

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HEALTH/FAMILY LIFE CURRICULUM
GRADE 6**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MENTAL & EMOTIONAL HEALTH	Students will be able to:				
	<ul style="list-style-type: none"> identify the three parts of health and how to take responsibility for them. 	<ul style="list-style-type: none"> Students design and illustrate a pamphlet promoting the practice of healthful behaviors. 	<ul style="list-style-type: none"> TM p. A4-A7 Text p. A1-A7 HM wkbk. p. 1-2 	<ul style="list-style-type: none"> Teacher Observation HM wkbk. p. 2 	2.1 A.1 F.1
	<ul style="list-style-type: none"> identify steps to follow to access valid health information, products, and services. 	<ul style="list-style-type: none"> Students choose a type of health care product, research different brands, and choose the one that best fits their needs. They write an evaluation of the product chosen. 	<ul style="list-style-type: none"> TM p. A8-A9 Text p. A8-A9 	<ul style="list-style-type: none"> Asses. Wkbk. p. 1 	2.3 A.1,4
	<ul style="list-style-type: none"> list ways to maintain positive self-esteem. 	<ul style="list-style-type: none"> Each student writes one thing they do well on each of five colored strips of paper. Put them together to make a class chain. 	<ul style="list-style-type: none"> TM p. A10-A13 Text p. A10-A13 HM wkbk. p. 3-4 	<ul style="list-style-type: none"> Teacher Observation 	2.1 F.1 2.3 A.3
	<ul style="list-style-type: none"> demonstrate the six traits of good character. 	<ul style="list-style-type: none"> Make a collage from photos to demonstrate healthful activities that show healthy self-esteem. 	<ul style="list-style-type: none"> TM p. A14-A15 Text p. A14-A15 HM wkbk. p. 5 	<ul style="list-style-type: none"> Asses. Book p. 2 	2.1 F.1
<ul style="list-style-type: none"> Apply setting health goals to your life. 	<ul style="list-style-type: none"> Write about a health goal each wants to set and how the goal will affect health and decisions made. 	<ul style="list-style-type: none"> TM p. A16-17 Text p. A16-17 Poster 5A 	<ul style="list-style-type: none"> Asses. Book p. vi 	2.2 C.1,2	

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MENTAL & EMOTIONAL HEALTH (cont'd.)	<p>Students will be able to:</p> <ul style="list-style-type: none"> describe steps to follow to make responsible decisions and resist peer pressure. 	<ul style="list-style-type: none"> Students design a poster encouraging others to make responsible decisions. They use guidelines from the text. 	<ul style="list-style-type: none"> TM p. A18-A21 Text p. A18-A21 Poster paper Markers HM wkbk. p. 7-9 	<ul style="list-style-type: none"> Asses. Book p. 3 Teacher Observation 	2.2 B.2
	<ul style="list-style-type: none"> list the causes and signs of stress. 	<ul style="list-style-type: none"> In a group, students note causes of stress in someone their age. Discuss feelings in these situations. 	<ul style="list-style-type: none"> TM p. A22-A27 Text p. A22-A27 HM wkbk. p. 10-12 	<ul style="list-style-type: none"> Teacher Observation 	2.1 F.4
	<ul style="list-style-type: none"> describe healthful ways of coping with depression and grief. 	<ul style="list-style-type: none"> Students research causes and effects of depression as well as treatment options. They present to the class in poster format. 	<ul style="list-style-type: none"> TM p. A28-A29 Text p. A28-A29 Poster Board 	<ul style="list-style-type: none"> Asses. Book p. 4 	2.1 F.5
	<ul style="list-style-type: none"> demonstrate knowledge of skills and concepts learned in Chapter 1. 	<ul style="list-style-type: none"> Complete Chapter 1 Test. 	<ul style="list-style-type: none"> Text p. A30-A31 Assess. Book 	<ul style="list-style-type: none"> Asses. Book p. 5-6 	N/A
FAMILY & SOCIAL HEALTH	<ul style="list-style-type: none"> identify effects of healthful and harmful relationships and make use of conflict resolution skills. 	<ul style="list-style-type: none"> Students choose 2 relationships from books read and list the positive and negative aspects of each relationship. They write a paragraph telling which is more healthful and why. 	<ul style="list-style-type: none"> TM p. A32-A39 Text p. A32-A39 Poster 4A HM wkbk. p. 13-14 	<ul style="list-style-type: none"> Asses. Book p. 9 	2.4 A.2,3

