

Content Area (s)

- Personal Health Community Health Safety & Accident Prevention Family Life Environmental Health
 Nutrition Consumer Health Substance Use & Abuse Growth & Development Disease Prevention

Benchmarks:

Demonstrate thorough understanding of key health concepts.

Explain the importance of assuming responsibility for personal health.

Analyze a personal health assessment to determine health strengths and risks.

Describe how school, family, and peers influence the health of adolescents.

PI#

A8

C1

C2

D4

Students will know:

1. The four components of health and how they relate to one another. (e.g. self-esteem/emotional health effects physical health)
2. Definition of self-esteem
3. How transitions effect the four components of health (e.g. new school, responsibilities, friends, and puberty)

Learning Activities, Student Products, and Assessments (*)

1. Personal Pyramid
2. Health notebook/journal entry & Writing Across the Curriculum
3. Self-esteem activity

Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)

1. Teacher Edition-Personal Pyramid
2. Self esteem flip chart
3. Stacey Caruso

Students will be able to:

1. Describe how a change in one component effects the others.
2. Explain how their self-esteem develops changes/fluctuates.

Key:

Art, Music (A,M)
 Guidance (G)
 Nurse (N)
 Physical Ed. (PE)
 Technology (T)
 D.A.R.E. (D)

Content Area (s)

- Personal Health
 Community Health
 Safety & Accident Prevention
 Family Life
 Environmental Health
 Nutrition
 Consumer Health
 Substance Use & Abuse
 Growth & Development
 Disease Prevention

<p>Benchmarks: Describe the relationship among physical, mental, emotional, and social health. Analyze how the environment relates to personal health. Describe how school, family, and peers influence the health of adolescents. Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.</p>	<p>PI# A2 A5 D4 F5</p>
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<p>Students will know:</p> <ol style="list-style-type: none"> Definitions of physical, mental, emotional, and social health. Definition of environment as it relates to physical health. Influences on adolescent health (i.e. school, family, and peers). Own strengths and needs. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <ol style="list-style-type: none"> Brief lecture Health notebook/journal entry <u>W</u>riting <u>A</u>cross the <u>C</u>urriculum Small group brainstorming activity Full class discussion Student directed: Ground Rules Strengths and Needs check off list Goal/Plan Worksheet 	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)</p> <ol style="list-style-type: none"> Notes Health Text Student notebooks Life Skills workbook Student directed “ground rules” Rubric for student notebook Strengths and Needs check off Goal/Plan worksheet
<p>Students will be able to:</p> <ol style="list-style-type: none"> Describe the relationship between physical, mental, and social health. Determine appropriate behavior expectations for selves and others in classroom. Recognize how they are affected and strategies to deal with outside influences. Choose a health goal and develop a plan. 		<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>

Content Area (s)

- Personal Health Community Health Safety & Accident Prevention Family Life Environmental Health
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Benchmarks:

Analyze how the environment relates to personal health.

Distinguish between healthy and unhealthy stress management techniques.

Describe how school, family, and peers influence the health of adolescents.

Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g. positive peer pressure).

Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.

PI#

A5

C6

D4

E1

F4

Students will know:

1. Students in 6th grade have common feelings regarding the transition to middle school.
2. The nature of changing relationships including family and friends.
3. That they have new responsibilities that go with growing up.

Learning Activities, Student Products, and Assessments (*)**Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)****Students will be able to:**

1. Communicate effectively about their changing relationships and transition.
2. Demonstrate healthy stress management techniques.
3. Show responsibility towards their new environment.

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Art, Music (A,M)

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Nurse (N)

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Technology (T)

D.A.R.E. (D)

Content Area (s)

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Benchmarks:

Develop injury prevention and response strategies for personal safety, including first aid.
 Demonstrate ways to avoid or change situations that threaten personal safety.

PI#

C4
C5

Students will know:

1. Ways of preventing home accidents.
2. How to act safely near roads when outdoors.
3. Basic first aid for shock, bleeding, breathing/choking, poisoning, and burns.
4. How to respond in emergency situations.

Learning Activities, Student Products, and Assessments (*)

1. Escape routes and plans
2. Notebook entry
3. Guest presenters
4. Ideas:
 - Role play accident scenes and “test out”

Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)

School nurse
 Old Town Fire Department
 Emergency Action Video
 Old Town Police Department

Students will be able to:

1. Describe ways of preventing home accidents.
2. Explain how to act safely near roads when outdoors.
3. List basic steps of first aid.
4. Describe how to respond in emergency situations.

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<p>Benchmarks: Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease. Describe the relationship among physical, mental, emotional, and social health. Analyze the effects that risky behaviors have on personal health. Demonstrate thorough understanding of key health concepts. Explain the importance of assuming responsibility for personal health.</p>		<p>PI# A1 A2 A3 A8 C1</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. What the information on food labels means. 2. Understand the role of the digestive and the circulatory systems in nutrition. 3. The role and food source of nutrients. 4. The meaning of RDA. 5. What a healthy snack is. 	<p>Learning Activities, Student Products, and Assessments (*)</p> <ol style="list-style-type: none"> 1. Food logs* 2. Food pyramid and servings 3. Guest speakers 4. Snack Attack Plan* <p>*written test</p>	<p>Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.) Food Service Manager School Nurse Nutrition Center at EMMC “The Zone” Book</p> <ul style="list-style-type: none"> • add to with other resources on all nutrition needs i.e. protein
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify information on food labels. 2. Explain the role of the digestive and circulatory system in nutrition. 3. Describe the role and food source of nutrients. 4. Explain the meaning of RDA. 5. List healthy snacks. 		<p>Key: Art, Music (A,M) Guidance (G) Nurse (N) Physical Ed. (PE) Technology (T) D.A.R.E. (D)</p>

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Benchmarks:

Identify the characteristics and stages of human growth and development.
 Demonstrate thorough understanding of key health concepts.

PI#

A7
A8

Students will know:

1. The physical, social, and emotional changes of puberty for males and females.
2. The wide range of normal development during puberty.
3. That heredity influences one's potential for growth & development. Truths and myths regarding reproductive anatomy and puberty.

Students will be able to:

1. Label diagrams of male and female reproductive anatomy.
2. Match terms for reproductive anatomy with their definitions.
3. Design strategies to cope with feelings, experienced during puberty.
4. Experience increased acceptance of one's own body.
5. Explain the process of menstruation.

Learning Activities, Student Products, and Assessments (*)

1. Pretest
2. SSR (Sustained Silent Reading Booklets)
3. Male/female plastic models
4. Activities-make/draw posters and/or models ("Promoting Healthy Sexuality" Family Planning Association of Maine)
5. Group work/report out to class
6. Journal entry
7. Notebook
8. Post test-Diagram Labeling
9. Post test-Always Changing

Resources (People, Places, Field Trips, Curriculum Guides, Books, etc.)

Video "Kids to Kids" 25 min.
 Video "Always Changing" 25 min.
 C.H. Magazine articles

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