

MSAD #53 Health Curriculum Grade 6

Student Learning Goals: Students will understand that . . .

- Healthful eating directly impacts wellness.
- Hygiene includes the actions that you take to improve or maintain your health.
- There is a difference between appropriate use and abuse of drugs and that there are risks associated with drug use.
- There are many influences on personal health, including family, peers, media, school, and community, and culture.
- There are connections between behavior and personal health.
- Effective communication supports interpersonal relationships and personal health.

School Wide Health Concepts – Integrate in All Subject Areas:

- Making connections between healthy behaviors and personal health
- Identifying barriers to practicing healthy behaviors
- Avoiding or reducing health risks by practicing common safety procedures
- Communicating with others to support interpersonal relationships and to be a self-advocate for personal health

Note: MSAD #53 Family Life Curriculum topics will be addressed through “Mind and Body” workshops, TBD:

- Sexuality and the law
- Dating and abuse
- Refusal skills
- Sexual Behavior
- Sexual Health

Content & MLR Alignment	Skills: students will . . .	Subject Area Integration
<p>Nutrition (A.6) Food Pyramid: Nutrients & Food Groups Healthy Food Choices</p>	<p>Review the structure of the Food Pyramid and create a healthy menu based on dietary guidelines.</p> <p>Review the six main classes of nutrients (carbohydrates, fats, proteins, vitamins, minerals, water) and explain their function and importance to the human body.</p> <p>Describe illnesses or conditions that result from poor diet.</p> <p>Make healthful food choices based on the Food Pyramid structure.</p>	<p>Health & PE</p>
<p>Personal Hygiene (C.1) Eyes and Ears</p>	<p>Make the connection between good personal hygiene habits and good health.</p> <p>Explain the importance of caring for the eyes and ears; e.g., using safety goggles, using sunglasses, limiting screen time, keeping headphone volume reasonable. Teacher note: connect to study of light and sound, structure of eyes and ears.</p> <p>Identify illnesses of and prevention practices for healthy eyes and ears.</p>	<p>Health & PE</p> <p>Science</p>

<p>Dangers of Substance Abuse (alcohol, tobacco, illegal drugs) (A.6 and D.3) Categories of Drugs Gateway Drugs Prescription Drugs</p> <p>Health Resources (B.1 and B.2)</p>	<p>Define what a drug is and identify categories of drugs.</p> <p>Distinguish between use and abuse of drugs.</p> <p>Define <i>gateway drugs</i> and explain how the use of these substances can lead to use of other harmful drugs.</p> <p>Through a research process, select a drug or category of drugs and explain the effects of the use of this drug on the human body and risks associated with drug use.</p> <p>Locate and use valid health resources as part of the research process.</p>	<p>Health & PE w/support from Library Media Specialist</p>
<p>Influences on Health Behaviors (D.1)</p>	<p>Examine how the family, school, and community influence the health behaviors of adolescents.</p> <p>Describe how peers influence healthy and unhealthy behaviors.</p> <p>Analyze how messages from media influence health behaviors.</p> <p>Explain how the <i>perceptions of norms</i> influence healthy and unhealthy behaviors.</p> <p>Explain how <i>culture</i> and personal values and beliefs influence individual health behaviors.</p>	<p>Social Studies and E/LA</p>

<p>Healthy Body & Mind (A.2) Personal Health Goal Holistic Health Model Wellness Continuum</p>	<p>Define the parts of the Holistic Health Model (physical, emotional, mental/intellectual, environmental, social). <i>See graphic & explanation in Appendix.</i></p> <p>Assess and periodically revisit personal health using the Wellness Continuum. <i>See Appendix.</i></p> <p>Create a personal health goal.</p> <p>Document progress toward personal health goal through the student portfolio.</p>	<p>FISH</p>
<p>Communication Skills (E.1) Listening Refusal skills Self-advocacy & assertiveness Cooperative discussion</p>	<p>Practice active listening.</p> <p>Participate in structured small and large group discussions (see protocols in Appendix).</p> <p>Practice refusal skills and self-advocacy skills using scenarios and role playing.</p>	<p>E/LA</p> <p>E/LA FISH</p> <p>Theater Arts</p>

Appendix

Core Instructional Strategies:

- Build & activate prior knowledge through read-alouds, videos, writing & discussion prompts, K-W-L;
- Develop vocabulary knowledge w/word walls, four square, list/group/label, concept definition mapping, and other activities involving concentrated word work;
- Establish purpose for reading or listening;
- Support reading comprehension through identification of nonfiction text features & their purposes.

Differentiation Strategies:

- Multiple texts with varying readability levels;
- Partner reading;
- Read alouds;
- Flexible grouping and/or centers for labs & projects w/multiple roles;
- Modified rubrics;
- Choice in content, process, or product.

Essential Vocabulary:

The Holistic Health Model is the wellness approach that addresses the body, mind, and spirit of an individual (Cynthia Perkins).

- **Physical health** is the overall condition of a living organism at a given time, the soundness of the body, freedom from disease or abnormality, and the condition of optimal well-being (Ron Kurtus).
- **Mental/intellectual health** can be conceptualized as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (World Health Organization).
- **Emotional health** is the ability to express all emotions appropriately (Thayer White).
- **Social health** is your ability to get along with people around you. These relationships are the connections that you have with groups and people in your life (Mary H. Bronson, Michael J. Cleary and Betty Hubbard).
- **Spiritual health** is having meaning & direction in life. It involves development of positive morals, ethics & values. Being healthy spiritually helps us to demonstrate love, hope & a sense of caring for yourself and others (School District 6 New Brunswick).

Holistic Health Model
Wellness Continuum
Food Pyramid
Nutrients
Carbohydrates
Fats
Proteins
Vitamins
Minerals
Water
Fiber
Hygiene
Advocacy
Communication
Drug
Abuse
Stimulants
Depressants
Narcotics
Hallucinogens
Inhalants
Gateway drugs
Tolerance
Overdose
Culture
Peers
Media
Perceptions
Norms

Materials and Resources:

Mypyramid.com
Nutrition –
Project Alert
Guidance resources
Science texts
Library materials including Marvel! databases