

# **School District of South Orange-Maplewood**

## **Middle School Health Curriculum – Grade 6**



**South Orange Maplewood  
School District  
Department of Curriculum &  
Instruction**  
**2017-2018**

# **GRADE 6**

# **Health Education**

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## INTRODUCTION

### Comprehensive Health and Physical Education in the 21<sup>st</sup> Century

**Health literacy** is an integral component of 21<sup>st</sup> century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues

### **National Health Education Standards (SHAPE America, 2007)**

The National Health Education Standards are grounded in skill-based health education. Specifically, a shift from teaching content to teaching students the skills needed to lead healthy, active lives. The standards encourage a de-emphasis on providing information and a foundation in assisting students in using foundational knowledge to practice the follow skills:

**Standard 1:** Students will **comprehend concepts** related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will **analyze the influence** of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to **access valid information and products and services** to enhance health.

**Standard 4:** Students will demonstrate the ability **to use interpersonal communication skills** to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to **use decision-making skills** to enhance health.

**Standard 6:** Students will demonstrate the ability to **use goal-setting skills** to enhance health.

**Standard 7:** Students will demonstrate the ability to **practice health-enhancing behaviors** and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to **advocate** for personal, family, and community health

### **Comprehensive Health and Physical Education Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21<sup>st</sup> century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

### **New Jersey Legislative Statutes Summary**

The following legislative actions are the responsibility of the health education curriculum:

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**  
Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.
- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**  
Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.
- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**  
Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.
- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**  
The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.
- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.**  
Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.**

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or



sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

**Unit 1: Wellness**

**Grade Level: 6th Grade**

**Thematic Overview**

In this unit, the students will be able to understand that health is a combination of physical, mental/emotional, and social well-being. Students will attain a higher level of health literacy throughout this unit so they can maintain good health now and in the future. Students will explain and apply the criteria needed to evaluate various forms of health information. Additionally, students will analyze how internal and external influences greatly impact their health. By learning how to take personal responsibility for establishing and maintaining the health maintenance of all three areas of the health triangle, students will be able to ultimately promote their health and well-being and reduce risky behaviors.

**Standards:**

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 cycle.

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.

2.1.8.E.1: Evaluate various health products, services, and resources from different sources, including the Internet.

### **Driving Questions**

- What is health and wellness?
- How can you take responsibility for your own health and keep all of the areas of health in balance?
- What is the relationship between promoting healthy behavior and preventing disease?
- How does being competent in health literacy help you achieve a higher level of wellness?
- How has technology in today's age impacted the health of individuals, communities, and world?
- Why is it so imperative to learn about risky behaviors in the teenage years?

### **Student Objectives and Learning Goals**

Students will know and understand:

- The criteria for evaluating health information.
- The importance of health literacy and characteristics of a health-literate person.
- How to take responsibility of their own health.
- How to analyze various influences in their lives in order to maintain positive health and avoid risky behavior.
- How to promote their own health and reduce risky behavior.

Students will demonstrate the ability to:

- Define health literacy, list the dimensions of health literacy, and explain the characteristics of health literate people.
- Explain each side of the health triangle and differentiate between healthful and unhealthful in each area.
- Identify internal and external influences on their health and analyze how they impact their behavior, thoughts, values, and beliefs.
- Consider different plans of action to handle and deal with the many influences in their lives.
- Apply the ACCESS Model to evaluate different products and services and access valid and reliable information.

### Sample Assessments

- Students can evaluate a common source of health information (e.g., food labels, current event story, advertisement, prescription). They can use **ACCESS** in order to determine the source's validity:

Is it Accurate?

Is it Credible:

Is it Current?

Is it Easy to use and access?

What Situations is it best used in?

Are the claims or information Supported?

(Source: taken from Essentials of Teaching Health Education)

- Students will choose a health-risk behavior. They will research how student trends in this behavior have changed within the last ten years. They will work in small groups to plan, create, and present a slide show, video, or computer-generated presentation of how to avoid this risk.
- Students will assess their current health. They will create a health mobile that will present their current behaviors in all aspects of health: physical, mental/emotional, and social. They will use drawings, pictures from magazines or newspapers, etc. to create their mobile. They will portray their positive health behaviors on one side and negative behaviors on the other side. They will then analyze how they improve the negative behaviors.

