

## KPBSD - Revised 2014

# Sixth Grade Health Curriculum

Quarter 1 - Unit 1 Safety (Injury Prevention) and Emotional Health	Great Body Shop/Common Sense Media																											
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>- Everybody has the responsibility and right to be safe.</li> <li>- Basic first aid skills are important and can be used for a lifetime.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- How can a student identify and avoid situations that pose health and safety risks?</li> <li>- How can I prevent injuries to myself and others?</li> <li>- What are the safety procedures for injury prevention?</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I can identify the difference between a major and minor emergency and appropriate actions I can take.</li> <li>- I can discuss and demonstrate basic first aid procedures and injury prevention.</li> </ul> <p><b>Standards:</b>  <i>CDC: 1,5,7,8</i>  <i>AK Health: A,B,D</i>  <i>Alaska ELA Standards: 6-8.RIT.1 and 4; 6-8.W.4 and 9; 6-8.SL.1 and 4</i></p>	<p><b>GBS (4) Keep This Body Safe</b></p> <ul style="list-style-type: none"> <li>L1. Keep This Body Safe</li> <li>L2. Bullying</li> <li>L3. Getting Help</li> <li>L4. Sexual Harassment and Abuse</li> </ul> <p><b>GBS (9) A Healthy Environment</b></p> <ul style="list-style-type: none"> <li>L1. Environment Counts</li> <li>L2. Problems with Pollution and Solutions</li> <li>L3. Emotional Environment for Healthy Growth</li> <li>L4. Community Resources- Help for Renewal</li> </ul> <p><b>Common Sense Media</b>  <a href="#">Cyberbullying: Crossing the Line – Scams and Schemes</a> and  <a href="#">Cyberbullying Crossing the Line - Video</a></p> <p><b>Essential Vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td>High risk</td> <td>Endurance</td> <td>Anabolic steroids</td> </tr> <tr> <td>Illusion</td> <td>Strength</td> <td>Heat exhaustion</td> </tr> <tr> <td>Empowered</td> <td>Cardiovascular</td> <td>Harassment</td> </tr> <tr> <td>Belonging</td> <td>Sprain</td> <td>Sexual abuse</td> </tr> <tr> <td>Emotion</td> <td>Muscle pull</td> <td>Asthma</td> </tr> <tr> <td>Gang</td> <td>Torn ligament</td> <td>Community helper</td> </tr> <tr> <td>Competence</td> <td>Fracture</td> <td>Swimmer’s ear</td> </tr> <tr> <td>Predict</td> <td>Dislocation</td> <td>Hazards</td> </tr> <tr> <td>Consequence</td> <td>Concussion</td> <td></td> </tr> </table> <p><b>Assessments:</b> End of Unit Quizzes (GBS 4 and 10)</p>	High risk	Endurance	Anabolic steroids	Illusion	Strength	Heat exhaustion	Empowered	Cardiovascular	Harassment	Belonging	Sprain	Sexual abuse	Emotion	Muscle pull	Asthma	Gang	Torn ligament	Community helper	Competence	Fracture	Swimmer’s ear	Predict	Dislocation	Hazards	Consequence	Concussion	
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Quarter 2 - Unit 2 Nutrition, Growth, Hygiene, and Community	Great Body Shop/Common Sense Media																											
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>- Each of us are unique and our genes influence our cells.</li> <li>- There are many types of cells in our body that work together to form tissues, organs, and systems and their response to the environment.</li> <li>- Proper nutrition keeps our cells reproducing and our bodies healthy.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What are parts of the cell and their related functions?</li> <li>- How do lungs work and how do allergens and asthma affect them?</li> <li>- What are the dietary guidelines and how do nutritional tools help us follow them?</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I can explain the relationship between health and heredity.</li> <li>- I can categorize types of cells and their functions.</li> <li>- I can apply the dietary guidelines for Americans and food groups to my own life and set goals to improve my health.</li> <li>- I can explain the dangers of fad diets and diet products.</li> <li>- I can recognize the signs of anorexia nervosa, bulimia and obesity.</li> <li>- I can illustrate how the respiratory system works and how allergens and asthma affect it.