

## GROWING HEALTHY - GRADE SIX

Growing Healthy Obj.	Health Benchmarks	Science Arts Benchmarks	Language Arts Benchmarks
<b><u>Intro Phase</u></b>			
Day 1	Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a Demonstrate communication skills that build and maintain healthy relationships. 4:1:a		Determine methods of assessing the validity and accuracy of various types of oral and visual information. 3:2:b
Day 2	Demonstrate individual responsibility in health-related decisions/choices. 3:3:b Chose appropriate communication techniques when interacting with family, peers, and community. 4:1:b		Apply appropriate conventions of language in written work. 2:1:a Use various listening techniques in problem-solving and decision-making situations. 3:1:b
Day 3	Analyze personal practices which promote lifelong health and well-being. 3:1:b Explore personal health and well-being on a regular basis. 3:2:a		Apply appropriate conventions of language in written work. 2:1:a Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a
<b><u>Phase One</u></b>			
Day 1	Explain how health is influenced by the interaction of body systems. 1:2:a Compare different health plans for the achieving and maintaining good health. 3:2:a		Apply appropriate conventions of language in written work. 2:1:a Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a
Day 2	Explain how health is influenced by the interaction of body systems. 1:2:a Model effective interpersonal communication skills. 4:1:a		Use personal criteria to defend the choice of independent reading material. 1:3:c
Day 3	Demonstrate healthy ways to express needs,		Apply appropriate conventions of language Use various listening techniques in problem-solving and decision-making situations. 3:1:b

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Day 4	Model appropriate ways to express feelings in a variety of age-appropriate situation. 1:1:a Demonstrate communication skills that build and maintain healthy relationships. 4:1:a Chose appropriate communication techniques when interacting with family, peers, and community. 4:1:b		Analyze the validity and/or appropriateness of various technical and practical materials. 1:4:b
Day 5	Determine behaviors/situations which create bridges and barriers to effective		Write on a routine basis to gain confidence and identity as an author. 2:3:c Use specific questioning strategies to comprehend oral/visual information. 3:3:b

<b>Phase 2</b>			
Day 1	Explain how health is influenced by the interaction of body systems. 1:2:a Demonstrate communication skills that build and maintain healthy relationships. 4:1:a	Conduct systematic scientific investigations that can be replicated. 1:2:a Describe the benefits and potential of scientific investigations. 1:2:b	Analyze and assess oral/visual information for usefulness. 3:3:a
Day 2	Use relevant and appropriate terminology when discussing health issues. 4:2:a	Investigate how science requires fundamental assumptions in order to Conduct systematic scientific investigations that can be replicated. 1:2:a	Determine the basic or subliminal meaning of various oral and visual messages, e.g.,
Day 3, Station 1	Use relevant and appropriate terminology when discussing health issues. 4:2:c	Conduct systematic scientific investigations that can be replicated. 1:2:a	
Day 4, Station 2	Explain how health is influenced by the interaction of body systems. 1:2:a Use relevant and appropriate terminology when discussing health issues. 4:2:c		
Day 4, Station 3	Explain how health is influenced by the interaction of body systems. 1:2:a Use relevant and appropriate terminology when discussing health issues. 4:2:c		

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Day 5, Station 4	Use relevant and appropriate terminology when discussing health issues. 4:2:c		
Day 5, Station 5	Demonstrate healthy ways to express needs, wants, and feeling. 4:2:a		Use various organizing strategies to recall oral/visual information. 3:3:b
Day 6	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:a</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Analyze various personal situations to determine when professional health services are necessary. 2:3:a</p> <p>Analyze the positive and negative aspects of conflict in everyday situations. 4:3:a</p>	<p>Investigate how science requires fundamental assumptions in order to understand natural phenomena. 1:1:a</p> <p>Conduct systematic scientific investigations that can be replicated. 1:2:a</p>	
Day 7	<p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Distinguish short- and long-term consequences of risky and harmful behaviors (sic). 3:1;a</p> <p>Demonstrate effective conflict resolution strategies. 4:3:a</p> <p>Examine and adopt/adapt various plans designed to address community health issues. 5:2:a</p>		<p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p>
Day 8	<p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Describe the influence of cultural beliefs on health behaviors and practices. 2:1:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:a</p>		<p>Use various listening techniques in problem-solving and decision-making situations. 3:1:a</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p>

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Day 9	<p>Examine practices which enhance personal emotional, social, and physical well-being. 1:2:a</p> <p>Analyze how social pressures can influence participation in risk-taking behaviors. 3:1:b</p> <p>Describe how personal choices and impact (sic) long-range health. 3:3:a</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:a</p>		Present oral information in a logical and coherent manne. 4:1:a

<b>Phase Three</b>			
Day 1	Explain how health is influenced by the interaction of body systems. 1:2:a		Determine methods of assessing the validity and accuracy of various types of oral and visual information. 3:2:a
Day 2	Explain how health is influenced by the interaction of body systems. 1:2:a		<p>Apply appropriate conventions of language in written work. 2:1:a</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p>
Day 3	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>	1-2-1 Conduct systematic scientific investigations that can be replicated. 1:2:a	
Day 4	Use relevant and appropriate terminology when discussing health issues. 4:2:c	1-2-1 Conduct systematic scientific investigations that can be replicated. 1:2:a	Use specific questioning strategies to comprehend oral/visual information. 3:3:a
Day 5, Station 1	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p>		Examine various literary works to understand how authors present different perspectives. 1:3:a
Day 6, Station 2	<p>Explain how health is influenced by the interaction of body systems. 1:2:a</p> <p>Use relevant and appropriate terminology when discussing health issues</p>		