## **Unit 2: Decision Making**

**Grade Level: 6th Grade**

### **Thematic Overview**

In this unit, the students will be able to understand the importance of making appropriate decisions every day in order to improve and support their personal health and wellness. Students will acquire the knowledge and skills necessary to be able to make positive choices about friendships, dating, alcohol, drug use, smoking, and sexual activity. Additionally, students will understand the decision making model and be able to apply it in a difficult situation in order to avoid negative consequences to their health now and in the future.

### **Standards:**

2.2.8.B.1: Predict social situations that may require the use of decision-making skills.

2.2.8.B.2: Justify when individual or collaborative decision-making is appropriate.

2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals.

### **Driving Questions**

- What role do your values play on the decisions you make on a daily basis?
- What ways do values differ between individuals and why?
- What are some health-related decisions that teens face daily?
- How can health-related decisions impact each side of health triangle??
- What are some positive and negative outcomes/consequences that might occur when individuals with different values interact?
- How do I successfully make difficult decisions?

## Student Objectives and Learning Goals

Students will know and understand:

- Differences in values result in conflict.
- The six steps of the DECIDE Model and how to apply the model to various situations.
- Responsible decisions and good decision making skills contribute to a healthy lifestyle.
- Every health-related decision has consequences.
- Seeking advice from experienced individuals regarding decision-making skills can provide valuable feedback.

Students will demonstrate the ability to:

- Determine when a health-related situation requires the use of a thoughtful decision-making process.
- Examine different choices to a decision.
- Predict the positive and negative consequences of each choice in order to make a decision.
- Use the HELP (healthful, ethical, legal, parent approval) criteria to make a good decision.
- Make a healthy decision and analyze the outcome of their choice.

## Sample Assessments

- Working in small groups, students will use the DECIDE Model to contemplate a decision. Students will create a comic strip of their scenario and portray each step of the decision.
- Students will read two stories. Each story will offer a different perspective on the same dilemma (e.g., feeling ill and not knowing what to do because they don't want to miss an upcoming extracurricular activity, seeing another student getting bullied and questioning what they should do to help). Even though the characters face the same dilemma, they come to different health-enhancing solutions. Then students discuss which steps the characters took in order to reach their solution. (The Essentials of Teaching Health Education)
- Test Day is a great activity taken from Tom Jackson's book *Still More Activities That Teach*. Students will be divided into groups of three or four. The teacher will read the story "Test Day". Students will have to work together to rank the characters in the story from most responsible for Helen getting into trouble to least responsible. Each group will have to verbally defend their answer as they present to the class. Afterwards, each student will use the DECIDE Model to demonstrate what they would have personally done in Helen's situation.

### **Unit 3: Goal Setting**

**Grade Level: 6th Grade**

#### **Thematic Overview**

In this unit, the students will be able to

By learning to establish and reach goals, students can plan for a desirable and healthful future, build self-confidence, and increase self-esteem.

#### **Standards:**

2.2.8.B.3 : Analyze factors that support or hinder the achievement of personal health goals during different life stages.

#### **Driving Questions**

- What are some health-related goals a teenager might have?
- What strategies can I use to help me set and achieve my goals?
- What is a SMART Goal and how is it relevant to the goal setting process?
- What part does reflection and evaluation play in the goal setting process?

#### **Student Objectives and Learning Goals**

Students will know and understand:

- The importance of having values and setting goals in order to determine what to keep, discard, or re-evaluate in the future.
- I can assess the importance of having values and setting goals in order to determine what we want to keep, discard, or re-evaluate in the future.
- The relevance of goal setting in someone's health and life.
- The difference between short- and long- term goals.
- That goal setting has five distinct points: assessing needs, setting a goal, creating a plan to achieve the goal, working towards the goal, and reflecting on the process.
- The five steps of setting a SMART Goal and how to apply each step to a personal goal.
- Someone's future success is determined by the goals and plans they make now.

Students will demonstrate the ability to:

- Identify and describe the processes involved in choosing and achieving health goals.
- Differentiate between short- and long- term goals.
- Assess the areas in which they need to improve their health.
- Create a goal in order to improve an aspect of their health.
- Develop and implement an action plan for a personal health goal.
- Describe how goals can vary as priorities, abilities, and responsibilities change throughout someone's life cycle.

