



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

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Curriculum Profile: Health Education 6

<u>Department</u>	Health Education	
<u>Course Name</u>	Health Education 6	
<u>Course Length</u>	<p>North: 2 weeks- 5 lessons in the fall, 5 lessons in the spring, 10 lessons total</p> <p>South: 2 weeks and 1 day- 5 lessons in the fall, 6 lessons in the spring, 11 lessons total</p>	
<u>High School Credits</u>	N/A	
<u>Description</u>	<p>Health 6 is a push-in model, in which the health teacher will instruct the lessons through a designated period during the 6th grade schedule day. Health 6 is a course that introduces students to the basic concepts of health and wellness. Students will explore many topics and the factors that will influence their health and wellness. Students can make decisions regarding living a healthier life, specifically during this transitional year to middle school.</p> <p>Health Education provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease, and avoid or reduce health related risk behaviors. Health literate youth have the ability to maintain and enhance personal health and fitness, create safe environments, and manage personal and community resources. Health education provides real life learning experiences with personal applications of scientifically research-based health knowledge and skills in relevant situations. Health Education creates opportunities and experiences that engage and challenge young people to assess, explore, and question their health, while personalizing, adapting and evaluating their learning.</p>	
<u>Target/eligible students</u>	All 6th grade students	
<u>State Learning Standards Link(s)</u>	<p>New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels</p> <p>-Standard 1: Personal Health and Fitness—Intermediate Level Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>Students:</p> <ul style="list-style-type: none"> • integrate knowledge of basic body systems with an understanding of the changes that accompany puberty • apply prevention and risk reduction strategies to adolescent health problems • demonstrate the necessary knowledge and skills to promote healthy adolescent development • analyze the multiple influences which affect health decisions and behaviors. <p>This is evident, for example, when students:</p> <ul style="list-style-type: none"> ▲ describe bodily changes that occur during adolescence ▲ demonstrate a variety of problem solving, communication and stress management skills to address health compromising behaviors such as fad dieting, alcohol, tobacco, and other drug use, early sexual involvement and violent behavior ▲ predict how decisions regarding health behaviors have consequences for self and others 	

- ▲ describe the interrelationship of social, emotional and physical health during adolescence
- ▲ explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other health problems.

-Standard 2: A Safe and Healthy Environment

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Students:

- assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks
- demonstrate personal and social skills which enhance personal health and safety
- understand the need for personal involvement in improving the environment.

This is evident, for example, when students:

- ▲ demonstrate conflict management and negotiation skills
- ▲ analyze how environment and personal health are interrelated
- ▲ analyze the possible causes of conflict among youth in schools and communities
- ▲ identify strategies to avoid or reduce threatening peer situations
- ▲ apply safety rules in situations which have the potential for harm
- ▲ demonstrate ways to care for and show respect for self and others
- ▲ demonstrate accurate use of the Heimlich maneuver.

-Standard 3: Resource Management

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

- distinguish between valid and invalid health information, products and services
- recognize how cultural beliefs influence health behaviors and the use of health services
- demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools
- analyze how media and technology influence the selection of health information, products and services
- recognize the need to be an advocate for family and community health
- demonstrate the ability to access community health services for prevention, illness, and emergency care.

This is evident, for example, when students:

- ▲ explain how community norms contribute to health
- ▲ identify family and community health issues and propose various solutions to address them
- ▲ analyze how information from peers influences health decisions and behaviors
- ▲ explain how the timely use of health care services can prevent premature death and disability
- ▲ identify community agencies which advocate for healthy families and communities
- ▲ analyze the consequences of invalid information on the health of individuals, families and communities
- ▲ analyze cultural influences on health and the use of health services.

