

Greensburg Community School Corporation  
Health Curriculum

Sixth Grade Health Curriculum

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Greensburg Community schools  
Sixth Grade Health

Mission Statement

The mission of the Greensburg Community Schools is to serve individuals and the community by developing in all students the knowledge, understanding, skills and attitudes that will enable them to lead productive and fulfilling lives in our complex and changing society.

**Greensburg Community Schools  
Sixth Grade Health**

**Narrative Description**

## **Goal of Health Education**

The goal of health education, and thus the health education standards, is health literacy. Health literacy is the capacity of individuals to obtain, interpret, and understand basic health information, products, and services and the competence to use such information, products, and services in ways that will enhance personal, family, school, and community health. Additionally, the health literate person is:

- a critical thinker and problem solver,
- a responsible, productive citizen,
- a self-directed learner, and
- an effective communicator.

These four essential characteristics are woven throughout the National Health Education Standards and thus Indiana Academic Standards for Health Education.

Quality health education in schools includes a documented, planned, and sequential curriculum for students in Kindergarten through high school that addresses the physical, mental, emotional, and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills. Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to avoid health risk behaviors. Quality health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management and coordination by an education professional trained to implement the program, instruction from teachers trained to teach health education, and periodic evaluation, updating, and improvement.

## Course Concepts and Generalizations

- Students develop a foundation of knowledge of the importance of assuming personal responsibility for health behaviors, the influence of health behaviors on the functioning of body systems, the influence of external factors on health, causes of disease, and ways to prevent injury and illness among adolescents.
- Students develop skills to develop guidelines for the selection and use of health information, products, and services; use sources of valid health information; explain how media influences the selection of health information, products, and services; and identify the role of health-related specialists.
- Students will develop self-management skills to handle stress and cope with grief and anger; avoid and reduce threatening situations; analyze personal health needs; develop strategies to promote personal and family health; and prevent and treat injuries.
- Students will develop skills to analyze how the family, school, peers, and technology influence health and health behaviors and the influence of culture and media on health behaviors.
- Students will describe behaviors that influence interpersonal communication and analyze causes of conflict among young people. Students will develop skills to use nonverbal and verbal communication, I messages, communicate assertively, and communicate care, consideration, and respect of self and others.
- Students will identify the consequences of health-related decisions and develop skills to work with others to apply a decision-making process to health issues and problems, to set health goals based on personal needs, and apply strategies to monitor and achieve health goals.
- Students will analyze ways to communicate accurate health information and ideas. Students will also develop skills to express information and ideas about health issues and work cooperatively to influence and support others to engage in healthy behaviors.

**Greensburg Community Schools  
Sixth Grade Health**

	<b>Units of Study</b>	
	UNITS/AREA OF STUDY	LENGTH OF TIME
1.	A Healthy Life	10 days and ongoing
2.	Mental and Social Health	12 days and ongoing
3.	Personal Health	10 days and ongoing
4.	Hunters Education	10 days and ongoing
5.	Growth and Development	15 days and ongoing
6.	Nutrition and Physical Activity	15 days and ongoing
7.	Tobacco	10 days and ongoing
8.	Alcohol and other Drugs	10 days and ongoing

Unit numbers correspond to the Unit numbers on the State Standard Chart.

**Greensburg Community Schools  
Sixth Grade Health**

**Unit 1 Plan**

A Healthy Life

Individual Learner Objectives

The sixth grade health student will:

1. explain what it means to be healthy.
2. describe the relationship between health and wellness.
3. describe ways to promote their health and the health of others.
4. determine and discuss the kinds of decisions they make.
5. explain how their decisions reflect their character.

Subject Outline

- I. Your Health and Wellness
  - A. Taking Charge of Your Health
  - B. Maintaining Your Health Balance
  - C. Wellness
- II. Building Health Skills
  - A. Skills for Good Health
  - B. Health Skills and Wellness
- III. Decisions and Your Character
  - A. Types of Decisions
  - B. The Decision Making Process (6 steps)
  - C. Good Character, Responsible Decisions
- IV. Setting Health Goals
  - A. Kinds of Goals
  - B. Choosing Your Goals
  - C. Achieving Your Goals

Unit 2 Plan  
Mental and Social Health

Individual Learner Objectives

The sixth grade student will:

1. identify different types of emotions and healthful ways to deal with emotions.
2. explain how to build positive self-concept.
3. define stress and identify ways to manage stress.
4. identify the importance of good communication in healthy relationships.
5. discuss conflict and present ways to prevent and resolve conflict without violence.