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FAMILY & SOCIAL HEALTH (cont'd.)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe the 4 levels of verbal communication. • explain how to be an effective listener and how to apply communication skills to your life. • tell how family members communicate in healthful ways. • describe ways to cope with abuse and violence. • discuss how to maintain friendships and how to choose friends who make responsible decisions. 	<ul style="list-style-type: none"> • Students act out facial expressions to show emotions. Others try to identify the emotions expressed. • As a class, share situations that involved lack of communication. Tell how communication skills could have improved the situation. • Share and make a class list of examples of healthful family activities. • Students research agencies that are available to help families in crisis. Reports findings to the class. • Students compose a rhyme to help them remember each guideline in choosing friends. 	<ul style="list-style-type: none"> • TM p. A40-A44 • Text p. A40-A44 • HM wkbk. p. 15-16 • TM p. A45-A47 • Text p. A45-A48 • TM p. A48-A51 • Text p. A48-A51 • Transparency book p. 47 • HM wkbk. p. 18-20 • TM p. A52-A53 • Text p. A52-A53 • TM p. A54-A59 • Text p. A54-A59 • Transparency book p. 7 • HM wkbk. p. 21-24 	<ul style="list-style-type: none"> • Teacher Observation • Asses. Book p. 10 • Teacher Observation • Asses. Book p. 11 • Teacher Observation 	<p>2.2 A.3</p> <p>2.2 A.3,4</p> <p>2.2 A.3,4</p> <p>2.1 F.2,3</p> <p>2.2 D.1</p>

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FAMILY & SOCIAL HEALTH (cont'd.)	Students will be able to:				
	<ul style="list-style-type: none"> discuss how to resist negative peer pressure. 	<ul style="list-style-type: none"> Discuss and practice the 4 useful resistance skills as a class. 	<ul style="list-style-type: none"> TM p. A60-A61 Text p. A60-A61 Transparency book p. 41 	<ul style="list-style-type: none"> Asses. Book p. 12 	2.2 B.2,4
	<ul style="list-style-type: none"> list the ten reasons to practice abstinence. 	<ul style="list-style-type: none"> Students list words that describe how they would like to be treated on a date. 	<ul style="list-style-type: none"> TM p. A62-A65 Text p. A62-A65 HM wkbk. p. 25-26 	<ul style="list-style-type: none"> Teacher Observation 	2.4 B.2,3,4
	<ul style="list-style-type: none"> explain the importance of setting limits and making decisions. 	<ul style="list-style-type: none"> Students list 7 ways they can show respect for themselves when being pressured by peers. 	<ul style="list-style-type: none"> TM p. A66-A69 Text p. A66-A69 	<ul style="list-style-type: none"> Asses. Book p. 13 	2.2 B.1,3
GROWTH & NUTRITION	<ul style="list-style-type: none"> demonstrate knowledge of skills and concepts in Chapter 2. 	<ul style="list-style-type: none"> Complete Chapter 2 Test. 	<ul style="list-style-type: none"> Text p. A70-A71 	<ul style="list-style-type: none"> Asses. Book p. 14-15 	N/A
	<ul style="list-style-type: none"> describe the functions of the skeletal and muscular systems. 	<ul style="list-style-type: none"> As a class, list ways of protecting and enhancing muscle and bone health. Students choose at least 2 practices they need to add to their routine. 	<ul style="list-style-type: none"> TM p. B2-B7 Text p. B2-B7 Transparencies 8-10 HM wkbk. p. 27-28 	<ul style="list-style-type: none"> Teacher Observation 	2.1 B.1 2.5 A.6 B.1
<ul style="list-style-type: none"> explain the function of the nervous system. 	<ul style="list-style-type: none"> Groups write and perform a skit that shows the function and importance of each part of the nervous system. 	<ul style="list-style-type: none"> TM p. B8-B9 Text p. B8-B9 Transparencies 14, 47 	<ul style="list-style-type: none"> Asses. Book p. 19 	2.1 B.1	

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GROWTH & NUTRITION (cont'd.)	Students will be able to:				
	<ul style="list-style-type: none"> describe the functions of the respiratory and circulatory systems. 	<ul style="list-style-type: none"> Students write a 10-question quiz and answer key on the information in this lesson. 	<ul style="list-style-type: none"> TM p. B10-B13 Text p. B10-B13 HM wkbk. p. 29-30 	<ul style="list-style-type: none"> Teacher Observation 	2.1 B.1
	<ul style="list-style-type: none"> discuss the function of the digestive and urinary systems. 	<ul style="list-style-type: none"> Students, in groups, list foods that might make up a healthy dinner. Star any foods that help contribute to the health of the digestive and urinary systems. 	<ul style="list-style-type: none"> TM p. B14-B15 Text p. B14-B15 	<ul style="list-style-type: none"> Asses. Book p. 20 	2.1 B.1 C.1,4
	<ul style="list-style-type: none"> summarize the changes that occur throughout the life cycle. 	<ul style="list-style-type: none"> Students work in pairs to illustrate a pamphlet to tell about physical, emotional, and social changes that can be expected during adolescence. 	<ul style="list-style-type: none"> TM p. B16-B17 Text p. B16-B17 Poster board Transparency 15 	<ul style="list-style-type: none"> Teacher Observation 	2.1 B.2
	<ul style="list-style-type: none"> explain the function of the endocrine system. 	<ul style="list-style-type: none"> Small groups research a disease or disorder of the endocrine system. Report findings to the class. 	<ul style="list-style-type: none"> TM p. B18-B19 Text p. B18-B19 Transparency 15 HM wkbk. p. 31-32 	<ul style="list-style-type: none"> Teacher Observation 	2.1 B.1 D.1 2.2 A.1
<ul style="list-style-type: none"> discuss emotional, intellectual, and social changes that occur during adolescence. 	<ul style="list-style-type: none"> Students work in small groups to identify community resources for adolescents who have questions about their physical, mental, social, or emotional health. 	<ul style="list-style-type: none"> TM p. B20-B23 Text p. B20-B23 Transparency 48 	<ul style="list-style-type: none"> Asses. Book p. 21 	2.1 A.2 B.2	