	<p>New York State Guidance Document for Teaching Health Education http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/guidancedocumentfinal1105.pdf</p> <p>National Health Education Standards https://www.cdc.gov/healthyschools/sher/standards/index.htm</p>	
<u>Scope/Sequence</u>	Standards Addressed	Key Ideas, Terms, and Concepts:
<u>Lesson 1:</u>	1, 2,3	<p>(NMS) Stress and Stressors: The students will understand how their bodies react to stress and what their individual stressors are so they may avoid or recognize quickly when to use coping skills.</p> <p>(SMS)Introduction: The students will review class rules and expectations. The students will prepare a “getting to know you collage”.</p>
<u>Lesson 2:</u>	1, 2, 3	<p>(NMS) Anger and how to manage anger: Students will explore what makes them angry and understand that anger is a healthy emotion that we all experience. We will examine some of the positive ways to deal with anger.</p> <p>(SMS) Hygiene: Using glow powder and a black light the teacher will demonstrate how germs can spread and be on surfaces. The teacher will demonstrate hand washing. The students will view a short video on personal hygiene and discuss basic practices.</p>
<u>Lesson 3:</u>	1, 2, 3	<p>(NMS) Coping Skills for Stress and Uncomfortable emotions: Students will explore the concept of coping skills. They will understand the effects of negative coping skills and generate together a list of positive coping skills. Students will be exposed to deep breathing exercises as a way to positively cope with uncomfortable emotions.</p> <p>(SMS) Emergency responsiveness: The students will understand the meaning of a “medical emergency”. The students will role play how to make a 911 phone call describing the events. The students will understand about food allergies and how to recognize an emergency. The students will watch, learn and practice how to use an EpiPen.</p>
<u>Lesson 4:</u>	1, 2, 3	<p>(NMS) Self-Esteem and factors that influence Self-Esteem: Students will examine the differences between high and low self-esteem and explore the factors that influence self-esteem.</p> <p>(SMS) Mental health: The students will understand the difference between a healthy mental balance and unhealthy mental well-being. The students will learn about 6 different coping skills. The students will learn about accessing help at school and home.</p>
<u>Lesson 5:</u>	1, 2, 3	<p>(NMS) Benefits of Good Sleeping Habits: Students will analyze statistics related to teens and sleep habits. They will understand that many teens do not receive the recommended amount of sleep necessary and that there are health consequences to this. Together we will create a list of positive habits and routines that can be used to help get proper sleep.</p>

		<p>(SMS) Peer pressure: The students will explore different forms of peer pressure. The students will discuss positive and negative examples.</p>	
<u>Lesson 6:</u>	1, 2, 3	<p>(NMS) Decision Making (with a focus on substance use): Students will be introduced to the F.I.N.D model for making healthy decisions. They will review and practice using the model to make decisions during realistic teenage situations.</p> <p>(SMS) CPR compressions: The students will review how to make an emergency phone call. The students will understand the difference between a heart attack and cardiac arrest. Using portable mannequins the students will learn how to perform CPR compressions.</p>	
<u>Lesson 7:</u>	1,2, 3	<p>(NMS) Peer Pressure Lesson 1: Spoken v. Unspoken: Students will explore the differences between spoken and unspoken peer pressure as well as why saying “No” can be difficult. Together we will explore refusal skills that students can use to get out of a situation in which they are being pressured.</p> <p>(SMS)Tobacco and nicotine: The students will learn the history of tobacco cigarettes and the health consequences from smoking. The students will understand the evolution of tobacco cigarettes to the use of ENDS.</p>	
<u>Lesson 8:</u>	1, 2, 3	<p>(NMS) Peer Pressure Lesson 2: Using Refusal Skills: Students will create and perform skits that involve using refusal skills in situations in which they are being offered substances such as a vape or alcohol.</p> <p>(SMS)Substances: The students will discuss caffeine, alcohol and medication. The students will work together to understand how alcohol use can lead to many problems.</p>	
<u>Lesson 9:</u>	1, 2, 3	<p>(NMS) Puberty: Students will review the basics of puberty and explore the changes they will experience during this time. Students will understand that they will experience physical, mental, emotional and social changes.</p> <p>(SMS)Healthy Eating: The students will share healthy ways to prepare food or snacks. The students will understand portion size. The students will be encouraged to explore a variety of healthy foods.</p>	
<u>Lesson 10:</u>	1, 2, 3	<p>(NMS) Hygiene: Students will understand that since their bodies are changing during puberty, that their personal hygiene routines may change as well. Hygiene involves caring for your body and addresses bathing and grooming needs. Students will explore the many products that they may begin to use during puberty.</p> <p>(SMS)Stress: The students will understand how stress can affect the body and mind. The students will learn about coping skills that can be used at home and in school.</p>	

<u>Lesson 11:</u>	1, 2, 3	(SMS)Maturation: The students will learn about the physical and emotional changes that take place during puberty.	
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