

## Section: Health – Sixth Grade

**Rationale:** Young adolescents should have a fundamental understanding of all aspects of a healthy lifestyle. According to This We Believe by the National Middle School Association “rapid physical changes combined with the multiple hazards of contemporary life make early adolescence a crucial period for developing healthy personal habits.” The study of safety, nutrition/fitness, substance abuse, mental and emotional health, body systems, diseases, and human sexuality at this level focuses on the impact that personal behaviors can have on healthy system functioning.

Good health practices including an active lifestyle, self-assessment and self care are important concepts to reinforce. Body image and appearance become a high concern to adolescents and yet the health choices that they make are inappropriate. The ability to analyze nutritional information in diets, on food labels and in recipes will help students make sound nutritional choices and reject deceptive nutritional claims. Understanding the relationship between diet and exercise, nutrition and disease prevention as well as eating disorders can assist students in making healthy decisions throughout young adulthood.

The percentage of 13-15 year olds who begin using marijuana, smoking, drinking, or/are suspended or, arrested is higher than all other age groups. Having a health education course specifically targeting substance abuse at this age group could lower the percentage.

Besides beginning to experiment with harmful drugs, students also begin to explore their bodies. As students mature and become involved in dating relationships, emphasis should be given to abstinence and the prevention of sexually transmitted diseases. They should become informed about assessing their own health, knowing when to seek help and how to communicate symptoms to a health care provider.

With many of our middle level students beginning to babysit safety issues related to caring for others should be emphasized. They should have a more thorough knowledge of how to assess injuries and emergency situations and appropriate treatment.

**Course Description:** Health classes at the middle level are designed to increase the knowledge of the human body and raise awareness of health-related issues. A variety of topics such as safety, mental & emotional health, nutrition/fitness, body systems, substance abuse, and human sexuality will be taught each year based on the appropriate level for each grade level.

**Content:** Exercise & Fitness

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
			Analyze how aerobic and anaerobic exercise impacts an individual physically, mentally, and emotionally.
Identify various exercise activities that promote lifelong wellness.			

**Content:** Nutrition

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify the main nutrient groups.			
Describe the function of nutrient as they pertain to the overall needs of the body (teen) (hydration)			
Recognize appropriate portion and serving size.			
			Analyze and critique food choices (labels, menus, processed foods, etc) to determine nutritional value and serving size.

**Content:** Substance Abuse

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
		Differentiate among various types of drugs and their effect upon the body including over-the-counter, prescription and illegal drugs.	

**Content:** Safety

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
		Assess home, school, and community environments for potential unsafe situations and respond appropriately.	
		Recognize and assess an emergency and demonstrate the three Cs (check, call, care)	

**Content:** Body Systems

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
		Illustrate air flow through the respiratory system and explain its relationship to the circulatory system.	
Measure respiratory rates during activity and inactivity.			
		Explain ways in which the digestive and excretory systems work together and with other body systems.	

**Content:** Mental and Emotional Health

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
		Differentiate between negative & positive peer pressure and discuss refusal skills.	
	Explain how family, friends, and culture influence perceptions, attitude, health choices and behaviors during adolescence.		
Recognize diversity of cultures (social identity, race, sexual orientation, lifestyles).			
Recognize media's influence on health behaviors, practices, and body image.			
Identify signs and symptoms of stress and their affect on personal health.			

**Content:** Human Sexuality

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
	Summarize the process and events of the human life cycle including fertilization, fetal development and birth.		
Recognize signs of sexual harassment and sexual coercion (peer pressure, internet, cell phone, etc.)			
Identify proper hygiene practices.			
Recognize the signs of healthy and unhealthy relationships.			
Identify abstinence as the only 100% effective fertilization prevention method.			

**Content:** Diseases

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify preventative measures and treatments for communicable diseases.			