

A Healthy, Active Lifestyle		
Content Area: 02 Health		
Course & Grade Level: 06 Grade 6 Health Cycle		
Summary and Rationale		
<p>The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthful lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthful living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.</p>		
Recommended Pacing		
30 days CMS/30 day GMS		
New Jersey Student Learning State Standards for Health Education		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
CPI #2.1 A	Cumulative Progress Indicator (CPI)	
	Strand A	Personal Growth and Development
2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.	
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.	
CPI #2.1.B	Cumulative Progress Indicator (CPI)	
	Strand B	Nutrition
2.1.6.B.1	Determine factors that influence food choices and eating patterns.	
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.	
CPI #2.1.C	Cumulative Progress Indicator (CPI)	
	Strand C	Diseases and Health Conditions
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.	
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.	
2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.	
CPI #2.1.D	Cumulative Progress Indicator (CPI)	
	Strand D	Safety
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.	
2.1.6.D.4	Assess when to use basic first-aid procedures.	
CPI #2.1.E	Cumulative Progress Indicator (CPI)	
	Strand E	Social and Emotional Health
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.	

2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle			
CPI #2.2.B	Cumulative Progress Indicator (CPI) <table border="1"> <tr> <td>Strand B</td><td>Decision-Making and Goal-Setting</td></tr> </table>	Strand B	Decision-Making and Goal-Setting
Strand B	Decision-Making and Goal-Setting		
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.		
2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.		
CPI #2.2.E	Cumulative Progress Indicator (CPI) <table border="1"> <tr> <td>Strand E</td><td>Health Services and Information</td></tr> </table>	Strand E	Health Services and Information
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2.2.6.E.1	Determine the validity and reliability of different types of health resources.		
2.2.6.E.2	Communicating health needs to trusted adults and professionals assist in the prevention, early detection, and treatment of health problems		
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.			
CPI #2.3.A	Cumulative Progress Indicator (CPI) <table border="1"> <tr> <td>Strand A</td><td>Medicines</td></tr> </table>	Strand A	Medicines
Strand A	Medicines		
2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.		
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines		
CPI #2.3.B	Cumulative Progress Indicator (CPI) <table border="1"> <tr> <td>Strand B</td><td>Alcohol, Tobacco, and Other Drugs</td></tr> </table>	Strand B	Alcohol, Tobacco, and Other Drugs
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2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.		
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.		
CPI #2.3.C	Cumulative Progress Indicator (CPI) <table border="1"> <tr> <td>Strand C</td><td>Dependency/Addiction and Treatment</td></tr> </table>	Strand C	Dependency/Addiction and Treatment
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2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.			
CPI #2.4.B	Cumulative Progress Indicator (CPI) <table border="1"> <tr> <td>Strand B</td><td>Sexuality</td></tr> </table>	Strand B	Sexuality
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2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.		
Interdisciplinary Connections			
Standard #	Standard		
PS:B1.8	Know when peer pressure is influencing a decision.		
PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices.		
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.		
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		

SL.6.1.	. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly
SL.6.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
CRP2.	Apply appropriate academic technical skills.
CRP4.	Communicate clearly and effectively with reason.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity

9.2 Career Awareness, Exploration, and Preparation

Standard #	Standard
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

New Jersey Student Learning Standards for Technology

Standard #	Standard
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings:

- Staying healthy is a lifelong process that includes all dimensions of wellness
- Eating patterns are influenced by a variety of factors (costs, needs of the individuals, cultural, age and environment, and availability)
- The early detection and treatment of diseases and health conditions impacts one's health
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others
- Applying first aid procedures can minimize injuries and save lives
- Social and emotional development impacts all components of wellness
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Effective communication may be a determining factor 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.
- Participation in social and health-or service-organization initiatives have a positive social impact.
- Health literacy includes the ability to compare and evaluate health resources.
- Communicating health needs to trusted adults and professionals assist in the prevention, early detection, and treatment of health problems.
- Medicine comes in a variety of forms (prescription medicines, over-the-counter medicines, medical supplements), are used for numerous reasons and should be taken as directed in order to be safe and effective.

- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risks behaviors.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
- Responsible actions regarding sexual behaviors impact the health of oneself and others.

Unit Essential Questions:

- How do the physical, social, emotional, spiritual and mental dimensions of wellness help contribute to a healthy lifestyle?
- How can stress impact my overall wellness?
- How do the dimensions of wellness connect to overall wellness?
- How can my environment impact my health choices?
- How difficult is it to begin practicing healthy behaviors?
- How can disordered eating effect my dimensions of wellness?
- How does the media influence the way I care for my body?
- How are communicable diseases spread?
- How is HIV/AIDS spread?
- How can my healthy choices prevent disease?
- How and when should I advocate for my health?
- How do I make a good health choice?
- How does peer pressure influence my decision making?
- Why are some medicines sold over-the-counter and some need a prescription?
- How can I avoid problems with taking medications?
- Why is it important to know what steps to take in an emergency?
- How can I be of assistance in a first aid emergency?
- How can inhalants harm my body?
- How can the use of inhalant prevent me from achieving short and long term goals?
- Is a good decision for one person a good decision for everyone?

Objectives:

Students will know

- Dimensions of Wellness
- Strategies that they can use to improve their own health/wellness
- Strategies to manage and reduce stress
- The difference between communicable and non-communicable diseases
- The 4 different types of pathogens and how they transmit communicable diseases
- Modern medicine and vaccines that prevent/treat diseases
- The body's immune response to infection
- Methods of HIV transfer and prevention strategies
- Signs and symptoms of common chronic non-communicable diseases
- Lifestyle behaviors that contribute to developing non-communicable diseases
- The difference between anorexia, bulimia, and compulsive/binge eating
- Factors that lead to an eating disorder
- Individuals and resources that can help identify and treat eating disorders
- The three different types of steroids
- Anabolic steroids and ways they affect the body

- The effect of media pressures and the development of one's body image
- First aid procedures indicated for individual medical emergency situations
- Types of inhalant
- Long and short term effects of inhalant use
- Signs and symptoms of inhalant use
- Resources to receive help for inhalant use
- The difference between prescription and over-the-counter medicines

Students will be able to

- Explain how the dimensions of wellness are interconnected
- Develop an action plan for personal wellness; chart progress toward goals; reflect on benefits of a healthy habits and behaviors
- Practice stress management strategies
- Differentiate between communicable and non-communicable diseases
- Explain how the four different pathogens are transmitted
- Describe how vaccines and medicines prevent or treat disease
- Describe the progression of immune system response
- List methods of HIV transfer
- List ways to prevent HIV
- Identify the main body fluids that carry HIV
- Explain how healthy living behaviors can prevent non-communicable diseases
- Describe the difference between the three eating disorders
- List factors that contribute to eating disorders
- Identify resources to treat eating disorders
- Differentiate between the three types of steroids
- List common signs and symptoms of steroids use
- Explain how the media influences development of body image
- Identify when it is appropriate to render first aid
- Sequence proper first aid procedures
- Identify types of inhalants
- List common abused inhalant substances
- List long and short term effects of inhalants
- Identify signs and symptoms of inhalant use
- Differentiate between prescription and over the counter medicines
- Read and interpret labels on prescription and over the counter medicine containers

Evidence of Learning

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text: Teen Health by Glencoe Publishing

Suggested Resources:

Current Health Magazine by Weekly Reader

Livestrong.com

Play60.com

Healthykid.org

Healthyteen.org

CDC.gov

Medlineplus.gov

Webmd.com

Brain Pop

You Tube Videos

HRM video library

Sunburst Video library

PBS Kids