

Course: Health

GRADE: 6

Revised 9/10/07

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

The 6th grade health curriculum gives students the opportunity to be exposed to life-long learning topics that will enhance personal wellness.



II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes): 70

Length of Course: Rotational

Unit of Credit:

PLANNED COURSE ADAPTATIONS/MODIFICATIONS

Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

Assessment is an integral part of instruction reflecting student progress as well as achievement. Therefore, also included are suggestions for assessment modifications.

- Peer Support
- Cooperative learning among peers
- Modeling
- Development of Information Organizer
- Development of Graphic Organizer
- Development of structured study guides
- Student selection of instructional material (i.e., reading, writing, math)
- Taped lessons
- Copy notes (peer or teacher)
- Student conferencing
- Combine and vary modes of lesson presentation
- Adjust language level to match the developmental and intellectual levels of students
- Let student practice given examples first. Then assign tasks to be completed.
- Provide opportunity for guided and independent practice in a variety of situations
- Limit number and length of directions
- Have students repeat/review directions (i.e., peer to peer, student to teacher)
- Give feedback that is as immediate, specific, and objective as possible
- Clarify error responses so that students do not make the same errors over and over again
- Reinforce progress towards desired outcomes
- Breakdown complex tasks into smaller, more manageable units
- Use verbal prompts to elicit desired results
- Use manual guidance (i.e., hand over hand) to facilitate correct responses
- Computer assisted instruction
- Assessment based upon teacher observation of student performance (i.e., daily work, portfolio, artifacts, projects)
- Extended test time
- Test read to student by teacher or peer
- Oral testing (i.e., student retelling of information)
- Open book/note test
- Alternate testing (any demonstration of a student's understanding of concepts)
- Retesting
- Reduce the number of responses required on tests
- Use of curriculum based assessment
- Vary test format
- Objectively define mastery as related to each task. Tasks should be learned to mastery
- Reduce or remove distracting stimuli
- Use of concrete objects and manipulatives in all stages of instruction and assessment
- Emphasize important information
- Allow extra time to complete assignments/projects
- Limit the number of assigned tasks in the initial stages of learning. As the student's competency increases, expect the student to complete the same number of tasks as the rest of the class
- Use supplemental materials
- Alternate assignments accepted (i.e., modification to homework assignments)
- Flexible grouping/individual assistance
- Seating to accommodate needs
- Teacher proximity
- Use behavioral management techniques (i.e., contracts, time-out, token system, charts)

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum [instructional content and learning activities] and is evaluated through the TESTED curriculum [expected levels of student achievement - learning outcomes]
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an “active” document
- Special Pennsylvania Department of Education [PDE] legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent:** a brief overview of the course and program goals
- **Instructional Time:** frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes:** emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome:** describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities:** suggested activities designed to help all students achieve the learning outcomes and standards
- **Outcomes/Standards:** statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain
- **Expected Levels of Achievement (Learning Outcomes):** what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment):** student performance level achieved and measured through specified evaluation criteria

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health

Discipline/Grade Level: 6

UNIT LESSON OUTCOME: 1

Students will be able to utilize the health triangle to assess personal wellness.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input checked="" type="checkbox"/>	10.5	<input checked="" type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input checked="" type="checkbox"/>	11.4	<input checked="" type="checkbox"/>														
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 1</p> <p>How do I know if I am healthy?</p> <p>How do I become healthy?</p> <p>What level of health should I aim to achieve?</p>	<p>Define health, wellness, prevention, physical health, mental/emotional health and social health</p> <p>List the elements of physical health</p> <p>List the elements of mental/emotional health</p> <p>List the elements of social health</p> <p>Brainstorm how to maintain wellness</p> <p>Complete personal inventory</p> <p>Define the degrees of wellness</p> <p>List healthy habits</p>	<p>Project</p> <p>Diagrams</p> <p>Observation</p> <p>Oral Questioning</p> <p>Short answers</p> <p>Visuals</p>	<p>Glencoe –<u>Teen Health, Course 1</u></p> <p>Concept map</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health