Subject Outline

- I. Feeling Good about Yourself
  - A. Self-Concept and Your Health
  - B. Who Influences Your Self-Concept?
  - C. Benefits of a Positive Self-Concept
- II. Understanding Your Emotions
  - A. Types of Emotions
  - B. Mood Swings
  - C. Expressing Your Emotions
- III. Your Friends and Peers
  - A. The Value of Friends
  - B. What Makes a Good Friend?
  - C. What is Peer Pressure?
- IV. Communication: More than Words
  - A. How do we Communicate?
  - B. Ways of Communications
  - C. Developing Good Communication Skills
- V. Resolving Conflicts
  - A. Why Does Conflict Occur?
  - B. How to Prevent Conflict
  - C. How to Resolve Conflicts

Unit 3 Plan  
Personal Health

Individual Learner Objectives

The sixth grade student will:

1. examine the basic structure and function of the eye and ear.
2. examine the basic structure and functions of the teeth, skin, and hair.
3. discuss health care providers and where to go to receive appropriate care.
4. describe how to choose health products wisely.

Subject Outline

I. Your Skin, Teeth and Hair

- A. Healthy Teeth and Gums
- B. Healthy Skin
- C. Hair and Scalp Problems

II. Protecting Your Eyes and Ears

- A. Caring for Your Eyes
- B. Vision Problems
- C. Healthy Ears

III. Choosing Health Products

- A. Recognizing Influences
- B. Making Good Consumer Choices
- C. False or Misleading Claims

IV. Health Care in Your Community

- A. Goals of Health Care
- B. Regular Health Screenings
- C. Sources of Health Care

Unit 4 Plan  
Hunters Education

Individual Learner Objectives

The sixth grade student will:

1. demonstrate ways to reduce and avoid threatening situations.
2. develop injury prevention strategies for personal health.
3. describe behaviors of a responsible hunter.
4. understand parts of various firearms.

Subject Outline

- I. Know Your Firearm Equipment
  - A. Basic Parts
  - B. Basic Components of Ammunition
  - C. Differences between Rifles, Shotguns, and handguns
- II. Basic Shooting Skills
  - A. Good Marksmanship and Accuracy
  - B. Sight Alignment
  - C. Shooting Positions
- III. Be a Safe Hunter
  - A. Why Firearm Safety is Important
  - B. Safely Carrying Firearms in the Field
  - C. Safely Loading and Unloading Firearms
- IV. Be a Responsible and Ethical Hunter
  - A. Hunting Laws
  - B. Hunters Ethics
  - C. Five Stages of Hunter Development
- V. Preparation and Survival Skills
  - A. Topographical Maps
  - B. Survival Skills
  - C. Coping with Extreme Weather

Unit 5 Plan  
Growth and Development

Individual Learner Objectives

The sixth grade student will:

1. describe the structures of the skeletal and muscular systems and how the two support and move the body.
2. describe the structure and function of the circulatory system.
3. describe the structure and function of the respiratory system.
4. describe how the nervous system controls their body's functions.
5. describe the structure and function of the digestion and excretory system.

Subject Outline

I. Bones and Muscle

- A. The Skeletal System
- B. The Muscular System

II. Nerves

- A. Central Nervous System
- B. Peripheral Nervous System
- C. Protecting Your Nervous System

III. Digestion

- A. Parts of the Digestive System
- B. Function of the Digestive System

IV. Respiratory System

- A. Lungs
- B. Anatomy of the Respiratory System
- C. Respiratory Problems

V. Circulatory System

- A. Function of Circulation
- B. Work of the Heart
- C. Blood Pressure

Unit 6 Plan  
Nutrition and Physical Activity

Individual Learner Objectives

The sixth grade student will:

1. discuss why good food choices are important.
2. list the six categories of nutrients and good food sources for each.
3. explain how the Food Guide Pyramid can be used to create a balanced eating plan.
4. discuss the nutritional needs of teens and ways to plan for good nutrition.