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GROWTH & NUTRITION (cont'd.)	Students will be able to:				
	<ul style="list-style-type: none"> • discuss 4-step method for managing stress. 	<ul style="list-style-type: none"> • Students read the problem on text B-24 and discuss, in a group, ways for the stressed person to deal with his/her stress. 	<ul style="list-style-type: none"> • TM p. B24-B25 • Text p. B24-B25 • Poster 2B • HM wkbk. p. 33 	<ul style="list-style-type: none"> • Teacher Observation 	2.1 F.4
	<ul style="list-style-type: none"> • explain the function of the reproductive system. 	<ul style="list-style-type: none"> • Students work in groups to plan and display a bulletin board that illustrates the major concepts in the lesson. 	<ul style="list-style-type: none"> • TM p. B26-B29 • Text p. B26-B29 • HM wkbk. p. 34-35 	<ul style="list-style-type: none"> • Teacher Observation 	2.4 C.1,2,3
	<ul style="list-style-type: none"> • explain why teen pregnancy and parenthood are risky. 	<ul style="list-style-type: none"> • Five groups of students each take one of the first 5 stages of the life cycle. Each group makes a poster illustrating the types of care needed during that stage. Combine posters to make a time line. 	<ul style="list-style-type: none"> • TM p. B30-B31 • Text p. B30-B31 • Poster board 	<ul style="list-style-type: none"> • Asses. Book p. 22 	2.4 C.4,5
NUTRITION	<ul style="list-style-type: none"> • demonstrate knowledge of skills and concepts learned in Chapter 3. 	<ul style="list-style-type: none"> • Complete Chapter 3 Test. 	<ul style="list-style-type: none"> • TM p. B32-B33 • Text p. B32-B33 	<ul style="list-style-type: none"> • Asses. Book p. 23-24 	N/A
	<ul style="list-style-type: none"> • discuss why you need the 6 nutrients and how to use they My Pyramid. 	<ul style="list-style-type: none"> • Small groups of students choose a vitamin. They research and report orally on the importance of that vitamin. 	<ul style="list-style-type: none"> • TM p. B34-B39 • Text p. B34-B39 • HM wkbk. p. 37-38 	<ul style="list-style-type: none"> • Teacher Observation 	2.1 C.1
<ul style="list-style-type: none"> • explain how to follow dietary guidelines. 	<ul style="list-style-type: none"> • Students keep a record of foods eaten in one day. They use their list to fill in a blank My Pyramid. 	<ul style="list-style-type: none"> • TM p. B40-B41 • Text p. B40-B41 • Transparency 20 	<ul style="list-style-type: none"> • Asses. Book p. 27 	2.1 C.1,2	

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NUTRITION (cont'd.)	Students will be able to:				
	<ul style="list-style-type: none"> discuss ways to follow the Dietary Guidelines when eating out. 	<ul style="list-style-type: none"> Write a healthful menu of school lunches for a week following the Dietary Guidelines. 	<ul style="list-style-type: none"> TM p. B42-B43 Text p. B42-B43 Transparency 41 	<ul style="list-style-type: none"> Teacher Observation 	2.1 C.2
	<ul style="list-style-type: none"> identify ways healthful eating habits promote health. 	<ul style="list-style-type: none"> Students pick 10 stores in the community that offer the most healthful snacks. Report their findings with an explanation of why these stores were chosen. 	<ul style="list-style-type: none"> TM p. B44-B47 Text p. B44-B47 HM wkbk. p. 39-41 	<ul style="list-style-type: none"> Teacher Observation 	2.2 A.2
	<ul style="list-style-type: none"> describe the special dietary needs of teens. 	<ul style="list-style-type: none"> As a class, list the types of snacks that should be limited in order for teens to follow the Dietary Guidelines. 	<ul style="list-style-type: none"> TM p. B48-B49 Text p. B48-B49 	<ul style="list-style-type: none"> Asses. Book p. 28 	2.1 C.3
	<ul style="list-style-type: none"> explain how to read a food label and how to compare the nutritional value and unit price of foods. 	<ul style="list-style-type: none"> Gather labels from a variety of foods. List on board foods they were taken from. Students use clues on labels to try to match with the food. 	<ul style="list-style-type: none"> TM p. B50-B53 Text p. B50-B53 HM wkbk. p. 42-44 Transparency 19 	<ul style="list-style-type: none"> Teacher Observation 	2.1 C.3
	<ul style="list-style-type: none"> discuss causes of food allergies and intolerance. list reasons to and ways to maintain a healthy weight. 	<ul style="list-style-type: none"> Students screen many food labels for the following foods that can cause allergies: milk, soy, eggs, nuts, peanuts, wheat, and fish. Students plan one physical activity that the entire class can perform. Exercises are included as one-minute lesson openers. 	<ul style="list-style-type: none"> TM p. B54-B57 Text B54-B57 Poster 1B TM p. B58-B63 Text p. B58-B63 HM wkbk. p. 46-47 Transparency 41 	<ul style="list-style-type: none"> Asses. Book p. 29 Asses. Book p. 30 	2.1 C.3 2.6 C.1