Discipline/Grade Level: 6

UNIT LESSON OUTCOME: 2

Students will be able to utilize communication and social skills to build and maintain positive relationships.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input checked="" type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input checked="" type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input checked="" type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD 2 Why is having friends important? How can I make and keep friends? How do I combat peer pressure? How does my family affect who I become? How do I deal with family problems? Why is it important to have good communication skills? Why are social skills important? How can I become more socially involved? What are the benefits of being assertive?	Define relationship, friendship, reliable, sympathetic, peer and peer pressure List the qualities of a good friend Discuss the benefits of having friends List the types of peer pressure Brainstorm methods for dealing with negative peer pressure Define family, nuclear family, couple family, single-parent family, blended family, extended family, abuse, sexual abuse and neglect List the types of families Brainstorm how the family structure is changing Identify qualities of a healthy family Brainstorm ways to cope with family pressures	Quiz Diagram Observation Oral questioning Short answers Interview Visuals	Glencoe – <u>Teen Health, Course 1</u> Friendship packet Friends worksheet Overheads Family packet Family interview Family slideshow Communication packet Communication worksheet Social skills packet Conversational skills packet Attraction worksheet Assertiveness packet “What’s Your Refusal Style” worksheet

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

	<p>Define communication, assertive, passive, aggressive</p> <p>List the benefits of good communication</p> <p>Practice methods of sending and receiving messages</p> <p>Define self-confidence, specific, initiate, sustain, compliment, attributes, interaction</p> <p>Discuss strategies for overcoming shyness</p> <p>Practice initiating social contacts</p> <p>Practice giving and receiving compliments</p> <p>Practice various conversational skills</p> <p>Brainstorm how to talk/interact with someone you are attracted to</p> <p>Define assertive, aggressive, passive and self-esteem</p> <p>Discuss assertive situations</p> <p>Brainstorm assertive situations</p> <p>List reasons for not being assertive</p> <p>Discuss verbal and non-verbal assertive skills</p>	<p>Practice saying "NO"</p> <p>How I see myself worksheet</p> <p>Self-image packet</p> <p>Recording My Progress worksheet</p>
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LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Brainstorm methods for resisting peer pressure

Define self-image

Describe how self-image develops

Discuss how self-image impacts behavior

Discuss how self-image impacts friendships

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health

Discipline/Grade Level: 6

UNIT LESSON OUTCOME: 3

Students will be able to utilize nutrition concepts to maintain health.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input checked="" type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	13.1	<input type="checkbox"/>	13.2	<input type="checkbox"/>	13.3	<input type="checkbox"/>	13.4	<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 3</p> <p>Why does it matter what I eat?</p> <p>What kinds of foods does my body need?</p>	<p>Define nutrition, diet, nutrient, carbohydrate, protein, fat, vitamin, mineral, RDA, fiber, saturated fat and calorie</p> <p>List the elements of a balanced diet</p> <p>Describe what food does for the body</p> <p>List the six categories of nutrients</p> <p>Define/Identify healthy weight</p> <p>Brainstorm weight control methods</p>	<p>Dietary log</p> <p>Diagrams</p> <p>Observation</p> <p>Oral Questioning</p> <p>Short answers</p> <p>Visuals</p>	<p>Glencoe – <u>Teen Health, Course 1</u></p> <p>Nutrition packet</p> <p>Go, Slow Down and Stop worksheet</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health

Discipline/Grade Level: 6

UNIT LESSON OUTCOME: 4

Students will be able to identify the effects on health of smoking, alcohol and marijuana.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 4</p> <p>How does substance abuse affect my overall health?</p>	<p>Define minority, estimates, long-range, risk factor, addiction, socially acceptable, side stream smoke</p> <p>List the immediate effects of cigarette smoking</p> <p>Discuss how smoking effects the body</p> <p>Discuss the process of smoking addiction</p> <p>Brainstorm non-smoker rights</p> <p>Define alcohol, misconception, abstinence and tolerance</p> <p>List the effects of alcohol on the mind and body</p> <p>Describe the patterns of drinking</p> <p>Identify drinking behavior types</p> <p>Brainstorm reasons why people choose to drink or not to drink</p>	<p>Quiz</p> <p>Observation</p> <p>Oral questioning</p> <p>Short answer</p> <p>Visuals</p>	<p>Life skills workbook</p> <p>Overheads</p> <p>Smoking packet</p> <p>Who's Using Drugs worksheet</p> <p>My Reasons for Not Smoking worksheet</p> <p>Alcohol packet</p> <p>Drinking facts sheet</p> <p>My Reasons for Not Drinking sheet</p> <p>Marijuana packet</p> <p>Marijuana fact sheet</p> <p>My Reasons for Not Smoking Marijuana sheet</p> <p>Marijuana article</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Define marijuana, psychoactive, THC, euphoria, illicit, decriminalization, legalization

