project that presents a message for peers about a current health issue 3. Analyze the factors that influence decision-making regarding health products and resources 4. GBS targeted extension activities <p>Assessment Models:</p> <p>Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p> <p>Additional Resources:</p>

Suggested days of Instruction	Curriculum Management System	Topic: Consumer and Community Health	
	Subject/Grade Level: Grade 6 Health	Goal 9: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify community organizations that offer opportunities for youth service; identify factors that influence decisions as a responsible health consumer.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>9.6. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>9.7. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>9.8. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p><i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc.</p> <p><i>Health Education Ideas and Activities:</i> R. Puza</p> <p><i>How to Survive Teaching Health:</i> K. Tillman and P. Toner</p> <p><i>Totally Awesome Health:</i> Meeks and Heit</p> <p><i>Current Health 1 & 2</i> magazine articles</p> <p>Internet resources</p>