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NUTRITION (cont'd.)	<p>Students will be able to:</p> <ul style="list-style-type: none"> discuss factors that influence your body image. tell ways to recognize eating disorders and possible treatment methods. demonstrate knowledge of skills and concepts in Chapter 4. 	<ul style="list-style-type: none"> Students develop a teen centered "realistic expectations" ad campaign that promotes a healthful approach to eating and weight management. Post ads around the school. With a partner, students research an eating disorder. Report back to the class about the causes and treatment for that disorder. Complete Chapter 4 Test. 	<ul style="list-style-type: none"> TM p. B64-B65 and B68-B69 Text p. B64-B65 and B68-B69 HM wkbk. p. 48-49 TM p. B66-B67 Text p. B66-B67 Text p. B70-B71 	<ul style="list-style-type: none"> Asses. Book p. 31 Teacher Observation Asses. Book p. B70-B71 	<ul style="list-style-type: none"> 2.1 F.6 2.2 D.2 E.6 2.1 D.1,4 N/A
PERSONAL HEALTH & SAFETY	<ul style="list-style-type: none"> list the benefits of being well groomed and getting the proper rest. describe ways to care for your skin, hair, and nails. explain what happens during a regular physical exam. 	<ul style="list-style-type: none"> Students list all of the grooming items they would need for an overnight camping trip in the woods. Students research sunscreens and sun protection factors. Each makes a brochure about those factors, providing guidelines for the use of sunscreen. After reading p. C11, students write a one-paragraph summary about physical exams. 	<ul style="list-style-type: none"> TM p. C2-C5 Text p. C2-C5 Transparency 26 TM p. C6-C9 Text p. C6-C9 HM wkbk. p. 51-52 TM p. C10-C11 Text p. C10-C11 Transparency 43 	<ul style="list-style-type: none"> Teacher Observation Asses. Book p. 37 Teacher Observation 	<ul style="list-style-type: none"> 2.1 A.2 2.1 A.2,5 2.1 A.1,3

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PERSONAL HEALTH & SAFETY (cont'd.)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • discuss ways to care for your eyes and ears. • discuss the 4-step method for being a health advocate. • describe the parts of the tooth and what is included in a dental care plan. • explain how dental problems are prevented and treated. • discuss how regular physical activity benefits the 3 areas of health and how to achieve this fitness. • describe which lifestyle changes can increase physical fitness. 	<ul style="list-style-type: none"> • Students make drawings to represent what noise would look like if they could see it. They can show noise using lines, scribbles, shapes, patters, and colors. • Students select a health-related concern to communicate and follow the 4 steps in being a health advocate. • Students use small objects (such as beans, pasta, rice, popcorn kernels) to chart a set of teeth. Label types of teeth. • Students make a poster with a partner including what is included in a daily proper dental care plan. • Students present a talk show, with one student as the host and four others as athletes or coaches representing their sport. They share the health benefits of their sport. • Brainstorm together and make a list of activities that will help increase physical fitness. 	<ul style="list-style-type: none"> • TM p. C12-C17 • Text p. C12-C17 • HM wkbk. p. 53-54 • TM p. C18-C19 • Text p. C18-C19 • HM wkbk. p. 55 • Poster 5B • TM p. C20-C23 • Text p. C20-C23 • Transparency 21 • HM wkbk. p. 56-58 • TM p. C24-C25 • Text p. C24-C25 • Transparency 21 • Poster board • TM p. C26-C29 • Text p. C26-C29 • Transparency 25 • HM wkbk. p. 59-60 • TM p. C30-C31 • Text p. C30-C31 • HM wkbk. p. 61 	<ul style="list-style-type: none"> • Asses. Book p. 38 • Teacher Observation • Teacher Observation • Asses. Book p. 39 • Teacher Observation • Asses. Book p. 40 	<p>2.1 A.4</p> <p>2.2 E.5,7</p> <p>2.1 A.2,4</p> <p>2.1 A.4</p> <p>2.6 A.1,3</p> <p>2.6 A.2</p>

