

Wilson Area School District Planned Course Guide

Title of planned course: Health Education

Subject Area: Health

Grade Level: 6th Grade

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

Curriculum Writing Committee: Mike Falcone
Anne Skutches
Nancy Thomas
Brandon Tigar

Curriculum Map

<u>August-</u>	Introduction of 6 th Grade Health
<u>September-</u>	Cyber bullying
<u>October-</u>	Life skills
<u>November-</u>	Life skills
<u>December-</u>	Life skills
<u>January-</u>	Life skills
<u>February-</u>	Life skills
<u>March-</u>	Life skills
<u>April-</u>	Nutrition
<u>May-</u>	Fitness
<u>June-</u>	Fitness

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

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. • 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/ sunscreen 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