Discuss the effects of marijuana on the mind and body

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health

Discipline/Grade Level: 6

UNIT LESSON OUTCOME: 5

Students will be able to utilize problem solving techniques to make positive, healthy decisions and set goals.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input checked="" type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input checked="" type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 5</p> <p>Why is it important to have goals?</p> <p>How does the media impact my decisions?</p>	<p>Define goal, long-term goal and short-term goal</p> <p>List the types of goals</p> <p>How to set goals</p> <p>Create an action plan</p> <p>Discuss guidelines for setting goals</p> <p>Discuss why we would change a goal</p> <p>Define decision, influence, pressure and persuasive tactics</p> <p>Compare and contrast simple and complex decisions</p> <p>Brainstorm how people or things influence decisions</p> <p>Describe the 3 C's of effective decision making</p> <p>Define media and role model</p> <p>Discuss the influence of the media</p>	<p>Essay</p> <p>Observation</p> <p>Oral questioning</p> <p>Short answers</p> <p>Spreadsheet</p>	<p>Glencoe – <u>Teen Health, Course 1</u></p> <p>Age 30 worksheet</p> <p>Long-term Goals worksheet</p> <p>Goal Setting packet</p> <p>Overheads</p> <p>Making decisions packet</p> <p>Everyday decisions packet</p> <p>Putting the 3 C's into practice worksheet</p> <p>My Decision Making Planner worksheet</p> <p>Advertising packet</p> <p>Analyzing Ads worksheets</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

	<p>Identify role models</p> <p>Identify characteristics of role models</p> <p>List the types of media</p> <p>Brainstorm the impact of violence in the media</p> <p>Brainstorm how to resist false and distorted images</p> <p>Define consumer, manipulate and deceptive</p> <p>List reasons why companies advertise</p> <p>Define advertising techniques</p>		
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LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health

Discipline/Grade Level: 6

UNIT LESSON OUTCOME: 6

Students will be able to identify and discuss the process of conception gestation and child development.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input checked="" type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input checked="" type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 6</p> <p>How does life begin?</p> <p>How does a baby develop in the womb?</p> <p>How do children develop?</p> <p>How does the body work?</p>	<p>Define fertilization, egg cell, sperm cell, uterus, umbilical cord, cell tissue and organ system</p> <p>Describe development before birth</p> <p>Identify the building blocks of life</p> <p>Discuss proper pre-natal care</p> <p>Define infancy, toddler, preschooler, adolescence, hormone, puberty, The Growth-Years and childhood</p> <p>Explain the changes occurring during adolescence (physical, emotional, mental, social)</p>	<p>Quiz</p> <p>Diagrams</p> <p>Observation</p> <p>Oral questioning</p> <p>Short answers</p> <p>Visuals</p>	<p>Glencoe – <u>Teen Health, Course 1</u></p> <p>Beginnings of Life packet</p> <p>Overheads</p> <p>Childhood packet</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health

Discipline/Grade Level: 6

UNIT LESSON OUTCOME: 7

Students will be able to perform basic health maintenance.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 7</p> <p>How do you catch a cold?</p> <p>How can I keep my heart healthy?</p> <p>What do I do for someone who needs first aid?</p> <p>What is a disease?</p>	<p>Define disease, communicable disease, non-communicable disease, infection, immune system, lymphocyte, antibody, immunity, vaccine, sexually transmitted disease, abstinence, HIV, AIDS</p> <p>Explain what causes communicable diseases</p> <p>List types of germs</p> <p>Explain the immune system response</p> <p>List ways to prevent communicable diseases</p> <p>List common communicable and non-communicable diseases</p> <p>Discuss STDs</p> <p>Identify ways of preventing the spread of HIV</p> <p>List types of heart disease</p> <p>Identify ways to prevent heart disease</p>	<p>Quiz</p> <p>Diagrams</p> <p>Oral questioning</p> <p>Short answers</p> <p>Visuals</p> <p>Log</p>	<p>Glencoe – <u>Teen Health, Course 1</u></p> <p>Disease packet</p> <p>First-Aid packet</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

	<p>Explain how someone would prevent and treat cancer</p> <p>Explain what an asthma attack is and how to prevent it</p> <p>Explain the two types of diabetes</p> <p>List the symptoms of diabetes</p> <p>Define first aid, rescue breathing, choking, abdominal thrust, poison control center, first-degree burn, second-degree burn and third-degree burn</p> <p>Brainstorm what to do in an emergency</p> <p>Explain the steps to rescue breathing</p> <p>Identify what to do for someone who is:</p> <ul style="list-style-type: none">• bleeding• choking• poisoned• burned <p>Compare and contrast the different types of burns</p>		
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