

CONTENT AREA: HEALTH	GRADE: 6	UNIT: I	UNIT NAME: WELLNESS
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TEEN HEALTH COURSE 2 GLENCOE 2003	ESSENTIAL QUESTIONS
Chapter 2: Taking Responsibility for Your Health	<ul style="list-style-type: none"> • Which health skills are necessary to interact with others? • What are some types of decisions that affect your health and the health of others? • How can you develop good character?
Chapter 4: Food and Nutrition	<ul style="list-style-type: none"> • What are the 6 nutrients and what are their functions? • Why is a food label important? • How does your body digest foods? • How does your body remove wastes?
Chapter 6: Growth and Development; Lesson 5	<ul style="list-style-type: none"> • How does the impact of genetics, family history, personal health practices, and environment affect personal growth and development in each life stage?
Chapter 7: Mental and Emotional Health, Lessons 1-3	<ul style="list-style-type: none"> • What are some characteristics of good mental and emotional health? • How can you express emotions in a healthy way? • What are some healthy ways to manage stress?

CONTENT AREA: HEALTH

GRADE: 6

UNIT: I

UNIT NAME: WELLNESS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Describe how effective decision making can impact choices made by individuals or groups in regards to personal wellness • Examine how to analyze foods nutritional value in relation to an individual's needs 	<ul style="list-style-type: none"> • 2.2.6.B.1: Use effective decision-making strategies. • 2.2.6.B.2: Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. • 2.1.6.A.3: Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. • 2.1.8.A.3: Relate advances in technology to maintaining and improving personal health. • 2.1.8.A.4: Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. • 2.1.6.B.3: Create a daily balanced nutritional meal based on nutritional content, value, calories, and cost 	<p><i>Suggested length of study:</i> 4 weeks</p> <p>Classroom text</p> <p>Worksheets:</p> <ul style="list-style-type: none"> • Nutrients worksheet • Learning from Labels • Reading Labels <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Review Games:</p> <ul style="list-style-type: none"> • Trashcan Basketball • Jeopardy

CONTENT AREA: HEALTH

GRADE: 6

UNIT: I

UNIT NAME: WELLNESS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Determine how culture/family history influences impacts one's personal growth and health • Define common mental illnesses and evaluate one's ability to recognize and adapt negative risk factors in one's lifestyle 	<ul style="list-style-type: none"> • 2.1.8.A.1: Assess and apply health data to enhance each dimension of personal wellness. • 2.1.8.A.2: Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. • 2.1.8.B.1: Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. • 2.1.8.A.1: Assess and apply health data to enhance each dimension of personal wellness. • 2.1.8.A.2: Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Exit slips</p> <p><i>Summative:</i></p> <p>Nutrients Quiz</p> <p>Reading Labels Quiz</p> <p>Energy Drink Project</p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Worksheets</p>

CONTENT AREA: HEALTH	GRADE: 6	UNIT: II	UNIT NAME: FAMILY LIFE
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TEEN HEALTH COURSE 2 GLENCOE 2003	ESSENTIAL QUESTIONS
Chapter 8: Social Health: Family and Friends	<ul style="list-style-type: none"> • How does verbal communication differ from nonverbal communication? • How does your family influence your physical, mental/emotional, and social health? • What actions can you take to strengthen family relationships? • What are some ways to deal with negative peer pressure? • What are the benefits of abstinence from sexual activity?
Chapter 9: Resolving Conflicts and Preventing Violence	<ul style="list-style-type: none"> • Why do conflicts occur? • How can you avoid conflict? • What causes violence in a society? • What can you do to avoid being a victim of violence? • What are the signs, causes, and effects of abuse?
Chapter 12: Understanding Communicable Diseases	<ul style="list-style-type: none"> • In what ways are germs spread? • How does the immune system function? • What are some common communicable diseases and what ways can they be transmitted? • What are STIs/STDs? • How do people become infected with HIV/AIDS? • How is hepatitis spread? • What lifestyle behaviors can you practice in order to stay healthy?

CONTENT AREA: HEALTH	GRADE: 6	UNIT: II	UNIT NAME: FAMILY LIFE
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Identify how conflicts may be resolved between individuals • Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents • Identify various strategies that will assist adolescents in resisting pressure and remaining abstinent 	<ul style="list-style-type: none"> • 2.4.6.A.4: Demonstrate successful resolution of a problem(s) among friends and in other relationships. • 2.4.6.A.4: Demonstrate successful resolution of a problem(s) among friends and in other relationships. • 2.4.6.A.5: Compare and contrast the role of dating and dating behaviors in adolescence • 2.4.6.B.2: Summarize strategies to remain abstinent and resist pressures to become sexually active. • 2.4.6.B.4: Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior 	<p><i>Suggested length of study:</i> 4 weeks</p> <p>Classroom text</p> <p>Articles:</p> <ul style="list-style-type: none"> • My Family Lost Its Home • I Live with My Dad • Finding a Family • Family Matters • I'm Raising My Brother <p>Worksheet:</p> <ul style="list-style-type: none"> • Families <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Review Games:</p> <ul style="list-style-type: none"> • Trashcan Basketball • Jeopardy