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PERSONAL HEALTH & SAFETY (cont'd.)	Students will be able to:				
	<ul style="list-style-type: none"> identify tests to measure your level of physical fitness. 	<ul style="list-style-type: none"> Students measure their breathing rate per minute after jumping rope for 2 minutes. Measure again after resting. Repeat each day for a week to show change and graph it. 	<ul style="list-style-type: none"> TM p. C32-C35 Text p. C32-C35 HM wkbk. p. 62-63 Transparency 24 	<ul style="list-style-type: none"> Teacher Observation 	2.6 C.4
	<ul style="list-style-type: none"> discuss how to develop a physical fitness plan. 	<ul style="list-style-type: none"> In small groups, students design a 5-10 minute workout plan for the class. They must include exercises from the President's Challenge. 	<ul style="list-style-type: none"> TM p. C36-C37 Text p. C36-C37 	<ul style="list-style-type: none"> Asses. Book p. 41 	2.6 C.1,4
	<ul style="list-style-type: none"> discuss how to prevent injuries during physical activities. 	<ul style="list-style-type: none"> Students make posters with catchy safety slogans to promote tips in preventing injuries during physical activities. 	<ul style="list-style-type: none"> TM p. C38-C41 Text p. C38-C41 HM wkbk. p. 64-65 Transparency 47 	<ul style="list-style-type: none"> Teacher Observation 	2.1 E.3 2.6 B.1
	<ul style="list-style-type: none"> describe how to recognize and treat injuries. 	<ul style="list-style-type: none"> Students choose an injury and work with a partner to role-play treatment for it. When all have presented, discuss which steps were most challenging. 	<ul style="list-style-type: none"> TM p. C42-C43 Text p. C42-C43 	<ul style="list-style-type: none"> Asses. Book p. 42 	2.1 E.3 2.6 B.1
<ul style="list-style-type: none"> demonstrate knowledge of skills and concepts in Chapter 5. 	<ul style="list-style-type: none"> Complete Chapter 5 Test. 	<ul style="list-style-type: none"> TM p. C44-C45 Text p. C44-C45 	<ul style="list-style-type: none"> Asses. Book p. 43-45 	N/A	

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VIOLENCE & INJURY PROTECTION	Students will be able to:				
	<ul style="list-style-type: none"> list and describe forms and signs of violence and abuse. 	<ul style="list-style-type: none"> As a class, students have a panel discussion that makes them aware of violent behaviors and find ways to avoid practicing them. 	<ul style="list-style-type: none"> TM p. C48-C51 Text p. C48-C51 HM wkbk. p. 67-68 Transparency 47 	<ul style="list-style-type: none"> Teacher Observation 	2.1 E.1,4
	<ul style="list-style-type: none"> identify warning signs of suicide and discuss ways to manage anger. 	<ul style="list-style-type: none"> Students role-play a dialogue between two who disagree on an issue. They use verbal as well as nonverbal communication techniques to show how to calmly settle conflicts. 	<ul style="list-style-type: none"> TM p. C52-C53 Text p. C52-C53 	<ul style="list-style-type: none"> Asses. Book p. 49 	2.2 A.3,4
	<ul style="list-style-type: none"> describe protective factors to reduce the risk of violence in schools and the community. 	<ul style="list-style-type: none"> Students work in pairs to design a street sign that tells ways of keeping safe in the school and community. 	<ul style="list-style-type: none"> TM p. C54-C59 Text p. C54-C59 HM wkbk. p. 69-70 Transparency 27, 41 	<ul style="list-style-type: none"> Asses. Book p. 50 	2.1 F.2,3
	<ul style="list-style-type: none"> discuss 4-step method for resolving conflict. 	<ul style="list-style-type: none"> Given a problem, students work, using 4 steps, to resolve the conflict. 	<ul style="list-style-type: none"> TM p. C60-C61 Text p. C60-C61 Poster 4A 	<ul style="list-style-type: none"> Teacher Observation 	2.1 F.2,3
<ul style="list-style-type: none"> discuss how to be safe at home and prevent falls, fires, poisoning, etc. 	<ul style="list-style-type: none"> Students work in pairs to design posters illustrating the safe way to use one kitchen appliance. 	<ul style="list-style-type: none"> TM p. C62-C63 and C66-C67 Text p. C62-C63 and C66-C67 Transparency 47 	<ul style="list-style-type: none"> Asses. Book p. 51 	2.1 E.2	

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VIOLENCE & INJURY PROTECTION (cont'd.)	Students will be able to:				
	<ul style="list-style-type: none"> discuss how to be safe in motor vehicles and when walking, biking, and skating. 	<ul style="list-style-type: none"> Students design a pamphlet persuading others to participate in a sport. They include safety guidelines and safety equipment needed. 	<ul style="list-style-type: none"> TM p. C64-C65 Text p. C64-C65 HM wkbk. p. 72-73 	<ul style="list-style-type: none"> Teacher Observation 	2.1 E.2
	<ul style="list-style-type: none"> list ways to stay safe during storms and natural disasters. 	<ul style="list-style-type: none"> Students draw pictures of each type of natural disaster in the lesson. They describe the characteristics of each. 	<ul style="list-style-type: none"> TM p. C68-C73 Text p. C68-C73 HM wkbk. p. 74-75 	<ul style="list-style-type: none"> Asses. Book p. 52 	2.2 B.1
	<ul style="list-style-type: none"> explain how to be prepared for any first aid emergency. 	<ul style="list-style-type: none"> Students work as a class to assemble first aid kits. They label each item, explaining its use. 	<ul style="list-style-type: none"> TM p. C74-C77 Text p. C74-C77 HM wkbk. p. 76-78 Transparency 46 	<ul style="list-style-type: none"> Asses. Book p. 53 	2.1 E.3
	<ul style="list-style-type: none"> explain how to give rescue breathing & CPR. 	<ul style="list-style-type: none"> Students work in pairs to find out the kind of lifesaving courses that PE teachers and coaches are required to take. 	<ul style="list-style-type: none"> TM p. C78-C81 Text p. C78-C81 HM wkbk. p. 79-81 Transparency 29 	<ul style="list-style-type: none"> Teacher Observation 	2.1 E.3
	<ul style="list-style-type: none"> describe how to control bleeding and shock. 	<ul style="list-style-type: none"> Students find newspaper articles about situations in which someone has saved another's life through the use of first aid procedures. 	<ul style="list-style-type: none"> TM p. C82-C83 Text p. C82-C83 	<ul style="list-style-type: none"> Teacher Observation 	2.1 E.3