### **Sample Assessments**

- Students will create a 7 Day Challenge. They will choose a challenge that they want to accomplish in 7 days. They will collect various pieces of evidence that proves they have accomplished their goal. They will keep a journal of reflection for each day of the challenge. They will present their accomplishments to the class.
- Students will research and present a biography of a person who was successful in his/her field. They will identify what has made that person successful and consider what goals he/she may have set along the way. Students will then set a personal goal that could help them reach their own dreams. (The Essentials of Teaching Health Education).
- Students will create a timeline of five milestones from their past, five that they are working to achieve now in their teenage years, and five more they would like to achieve in the future. Students can use markers, pictures, and cut-outs to make their timeline in a creative manner. Provide them with some thought-provoking questions about their past, present, and future. Please use the following source:  
<https://www.advocatesforyouth.org/storage/advfy/documents/chapter7.pdf>



**Unit 4: Nutrition**

**Grade Level: 6th Grade**

**Thematic Overview**

In this unit, the students will be able to build upon prior knowledge from earlier nutrition education. Sixth grade students will understand that choosing the right foods is a necessity for lifelong good health. Healthy eating patterns decrease the risk of developing diseases in the future. In order to make healthful food choices, students need to understand the many influences on food choices. They will learn about the six types of nutrients needed in daily food consumption and what role each of them plays inside of the body. Students will be exposed to various food labels and will practice analyzing the contents of each product so that they can make wise food choices. This unit will stress the importance of applying balance, variety, moderation to every meal.

**Standards:**

2.2.8.B.1: Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.2.8.B.2: Identify and defend healthy ways for adolescents to lose, gain, and maintain weight.

2.2.8.B.3: Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

2.2.8.B.4: Analyze the nutritional values of new products and supplements.

2.2.8.A.1: Access and apply Health Data to enhance each dimension of personal wellness.

2.2.8.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.

2.2.8.A.3: Relate advances in technology maintaining and improving personal health.

### Driving Questions

- What influences your food choices?
- Are your eating habits healthful? Why or why not?
- How does a person make healthful food choices?
- Why do we have Dietary Guidelines for Americans?
- How do today's portions sizes compare to portion sizes 20 years ago?
- What should be included in order to create a nutritious meal?
- What is the importance of eating breakfast?
- How do you think age, gender, and activity levels affect the recommended amount of servings per meal and day?

### Student Objectives and Learning Goals

Students will know and understand:

- The important relationship between of nutrition and the quality of life and disease prevention.
- That food labels provide essential information about ingredients and the nutritional value of foods.
- That the Dietary Guidelines for Americans can help individuals choose healthful meals and snacks.
- A balanced diet and exercise is necessary in order to maintain positive physical and mental health.

Students will demonstrate the ability to:

- Identify the six essentials nutrients (e.g., carbohydrates, proteins, fat, minerals, vitamins, water).
- Understand the role of each nutrient in the body, evaluate the importance of each nutrient, and identify food sources of each nutrient.
- Analyze the information on a food label.
- Look at different food labels and differentiate between a healthy and unhealthy food product.
- Interpret the key concepts from the *Dietary Guidelines for Americans* (Making smart choices, finding balance between food and activity, getting the most nutrition out of calories) in order to make informed and healthy food choices.
- Demonstrate use of and summarize recommendations from the MyPlate Food Guidance System.
- Create an eating plan based on your nutritional needs.

### Sample Assessments

- Imagine that you have been elected to a Healthy Middle School Vending Machine committee, and it is your job to determine which foods your middle school's vending machines will include. List at least five healthy criteria that foods must pass to be in the machines. Write a paragraph explaining how the new options will enhance student work.
- Your group is opening a health food store and is looking for healthful foods to stock the store. Working in groups, pass around grocery bags containing nutritional labels. After reviewing the Nutrition Facts information from your lesson, analyze each label, and choose one item from each bag to add to your store's inventory. Describe your choices to the class. Include the reasons why your group selected each food item for the store.
- Create a menu that includes all of your favorite foods and their nutrition information. Divide your favorite foods into five categories: appetizers (4 items), main courses (6 items), side dishes (5 items), desserts (at least 2 items), and beverages (at least 2 items). Once you have listed your favorite foods by category, research the nutritional information of all the items on your menu. Finally, create a visually pleasing menu with your foods listed by category, their nutritional information, your restaurant name, and pictures. Print your menu to show to the class.  
Reflection: At "whose restaurant" would you want to eat and why?