Subject Outline

I. Why Your Body Needs Nutrients

- A. Food Is Fuel
- B. Nutrients in Food
- C. Importance of Water

II. A Balanced Food Plan

- A. The Food Guide Pyramid
- B. The Food Groups
- C. Serving Sizes

III. Making Healthful Food Choices

- A. Influences on Your Food Choices
- B. Planning For Good Nutrition
- C. Analyzing Your Personal Food Intake

Unit 7 Plan  
Tobacco

Individual Learner Objectives

The sixth grade student will:

1. discuss the harmful effects of using tobacco products.
2. explain why tobacco leads to addiction.
3. identify the dangers of secondhand smoke.
4. identify refusal skills for poor health choices.

Subject Outline

I. Why Tobacco is Harmful

- A. Tobacco Use: the inside story
- B. An Addictive Drug
- C. Secondhand Smoke

II. Staying Tobacco Free

- A. The Reality of Teens and Tobacco Use
- B. Pressures You May Face
- C. Reasons to Say No

Unit 8 Plan  
Alcohol and other Drugs

Individual Learner Objectives

The sixth grade health student will:

1. explain how alcohol affects a person's physical and mental health.
2. describe the short and long term risks of using alcohol.
3. discuss how to use medicines wisely.
4. explain the dangers of illegal drugs.
5. describe the main types of illegal drugs.

## Subject Outline

### I. Why Alcohol is Harmful

- A. What is Alcohol?
- B. Why do some people drink?
- C. Short-Term and Long-Term Effects

### II. Using Medicines Responsibility

- A. How Medicines Help Your Body
- B. How Medicines Affect Your Body
- C. Drug Safety

### III. What Are Illegal Drugs?

- A. Dangers of Drug Abuse
- B. Stimulants and Depressants
- C. Narcotics and Hallucinogens

### IV. Staying Drug Free

- A. Why You Should Avoid Alcohol and Illegal Drugs
- B. The Law is on Your Side
- C. Ways to Stay Substance Free

State Standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6.1.1	Explain the importance of assuming responsibility for personal health behaviors.	X	X	X	X	X	X	X	X
6.1.2	Explain the relationships between personal health behaviors and the prevention of injury, illness, disease, and premature death				X	X	X	X	X
6.1.3	Describe the interrelationships of mental, emotional, social, and physical health during adolescence.	X	X	X		X	X		
6.1.4	Explain how personal health behaviors influence the functioning of body systems.			X		X			
6.1.5	Describe how one’s surroundings influence mental, emotional, social, and physical health.	X	X	X			X		
6.1.6	Describe ways to reduce risks related to common health problems among adolescents.				X			X	X
6.1.7	Discuss health problems that should be detected and treated early.			X		X		X	X
6.1.8	Describe how pathogens are related to the cause or prevention of disease.			X		X			
6.1.9	Explain key health terms and concepts.	X	X	X	X	X	X	X	X
6.2.1	Develop guidelines for wise selection and use of health information and products.	X		X					
6.2.2	Demonstrate the ability to utilize resources from home, school, and community	X		X		X			
6.2.3	Analyze how media influences the selection of health information, products, and services.	X		X			X	X	X
6.2.4	Demonstrate the ability to locate health products and services.			X		X			
6.2.5	Identify the role of medical, dental, and other health-related specialists.			X		X			
6.3.1	Demonstrate strategies to manage stress.	X	X	X					
6.3.2	Demonstrate strategies to manage grief and anger	X	X	X					



6.6.2	Predict how decisions regarding health behaviors have consequences for self and others.	X	X	X	X			X	X
6.6.3	Demonstrate the ability to set health goals that address personal strengths.	X		X				X	
6.6.4	Demonstrate the ability to design a plan that includes strategies to monitor personal health.	X		X				X	
6.7.1	Analyze various communication methods to accurately express health information.			X				X	X
6.7.2	Demonstrate the ability to express information and ideas about health issues.	X	X	X	X	X	X	X	X
6.7.3	Demonstrate the ability to influence and support others in making positive health choices.	X	X	X	X	X	X	X	X
6.7.4	Demonstrate the ability to work cooperatively when advocating for healthy individuals.	X	X					X	X