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VIOLENCE & INJURY PROTECTION (cont'd.)	<p>Students will be able to:</p> <ul style="list-style-type: none"> describe how to give first aid for broken bones, sprains, and burns. demonstrate knowledge of skills and concepts learned in Chapter 6. 	<ul style="list-style-type: none"> Students work in groups to write a list of “do’s” and “don’ts” for the kinds of injuries described on p. C84-C85. Complete Chapter 6 Test. 	<ul style="list-style-type: none"> TM p. C84-C85 Text p. C84-C85 HM wkbk. p. 54 TM p. C86-C87 Text p. C86-C87 	<ul style="list-style-type: none"> Teacher Observation Asses. Book p. 55-57 	<p>2.1 E.3</p> <p>N/A</p>
ALCOHOL, TOBACCO, & OTHER DRUGS	<ul style="list-style-type: none"> explain how drugs enter and effect the body. explain why drug abuse is dangerous. discuss how drug abuse affects the individual, family, and society. recognize and get help for someone who abuses drugs. 	<ul style="list-style-type: none"> In pairs, students role-play safe medicine usage at home or responsible medicine purchase at a pharmacy. They illustrate 5 guidelines from the lesson. As a class, make a list on chart paper of both the physical and psychological changes in a person abusing drugs. Students make a class contract for living drug free. Strategies for living up to the contract should be listed. Using a white T-shirt and fabric paint, students design a shirt that promotes drug-free living. They wear their T-shirts on specified drug-awareness days. 	<ul style="list-style-type: none"> TM p. D4-D7 Text p. D4-D7 HM wkbk. p. 83-85 TM p. D8-D11 Text p. D8-D11 Transparency 45 TM p. D12-D15 Text p. D12-D15 HM wkbk. p. 88-89 Transparency 41 TM p. D16-D19 Text p. D16-D19 	<ul style="list-style-type: none"> Teacher Observation Asses. Book p. 61 Teacher Observation Teacher Observation Teacher Observation Asses. Book p. 62 	<p>2.3 A.1,3,4</p> <p>2.3 B.4,6</p> <p>2.3 C.4</p> <p>2.3 B.6 C.1,2,4</p>

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<p style="text-align: center;">ALCOHOL, TOBACCO, & OTHER DRUGS (cont'd.)</p>	<p>Students will be able to:</p>	<ul style="list-style-type: none"> • Volunteers see how long they can hold their breath while doing jumping jacks. Discuss similarities between how they feel and how a smoker feels during physical exertion. 	<ul style="list-style-type: none"> • TM p. D20-D23 • Text p. D20-D23 • HM wkbk. p. 90-91 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.3 B.1</p>
	<ul style="list-style-type: none"> • explain why smokeless tobacco and secondhand smoke are harmful. 	<ul style="list-style-type: none"> • Small groups of students role-play responses they might give to someone who pressures them into using tobacco. 	<ul style="list-style-type: none"> • TM p. D24-D25 • Text p. D24-D25 • Transparency 33 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.3 B.2</p>
	<ul style="list-style-type: none"> • discuss how to resist pressures to use tobacco. 	<ul style="list-style-type: none"> • Students research to list ingredients found in cigarettes. Present information in the form of a chart. 	<ul style="list-style-type: none"> • TM p. D26-D29 • Text p. D26-D29 	<ul style="list-style-type: none"> • Asses. Book p. 63 	<p>2.3 B.1,2,4</p>
	<ul style="list-style-type: none"> • discuss the effects of alcohol on the body. 	<ul style="list-style-type: none"> • Students design labels for alcoholic products that give warnings about possible consequences of drinking alcohol. 	<ul style="list-style-type: none"> • TM p. D30-D35 • Text p. D30-D35 • HM wkbk. p. 93-94 • Poster 3B 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.3 B.3 C.4</p>
	<ul style="list-style-type: none"> • name resistance skills to use if pressured to drink alcohol. 	<ul style="list-style-type: none"> • Students research to find out why Prohibition was put into effect and why it ended. They present information to the class. 	<ul style="list-style-type: none"> • TM p. D36-D37 • Text p. D36-D37 	<ul style="list-style-type: none"> • Asses. Book p. 64 	<p>2.3 B.5,8</p>
	<ul style="list-style-type: none"> • describe the short- and long-term effects of using marijuana and inhalants. 	<ul style="list-style-type: none"> • Students brainstorm to make a list of the negative effects of illegal drug use on them, families, and society. 	<ul style="list-style-type: none"> • TM p. D38-D41 • Text p. D38-D41 • HM wkbk. p. 95-97 	<ul style="list-style-type: none"> • Teacher Observation 	<p>2.3 B.4</p>