**Unit 5: Character Education**

**Grade Level: 6th Grade**

**Thematic Overview**

In this unit, the students will be able to understand that good character is an important part of a healthy identity. Students will examine the six traits of good character and come to an understanding of how each trait plays an important role in their own life. Students will share experiences from their own life and explain how different influences help shape their character. Each lesson will focus on a different character trait and provide ample time for the students to go into deep thought about how they may demonstrate each trait at home, school, and in their community.

**Standards:**

2.2.8.C.1: Analyze strategies to enhance character development in individual, group, and team activities.

2.2.8.C.2: Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.2.8.C.3: Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

2.2.8.D.1: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2.2.8.D.2: Defend a position on a health or social issue to activate community awareness and responsiveness.

2.1.8.E.2: Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

**Driving Questions**

- What influences character?
- How does having good character contribute to physical, mental/emotional, and social health?
- What does “taking responsibility” mean?
- What are ways you can be responsible for your physical and mental health?
- What makes someone a good citizen?
- How can you demonstrate citizenship at home, school, and in your community?
- How important is respect in our lives?

- What are ways you can show respect towards yourself and others?
- What is the relationship between integrity and trustworthiness?
- What are the benefits of being a trustworthy person?
- What is your own definition of fairness?
- What does being fair have to do with one's character?
- What are ways that you can give back to your community?
- Can you choose to be a caring person, or are you born that way?

### **Student Objectives and Learning Goals**

Students will know and understand:

- Character is the way a person thinks, feels, and acts.
- Good character is built on trustworthiness, responsibility, caring, citizenship, fairness, and respect.
- A person shows their true character through their actions and words.
- Life experiences, personal values, and role models help shape a person's character.
- Trustworthy people can be relied upon to do what they say they will do.
- Integrity is the quality of doing something right.
- Accepting responsibility includes accountability.
- A fair person treats everyone equally and honestly.
- Caring involves having the spirit of giving and showing sympathy and empathy.
- Traits of good character include communication skills, respect, tolerance, and citizenship.
- People have the capacity to make a true difference at home, school, and in the community.

(Source: Glencoe teen/health building character +prevent bullying)

Students will demonstrate the ability to:

- Describe the importance of character for self, others, and community.
- Examine each trait and explain ways that they demonstrate the trait at home, in school, and in the community.
- Perform acts of kindness in everyday life.
- Explain the importance of tolerance, empathy, and sympathy.
- Define stereotype, racism, bias, and discrimination and offer ways to reduce these acts.
- Demonstrate ways of how to treat others with fairness and equity.
- Create their own definition of respect and provide their peers with ideas of how to demonstrate respect in everyday life.
- Understand what a non-profit organization is and learn about several teen organizations that are making an impact in our society.
- Prioritize the responsibilities that come with getting older and how to manage the more complex ones.
- Characterize what a good friend is and what a healthy friendship may look like.

### Sample Assessments

- Students will work in small groups and will be assigned a character trait. Each group will brainstorm and list examples of how teens can develop their assigned character trait. Groups will create a poster featuring each example. Groups will present their poster to the class. As they present, they must explain how the examples can help a teenager develop good character.
- Students will search the internet for “teen volunteer organizations.” They will research an organization and state their mission, background information, events that advocate for their mission, and how to get involved. They will create a poster and a flyer to advocate for the organization. Students can also write a letter to the organization and receive free materials about the issue. As a class, they will choose one of the organizations and promote the awareness issue throughout the school for a week.
- Students will create a flip chart on a large piece of construction paper about good character. They will cut a tab for each of the character traits: Citizenship, Caring, Responsibility, Trustworthiness, Fairness, and Respect. On the back of each tab, students will define the character trait. Students will then pick each of the following questions or prompts and answer each one for each trait. They may only use each question or prompt one time. Here are the questions or prompts:
  - Words and pictures of examples of this
  - This is my strongest trait because...
  - Story of when I was (trait)...
  - My role model is....They demonstrate this trait by...
  - Ways I demonstrate this trait in school, home, community
  - This is a trait I want to develop a little more because...

## **Unit 6: Puberty**

**Grade Level:** 6th Grade

### **Thematic Overview**

In this unit, the students will be able to understand that adolescence is a time of tremendous change. Students will understand that puberty is a slow gradual process of various stages in which everyone experiences at their own rate. The fact that everyone goes through this time of life and reacts differently is highly stressed throughout the unit. Students will explore the physical, mental/emotional, and social changes that occur during the teenage years. They will learn about the importance of hygiene and know how to differentiate between useful products and products that could be harmful to their health. Additionally, they will investigate various teenage websites pertaining to this issue so that they can get the most up-to-date and accurate information now and in the future.