CONTENT AREA: HEALTH	GRADE: 6	UNIT: II	UNIT NAME: FAMILY LIFE
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Evaluate the ramifications (HIV/AIDS, STI's, HPV, and Pregnancy) of sexual activity during adolescence and how they may impact the choices regarding sexual behavior • Identify the challenges faced by adolescent parents and their families 	<ul style="list-style-type: none"> • 2.4.6.B.2: Summarize strategies to remain abstinent and resist pressures to become sexually active. • 2.4.6.B.3: Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. • 2.4.6.B.4: Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. • 2.4.6.C.4: Predict challenges that may be faced by adolescent parents and their families. • 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 • 2.4.6.A.1: Compare and contrast how families may change over time 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Peer assessments</p> <p><i>Summative:</i></p> <p>Families Quiz</p> <p>Families Groupwork Activity</p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Worksheet</p>

CONTENT AREA: HEALTH**GRADE: 6****UNIT: III****UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS**

TEEN HEALTH COURSE 2 GLENCOE 2003	ESSENTIAL QUESTIONS
Chapter 10: Tobacco	<ul style="list-style-type: none"> • What are the substances in tobacco that cause health problems? • How can smoking affect the function of the respiratory system? • Why do people become addicted to tobacco? • How can you defend your rights as a nonsmoker?
Chapter 11: Drugs and Alcohol	<ul style="list-style-type: none"> • What are some different types of medicines? • How can you avoid misusing medicines? • How does alcohol affect the body? • What is alcoholism? • What is drug abuse? • How can drug use affect the nervous system? • How does alcohol and drug abuse pose risks to physical, mental/emotional, and social health?

CONTENT AREA: HEALTH	GRADE: 6	UNIT: III	UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Identify and compare information that is contained on the bottle of over the counter and prescription drugs • Examine data on how drugs/alcohol effect decision making and the potential for illness, injury, disease, and risky health behaviors • Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings 	<ul style="list-style-type: none"> • 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 • 2.3.6.B.4: Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health. • 2.3.6.B.1: Explain the system of drug classification and why it is useful in preventing substance abuse • 2.3.6.B.5: Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. • 2.2.8.B.1: Predict social situations that may require the use of decision-making skills. 	<p><i>Suggested length of study:</i> 2 weeks</p> <p>Classroom text</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Review Games:</p> <ul style="list-style-type: none"> • Trashcan Basketball • Jeopardy

CONTENT AREA: HEALTH

GRADE: 6

UNIT: III

UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Describe the different stages of alcoholism and drug addiction • Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis 	<ul style="list-style-type: none"> • 2.3.6.B.4: Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health. • 2.3.6.B.7: Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Thumbs up/Thumbs down</p> <p><i>Summative:</i></p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p>

CONTENT AREA: HEALTH	GRADE: 6	UNIT: IV	UNIT NAME: COMMUNITY HEALTH SKILLS
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TEEN HEALTH COURSE 2 GLENCOE 2003	ESSENTIAL QUESTIONS
Chapter 7: Mental and Emotional Health; Lesson 4	<ul style="list-style-type: none">• What are the warning signs of serious mental and emotional problems?• How can you help yourself or a friend with a mental or emotional problem?
Chapter 14: Personal Safety and Injury Prevention	<ul style="list-style-type: none">• What precautions do schools take to protect the safety of its students?

CONTENT AREA: HEALTH

GRADE: 6

UNIT: IV

UNIT NAME: COMMUNITY HEALTH SKILLS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Describe how the use of negotiation, refusal, and assertiveness skills play an important role in being able to communicate with others • Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination • Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds • Identify and develop a position in relation to a health related issue that affects the school community 	<ul style="list-style-type: none"> • 2.2.6.A.2: Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. • 2.2.6.A.2: Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. • 2.1.6.E.2: Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. • 2.2.6.B.3: Determine how conflicting interests may influence one's decisions. • 2.2.6.C.2: Predict situations that may challenge an individual's core ethical values. • 2.2.6.D.2: Develop a position about a health issue in order to inform peers. 	<p><i>Suggested length of study:</i> 2 weeks</p> <p>Classroom text</p> <p><i>Choices</i> magazines</p> <p>Peer pressure scenarios</p> <p>Abuse situations</p> <p>Computer lab for projects</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Review Games:</p> <ul style="list-style-type: none"> • Trashcan Basketball • Jeopardy

CONTENT AREA: HEALTH

GRADE: 6

UNIT: IV

UNIT NAME: COMMUNITY HEALTH SKILLS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Determine health situations that would require support from adults or qualified health professionals • Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them • Describe what steps should be taken if self or other kinds of abuse are suspected 	<ul style="list-style-type: none"> • 2.2.6.E.2: Distinguish health issues that warrant support from trusted adults or health professionals. • 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. • 2.1.6.D.2: Explain what to do if abuse is suspected or occurs. 	<p><i>Formative:</i></p> <p>Class participation</p> <p><i>Summative:</i></p> <p>Peer pressure/abuse role plays</p> <p>Health situations and solutions project</p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p>