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ALCOHOL, TOBACCO, & OTHER DRUGS (cont'd.)	Students will be able to: <ul style="list-style-type: none"> • describe effects of using steroids, stimulants, depressants, narcotics, and hallucinogens. • demonstrate knowledge of skills and concepts in Chapter 7. 	<ul style="list-style-type: none"> • Students work in groups to design an anti-drug banner, complete with graphics and slogan. • Complete Chapter 7 Test. 	<ul style="list-style-type: none"> • TM p. D42-D45 • Text p. D42-D45 • TM p. D46-D47 • Text p. D46-D47 	<ul style="list-style-type: none"> • Asses. Book p. 65 • Asses. Book p. 66-68 	2.3 C.3 N/A
	COMMUNICABLE & CHRONIC DISEASES	<ul style="list-style-type: none"> • discuss types of pathogens, how they enter the body, and our defenses against them. • discuss the causes, symptoms, and prevention of common communicable diseases. • identify the signs, symptoms, diagnosis, and treatment for sexually transmitted diseases. 	<ul style="list-style-type: none"> • Several students act out a way to avoid disease, like washing hands, not sharing cups, etc. Others identify the disease prevention method. • In pairs, students choose one of the nine communicable diseases in the book to research and report back to the class with their new information. • Students make a crossword puzzle based on the diseases in this chapter. Clues must fit just one of the diseases. 	<ul style="list-style-type: none"> • TM p. D50-D53 • Text p. D50-D53 • HM wkbk. p. 99-101 • Transparency 35-36 • TM p. D54-D55 • Text p. D54-D55 • Transparency 46 • TM p. D56-D57 • Text p. D56-D57 • Transparency 37 	<ul style="list-style-type: none"> • Teacher Observation • Asses. Book p. 71 • Teacher Observation

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COMMUNICABLE & CHRONIC DISEASES (con't.d)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe causes and treatment of HIV infection & AIDS and how to reduce risk of STDs. • list causes, symptoms, and risk-reducers for heart disease and cancer. • discuss ways to care for someone with a non-communicable disease. • list ways to manage asthma and allergies. • list ways to manage chronic health conditions. • demonstrate knowledge of skills and concepts in Chapter 8. 	<ul style="list-style-type: none"> • As a class, make a concept web illustrating the effects of HIV and AIDS on society. • Brainstorm a 2-minute daily exercise schedule to perform at the beginning of class each day. The goal is to help fight cardiovascular disease. • Students compile a list of emergency phone numbers to keep at home as a reference if needed. • Students design a comic strip showing a character's experience with an asthma attack. It should include symptoms and any treatment needed. • Students choose one disease from anywhere in the world. Research to find out who discovered it and tell about that person's life. • Complete Chapter 8 Test. 	<ul style="list-style-type: none"> • TM p. D58-D61 • Text p. D58-D61 • HM wkbk. p. 102-104 • Concept Web • Transparency 37 • TM p. D62-D67 • Text p. D62-D67 • HM wkbk. p. 105-106 • Transparency 48 • TM p. D68-D69 • Text p. D68-D69 • TM p. D70-D73 • Text p. D70-D73 • HM wkbk. p. 107-108 • Poster 10B • TM p. D74-D77 • Text p. D74-D77 • TM p. D78-D79 • Text p. D78-D79 	<ul style="list-style-type: none"> • Asses. Book p. 72 • Teacher Observation • Asses. Book p. 73 • Teacher Observation • Asses. Book p. 74 • Asses. Book p. 75-77 	<ul style="list-style-type: none"> 2.1 D.3,4 2.3 B.7 2.4 B.4 2.1 D.1,2,4 2.2 E.3,4 2.1 E.2 2.1 D.4 2.3 A.2 2.1 D.4,5 N/A