</li> </ul> <p><b>Standards:</b>  <i>CDC: 1,3,5,6,7,8</i>  <i>AK Health: A,B,C,D</i>  <i>Alaska ELA Standards: 6-8.RIT.1 and 4; 6-8.W.4 and 9; 6-8.SL.1 and 4</i></p>	<p><b>GBS (1) Allergies and Asthma</b></p> <p>L1. About Allergies and Asthma  L2. Feeling Good about You  L3. Risks to Your Health and Safety  L4. First Aid for Allergies and Asthma</p> <p><b>GBS (2) Cells</b></p> <p>L1. The Cells in Your Body  L2. How Cells Grow, Reproduce, and Work Together  L3. You and Your Genes  L4. Sick Cells</p> <p><b>GBS (3) Eat Right, Feel Great</b></p> <p>L1. Dietary Guidelines and the Life Cycle  L2. Consumer Skills and Meal Planning  L3. Eating Disorders  L4. Food Handling</p> <p><b>Essential Vocabulary</b></p> <table border="0"> <tr> <td>Allergy</td> <td>Mucous</td> <td>Body System</td> </tr> <tr> <td>Dander</td> <td>Allergies</td> <td>Arteries</td> </tr> <tr> <td>Allergens</td> <td>Cilia</td> <td>Capillaries</td> </tr> <tr> <td>Respiration</td> <td>Commitment</td> <td>Veins</td> </tr> <tr> <td>Epinephrine</td> <td>Mitosis</td> <td>Dominant Gene</td> </tr> <tr> <td>Chromosome</td> <td>Carrier</td> <td>Muscular Dystrophy</td> </tr> <tr> <td>Osmosis</td> <td>DNA</td> <td>Mitochondria</td> </tr> <tr> <td>Anorexia</td> <td>Bulimia</td> <td>Appetite</td> </tr> <tr> <td>Endoplasmic Reticulum</td> <td></td> <td>Compulsive Overeating</td> </tr> </table> <p><b>Assessments:</b> End of Unit Quizzes (GBS 1,2, and 3)</p>	Allergy	Mucous	Body System	Dander	Allergies	Arteries	Allergens	Cilia	Capillaries	Respiration	Commitment	Veins	Epinephrine	Mitosis	Dominant Gene	Chromosome	Carrier	Muscular Dystrophy	Osmosis	DNA	Mitochondria	Anorexia	Bulimia	Appetite	Endoplasmic Reticulum		Compulsive Overeating
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Quarter 3 - Unit 3 Mental, Social, and Emotional Health	Great Body Shop/Common Sense Media																																	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>- During puberty a body changes and matures to become that of an adult, and with that change the ability to reproduce.</li> <li>- As we mature, relationships can become more complex.</li> <li>- Serving others, self-management, and goal-setting are examples of positive character traits that continue to grow and develop as we mature.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What physical changes happen during puberty?</li> <li>- What are the stages of growth from fertilization to birth?</li> <li>- What are the factors that affect interpersonal relationships (refusal skills, risk and age appropriate behavior, mutual respect and communication)?</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I can discuss the structures and functions of the male and female reproductive systems.</li> <li>- I can explain that physical maturity is reached earlier than the cognitive and social maturity necessary for the development of healthy relationships.</li> <li>- I can understand the emotional and physical consequences of early sexual activity and emphasize the importance of abstinence.</li> <li>- I can explain physical changes that occur in various stages of life: infancy, childhood, adolescence, adulthood, and old age.</li> </ul> <p><b>Standards:</b>  <i>CDC: 1,7,8</i>  <i>AK Health: A,B,D</i>  <i>Alaska ELA Standards: 6-8.RIT.1 and 4; 6-8.W.4 and 9; 6-8.SL.1 and 4</i></p>	<p><b>GBS (5) What is Stress</b></p> <p>L1. Stress and Your Body  L2. Recognizing the Causes of Stress in Your Life  L3. Coping with Stress  L4. Communities in Stress</p> <p><b>GBS (6) The Reproductive System</b></p> <p>L1. Growing Up Physically  L2. From Fertilization to Birth  L3. Emotional Maturity  L4. Relationships</p> <p><b>Common Sense Media</b>  <a href="#">Which Me Should I Be?