### **Standards:**

2.4.6.B.1: Compare growth patterns of males and females during adolescence.

2.4.8.B.1: Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

2.1.8.A.4: Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

2.1.8.E.1: Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

### **Driving Questions**

- What are the different changes that teenagers experience during puberty?
- What is the similarity and difference between puberty and adolescence?
- Why do teenagers commonly experience mood swings?
- How are you different than you were a few years ago?
- What are some qualities that describe a mature person?
- How can strong communication skills lead to healthy relationships?

## **Student Objectives and Learning Goals**

Students will know and understand:

- The changes you go through during adolescence will prepare you for what is to come in adulthood.
- Every teenager begins puberty at a different age.
- The start of puberty is triggered by the Endocrine System
- Practicing good communication skills can strengthen relationships during the teen years.
- The distinctions between the definitions of puberty, sperm, ovum, erection, nocturnal emission, and menstruation.

Students will demonstrate the ability to:

- Identify and describe the physical, mental/emotional, and social changes that occur during adolescence.
- Identify and describe the developmental tasks of adolescence: Emotional and psychological independence, personal sense of identity, personal value system, and control over your behavior.
- When a male reaches puberty, hormones stimulate the production of testosterone, initiating sperm production and the development of secondary sex characteristics.
- When a female reaches puberty, hormones stimulate the production of estrogen and progesterone. As a result, secondary sex characteristics develop.
- Demonstrate strategies for communicating needs, wants, and emotions that lead to responsible behaviors.
- Understand and explain the causes of physical changes and the roles that hormones play during adolescence.
- Distinguish helpful from useless and/or harmful health and hygiene practices and explain the purposes of the products that accompany puberty.
- Explain that health/hygiene product advertisers do not always have the consumer's best interests in mind.
- Explain the basic progression of the entire menstrual cycle.
- Identify websites that contain medically-accurate and valid information about puberty and adolescence.



### Sample Assessments

- Students will work individually to list the various physical, mental/emotional, and social changes that occur to a person during puberty. On the left hand side of a piece of lined notebook paper starting with the letter "A" and going down, students will write each letter of the alphabet. Starting with "A," students will identify all of the changes an adolescent might go through between the ages of 12-15. NOTE- Each change written down must start with the one of the letters of the alphabet. (Example: H: Hormones, R: Relationships, etc.). When the students have finished, they need to read it and use a different colored pen or pencil to circle five changes they believe are the most challenging for a teen during puberty. Next to each change that was circled, the student will write one positive health behavior a teen can choose to do that can positively enhance or improve this health challenge. For example: F: Feelings Enhance: A teen can enhance or improve their emotional health by acknowledging how they feel and sharing their honest feelings with a trusted family member or friend. They will complete the project by using a pen or pencil with a different colored ink or lead to add a variety of valid and reliable resources. The resources should show how to enhance or improve the top five health challenges. (Source: Glencoe Teen/health Healthy Relationships + Sexuality).
- Students will seek advice from their parents or guardians. They will ask an older adult in their life about one piece of advice they would give them about puberty. The students will interview them and write a reflection about it. They will also write the piece of advice in a creative manner on a blank sheet of paper. They will share their advice with the class.
- Students will work in small groups to create a "Mood Rap." They will focus on an emotion that they feel is common with the early teenage years. They will sing it to the class.

**Approved Teacher Resources/Textbooks:**

Glencoe Health: Teacher Wraparound Edition

Instructor's Edition of Comprehensive Health by Sanderson, Zelman, Lynch and Munsell

*Activities That Teach by Tom Jackson*

*More Activities That Teach by Tom Jackson*

*Still More Activities That Teach by Tom Jackson*

*The Essentials of Teaching Health Education Curriculum, Instruction, and Assessment by Sarah Benes and Holly Alperin*

*Tools for Teaching Health: Lessons and Activities to Promote Health Literacy and Reduce Health Risks by Shannon Whalen, Dominick Splendorio, and Sal Chiariello*

Create Related Rubrics at Rubistar: <http://rubistar.4teachers.org/index.php>

**Approved Websites:**

[www.actsofkindness.org](http://www.actsofkindness.org).