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CONSUMER & COMMUNITY HEALTH	Students will be able to:				
	<ul style="list-style-type: none"> discuss how to manage time and money. 	<ul style="list-style-type: none"> Students make a daily schedule the evening before each day of the week. Put on note cards. They cross out tasks as they accomplish them. 	<ul style="list-style-type: none"> TM p. E4-E7 Text p. E4-E7 HM wkbk. p. 111-112 	<ul style="list-style-type: none"> Teacher Observation 	2.2 E.2
	<ul style="list-style-type: none"> explain how to recognize shopping and entertainment addictions and how to make responsible decisions. 	<ul style="list-style-type: none"> Students suggest and explain 3 behavioral changes that might alleviate shopping addiction. 	<ul style="list-style-type: none"> TM p. E8-E11 Text p. E8-E11 	<ul style="list-style-type: none"> Asses. Book p. 79 	2.2 B.3,4
	<ul style="list-style-type: none"> list sources of valid health information and how to be safe when learning online. 	<ul style="list-style-type: none"> Using a web source listed in the text, students use information to design a flyer advertising the agency as a source for valid health information. 	<ul style="list-style-type: none"> TM p. E13-E15 Text p. E13-E15 Transparency 38 Poster 1A 	<ul style="list-style-type: none"> Asses. Book p. 80 	2.2 A.5 F.1
	<ul style="list-style-type: none"> recognize how advertisers can influence consumer choices. 	<ul style="list-style-type: none"> Students invent their own health-related products to “sell” in a print or TV ad using one of the advertising techniques from this lesson. 	<ul style="list-style-type: none"> TM p. E16-E19 Text p. E16-E19 HM wkbk. p. 116-117 Transparency 48 	<ul style="list-style-type: none"> Teacher Observation 	2.2 A.1,5
	<ul style="list-style-type: none"> discuss ways to evaluate health care products. 	<ul style="list-style-type: none"> Students research to learn about how the FDA tests and approves drugs for sale in the U.S. 	<ul style="list-style-type: none"> TM p. E20-E21 Text p. E20-E21 	<ul style="list-style-type: none"> Asses. Book p. 81 	2.2 A.5 B.2
<ul style="list-style-type: none"> discuss how to get health care and how the government plays a role in it. 	<ul style="list-style-type: none"> Students role-play and perform an interview of a health care provider by a patient. Questions address issues of training, quality of care, and insurance. 	<ul style="list-style-type: none"> TM p. E22-E25 Text p. E22-E25 HM wkbk. p. 118-120 	<ul style="list-style-type: none"> Teacher Observation 	2.2 E.7	

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ENVIRONMENTAL HEALTH (cont'd.)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • list coping skills for dealing with anxiety. • describe how air pollution changes air quality. • list ways to keep the air clean. • describe how water pollution changes water quality. • list ways to keep the water safe and conserve water. • list ways the Earth gets polluted. 	<ul style="list-style-type: none"> • Students make a list of what they believe to be important in life. Discuss ways to keep these values in mind when making decisions about behavior. • Students plan a mock march to raise public awareness about air pollution. They come up with slogans and design posters to promote reduction of air pollution. • Students list 3 ways to reduce air pollution and rank ideas from least to most difficult to implement. • Groups of students design a banner on the importance of environmental advocacy and ways people can get involved. • Students choose a health goal in relation to keeping our environment safe. They write a contract promising to help stick to the goal. • Develop a school-wide poster campaign that encourages others to make less garbage. They include facts about how trash affects the planet. 	<ul style="list-style-type: none"> • TM p. E48-E49 • Text p. E48-E49 • Poster 2A • TM p. E50-E53 • Text p. E50-E53 • HM wkbk. p. 126-128 • Transparency 39 • TM p. E54-E55 • Text p. E54-E55 • Transparency 46 • TM p. E56-E59 • Text p. E56-E59 • HM wkbk. p. 129-131 • TM p. E60-E63 • Text p. E60-E63 • TM p. E64-E67 • Text p. E64-E67 • Transparency 40 • HM wkbk p. 132-133 	<ul style="list-style-type: none"> • Asses. Book p. 88 • Teacher Observation • Asses. Book p. 89 • Teacher Observation • Asses. Book p. 90 • Teacher Observation 	<ul style="list-style-type: none"> 2.1 F.1,2 2.2 B.1,3 2.2 A.2 2.2 C.1,2 2.2 E.7 2.2 C.1,2 2.2 E.1,5,6

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ENVIRONMENTAL HEALTH (cont'd.)	Students will be able to:	<ul style="list-style-type: none"> Students brainstorm ways they can help their school save energy. Make a chart that gives each a chance to take responsibility for an activity over the next month. 	<ul style="list-style-type: none"> TM p. E68-E71 Text p. E68-E71 Transparency 45 	<ul style="list-style-type: none"> Asses. Book p. 91 	2.2 E.5,6
	<ul style="list-style-type: none"> identify places and activities that can be enjoyed outdoors. 	<ul style="list-style-type: none"> Groups find out about activities available at nearby parks. They make flyers informing families about eco-friendly vacation possibilities. 	<ul style="list-style-type: none"> TM p. E72-E75 Text p. E72-E75 Transparency 41 HM wkbk. p. 134-135 	<ul style="list-style-type: none"> Teacher Observation 	2.2 A.2
	<ul style="list-style-type: none"> explain how a pleasant visual environment can help you improve your health. 	<ul style="list-style-type: none"> Design a piece of art to enhance a part of their living space. Include scenes, colors, and images that are pleasing. 	<ul style="list-style-type: none"> TM p. E76-E77 Text p. E76-E77 	<ul style="list-style-type: none"> Asses. Book p. 92 	2.2 D.1
	<ul style="list-style-type: none"> demonstrate knowledge of skills and concepts learned in Chapter 10. 	<ul style="list-style-type: none"> Complete Chapter 10 Test. 	<ul style="list-style-type: none"> TM p. E78-E79 Text p. E78-E79 	<ul style="list-style-type: none"> Asses. Book p. 93-96 	N/A