</a> and <a href="#">Which Me Should I Be Video</a></p> <p><b>Essential Vocabulary</b></p> <table border="0"> <tr> <td>Adrenaline</td> <td>Vagina</td> <td>Semen</td> </tr> <tr> <td>Depression</td> <td>Erection</td> <td>Scrotum</td> </tr> <tr> <td>Gastritis</td> <td>Ovulation</td> <td>Labor</td> </tr> <tr> <td>Communicate</td> <td>Uterus</td> <td>Cervix</td> </tr> <tr> <td>Diarrhea</td> <td>Fertilization</td> <td>Hormones</td> </tr> <tr> <td>Stressor</td> <td>Fallopian Tubes</td> <td>Menstrual period</td> </tr> <tr> <td>Environment</td> <td>Embryo</td> <td>Penis</td> </tr> <tr> <td>Stress</td> <td>Placenta</td> <td>Testicles</td> </tr> <tr> <td>Fight or Flight Response</td> <td>Umbilical Cord</td> <td>Abstinence</td> </tr> <tr> <td>Long-Term Stress</td> <td>Vas Deferens</td> <td>Fetus</td> </tr> <tr> <td>Ulcer</td> <td>Prostrate</td> <td>Eggs</td> </tr> </table> <p><b>Assessments:</b> End of Unit Quizzes (GBS 5 and 6)</p>	Adrenaline	Vagina	Semen	Depression	Erection	Scrotum	Gastritis	Ovulation	Labor	Communicate	Uterus	Cervix	Diarrhea	Fertilization	Hormones	Stressor	Fallopian Tubes	Menstrual period	Environment	Embryo	Penis	Stress	Placenta	Testicles	Fight or Flight Response	Umbilical Cord	Abstinence	Long-Term Stress	Vas Deferens	Fetus	Ulcer	Prostrate	Eggs
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Quarter 4 - Unit 4 Injury and Disease Prevention	Great Body Shop/Common Sense Media																								
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>- Healthy habits and positive assets help prevent unhealthy behaviors (i.e. such as smoking, hyperphagia (overeating), drinking, and gambling).</li> <li>- There are different types of pressures that influence our social and emotional behaviors (peer pressure, academic, and stress).</li> <li>- Positive values and developmental assets increase our self-worth (i.e. self-respect, responsibility, honesty, and resilience).</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What are examples of positive assets that prevent us from participating in unhealthy behaviors and stressful situations?</li> <li>- How do positive values and developmental assets increase our self-worth?</li> <li>- How do different types of pressures influence our social and emotional behaviors?</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- I can connect how unhealthy behaviors affect me, my family, and my community.</li> <li>- I can identify community resources that can support my social and emotional health.</li> <li>- I can explain the mental and physical effects of unhealthy behaviors (such as drinking alcohol or using illegal drugs) and recognize the social consequences, legal consequences, and my ability to make decisions.</li> <li>- I can identify and reflect on aspects of my self-worth.</li> <li>- I can explain what kinds of risky behaviors put me at risk for HIV, AIDS and other STDs?</li> </ul> <p><b>Standards:</b>  <i>CDC: 1,3,5,6,7,8</i>  <i>AK Health: A,B,C,D</i>  <i>Alaska ELA Standards: 6-8.RIT.1 and 4; 6-8.W.4 and 9; 6-8.SL.1 and 4.</i></p>	<p><b>GBS (7) Addictions</b></p> <p>L1. What is Addiction  L2. The Pressures Around Us  L3. Getting Help  L4. Feeling Good about Me</p> <p><b>GBS (8) HIV/AIDS: What You Need to Know Now</b></p> <p>L1. Transmission  L2. The Immune System  L3. Prevention  L4. Helping Hands in the Community</p> <p><b>Essential Vocabulary</b></p> <table border="0"> <tr> <td>Physical addiction</td> <td>AIDS</td> </tr> <tr> <td>Withdraw</td> <td>HIV</td> </tr> <tr> <td>Tumor</td> <td>Microorganism</td> </tr> <tr> <td>Emphysema</td> <td>Virus</td> </tr> <tr> <td>Cirrhosis</td> <td>Blood transfusion</td> </tr> <tr> <td>Depressant</td> <td>Immune system</td> </tr> <tr> <td>Stimulant</td> <td>Helper T cells</td> </tr> <tr> <td>Hallucinogen</td> <td>Antibodies</td> </tr> <tr> <td>Stress</td> <td>Abstinence</td> </tr> <tr> <td>Maturity</td> <td>Hepatitis</td> </tr> <tr> <td>Binge</td> <td></td> </tr> <tr> <td>Assets</td> <td></td> </tr> </table> <p><b>Assessment:</b> End of Unit Quizzes (GBS 7 and 8)</p>	Physical addiction	AIDS	Withdraw	HIV	Tumor	Microorganism	Emphysema	Virus	Cirrhosis	Blood transfusion	Depressant	Immune system	Stimulant	Helper T cells	Hallucinogen	Antibodies	Stress	Abstinence	Maturity	Hepatitis	Binge		Assets	
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