[www.lifevestinside.com](http://www.lifevestinside.com)

<https://onlinecounselingprograms.com/resources/school-counselor-toolkit/student-development/>

In promoting academic, career, and personal/social development, school counselors provide support to students in every grade level by providing comprehensive, proactive lesson plans surrounding character development, relationship education, conflict resolution, and much more.

[www.wiseskills.com/blogs/latest-blog-post](http://www.wiseskills.com/blogs/latest-blog-post)

Tips and ideas for teachers concerned about educating for character.

Giraffe Heroes Program - a Free Lesson

<http://www.giraffe.org/resources/teaching-materials>

<http://www.dosomething.org/>

<http://www.scu.edu/ethics/practicing/focusareas/education/>

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Grade 6 Health Curriculum

Ethical dilemmas for young people written as dialogs.

<http://www.scu.edu/ethics/practicing/decision/>

<http://www.kidscare.org>

Dedicated to developing compassion and the spirit of charity in children. This organization provides children, families, schools, and religious groups with meaningful opportunities to help others in their local and global communities.

<http://www.tolerance.org>

A national education project dedicated to helping teachers foster equity, respect, and understanding in the classroom and beyond.

<http://www.colorado.edu/conflict/peace/treatment/civilcom.htm>

<http://www.colorado.edu/conflict/civility.htm>

These are pages on the University of Colorado website with instructions on how to deal with difficult, long-lasting, and resolution-resistant conflicts.

<http://www.montgomeryschoolsmd.org/departments/ssl/index.aspx>

What would a model service learning program consist of? This amazing site gives the entire set of blueprints for the Student Service Learning program of the Montgomery County (Maryland) Public Schools.

<http://www.studentsagainsthunger.org/>

NSCAHH works with a coalition of students and community members to end hunger and homelessness through education, service and action. It's the largest student network fighting hunger and homelessness in the country.

<http://learningtogive.org/>

Teaching the importance of voluntary action for the common good in a democratic society.

[www.teenshealth.org](http://www.teenshealth.org)

<https://www.advocatesforyouth.org/storage/advfy/documents/chapter7.pdf>

<http://www.goalsettingbasics.com/smart-goal.html>

[www.goodcharacter.com](http://www.goodcharacter.com)

**Video:**

<https://www.youtube.com/watch?v=nzRvMsnoF8>

<https://www.youtube.com/watch?v=yaXV5GBx-s>

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Grade 6 Health Curriculum

[www.teenshealth.org](http://www.teenshealth.org)

**We Can!**

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm>

**Learn to be Healthy**

[www.learntobehealthy.org](http://www.learntobehealthy.org)

**Mindless Eating Web Site**

<http://www.mindlesseating.org>

**Nutrient Data Laboratory Site:**

<http://www.nal.usda.gov/fnic/foodcomp/search/>

**NHLBI Portion Distortion:**

<http://hin.nhlbi.nih.gov/portionindex.htm>

**Serving Size Card:**

<http://hp2010.nhlbihin.net/portion/servingcard7.pdf>

**Empowering Youth with Nutrition and Physical Activity:**

[www.teamnutrition.usda.gov/Resources/empoweringyouth.html](http://www.teamnutrition.usda.gov/Resources/empoweringyouth.html)

**National Center for Chronic Disease Prevention and Health Promotion (CDC)**

[www.cdc.gov/healthyYouth/nutrition/facts.htm](http://www.cdc.gov/healthyYouth/nutrition/facts.htm)

[www.healthypeople.gov](http://www.healthypeople.gov)

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

Dynamic, up-to-date, inclusive curriculum

[www.sexetc.org](http://www.sexetc.org)

Answer at Rutgers University

[www.kingcounty.gov/health/flash](http://www.kingcounty.gov/health/flash)

[www.plannedparenthood.org/teen-talk](http://www.plannedparenthood.org/teen-talk)

Teen Talk by Planned Parenthood

[www.teensource.org](http://www.teensource.org)

Teen Source by California Family Health Council

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Grade 6 Health Curriculum

[www.kidshealth.org](http://www.kidshealth.org)

<http://ashastd.org>

[The American Social Health Association](#)

<http://www.sexualityandu.ca/sexualhealth/all-about-puberty/sexual-reproduction>

<http://pbskids.org/itsmylife/body/puberty/>

[http://kidshealth.org/kid/grow/body\\_stuff/puberty.html](http://kidshealth.org/kid/grow/body_stuff/puberty.html)

**Movies:**

Super Size Me

Food Inc.