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Day 6, Station 3	Explain how health is influenced by the interaction of body systems. 1:2:a Model effective interpersonal communication skills. 4:1:a		
Day 7, Station 4	Explain how health is influenced by the interaction of body systems. 1:2:a Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b		
Day 7, Station 5	Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b	Conduct systematic scientific investigations that can be replicated. 1:2:a	Use various organizing strategies to recall oral/visual information. 1:2:a
Day 8	Conduct systematic scientific investigations that can be replicated. 1:2:a Analyze various personal situations to determine when professional health services are necessary. 2:3:a	Conduct systematic scientific investigations that can be replicated. 1:2:a Describe and demonstrate various safety factors associated with different types of scientific activity. 1:2:c	Apply appropriate conventions of language in written work. 2:1:a

<b><u>Phase Four</u></b>			
Day 1	Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c  Examine health practices which may cause and/or spread/prevent diseases. 1:3:c	Conduct systematic scientific investigations that can be replicated. 1:2:a  Describe and demonstrate various safety factors associated with different types of scientific activity. 1:2:c	Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:a  Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a
Day 2	Model an age-appropriate healthy lifestyle. 3:3:a  Investigate the impact of past health plans/strategies on current population/environment. 5:2:c		Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c  Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a
Day 3	Examine health practices which may cause and/or spread/prevent diseases. 1:3:c		Present oral information in a logical and coherent manner. 4:1:b

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Day 3 (Continued)	Choose appropriate communication techniques when interacting with family,		
Day 4	<p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Determine how medical research influences health care and disease prevention. 1:3:a</p> <p>Analyze the media impact on personal and family health decisions and practices. 2:1:a</p> <p>Describe the effects of following or rejecting prescribed /recommended treatment. 2:3:c</p> <p>Examine and adopt/adapt various plans designed to address community health issues. 5:2:a</p>		Apply appropriate conventions of language in written work. 2:1:a
Day 5	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Analyze the media impact on personal and family health decisions and practices. 2:1:a</p> <p>Analyze the impact of technology on personal and family health decisions and practices. 2:1:b</p>		Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a
Day 6	<p>Analyze the media impact on personal and family health decisions and practices. 2:1:a</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		Analyze the validity and/or appropriateness of various technical and practical materials. 1:4:b
Day 7	<p>Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:c</p> <p>Determine how medical research influences health care and disease prevention. 1:3:a</p>		Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a

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Day 8	<p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Describe the influence of cultural beliefs on health behaviors and practices. 2:1:a</p>		<p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p>
Day 9	<p>Describe options for contacting/obtaining health services. 2:3:a</p> <p>Describe how medical advances affect the community and environment. 5:1:c</p>		<p>Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a</p>

<b>Phase Five</b>			
Day 1	<p>Investigate the availability of health products and services at the local, state, and regional levels. 2:2:c</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe and rank (sic) community and environmental health issues. 5:1:a</p> <p>Collaborate with others to investigate the need for equitable health care for all. 5:3:c</p>		<p>Use personal criteria to defend the choice of independent reading materials. 1:3:c</p>
Day 2	<p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</p> <p>Describe options for contacting/obtaining health services. 2:3:b</p> <p>Analyze personal health progress and adjust behaviors as needed. 3:2:c</p>		<p>Write to synthesize, interpret, and use new information. 2:4:b</p>
Day 3	<p>Analyze the effectiveness of local, state, and regional health resources. 2:2:b</p> <p>Determine resources needed to implement community and environmental health plans/strategies. 5:2:a</p>		

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Day 3, Station 1	<p>Analyze health care requirements and policies which affect safety and well-being. 1:3:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p>		<p>Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM print, and video material, library. 1:4:a</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>
Day 4, Station 2	<p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Analyze personal health progress and adjust behaviors as needed. 3:2:c</p>	1-2-1 Conduct systematic scientific investigations that can be replicated	<p>Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM print, and video material, library. 1:4:a</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>
Day 4, Station 3	<p>Analyze the media impact on personal and family health decisions and practices. 2:1:a</p>		<p>Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM print, and video material, library. 1:4:a</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:b</p>
Day 5, Station 4	<p>Model appropriate ways to express feeling in a variety of age-appropriate situations. 1:1:a</p> <p>Model effective interpersonal communication skills. 4:1:b</p>		<p>Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM print, and video material, library. 1:4:a</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>
Day 5, Station 5	<p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:a</p>		<p>Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM print, and video material, library. 1:4:a</p> <p>Use examples from print and electronic sources to support personal interpretations. 2:4:c</p>

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Day 6	Analyze health care requirements and policies which affect safety and well-being. 1:3:a Analyze personal health progress and adjust behaviors as needed. 3:2:c Demonstrate individual responsibility in health-related decisions/choices. 3:3:a		Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a Present oral information in a logical and coherent manner. 4:1:b
Day 7	Investigate methods used to influence others in making healthy choices. 5:2:a Choose and model health advocacy strategies for families, schools, and communities. 5:3:b		Apply appropriate conventions of language in written work. 2:1:a Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a
Day 8	Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:a Analyze personal practices which promote lifelong health and well-being. 3:1:b		
Day 9	Demonstrate individual responsibility in health-related decisions/choices. 3:3:b Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:a		Determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television. 3:2:a Present oral information in a logical and coherent manner. 4:1:b
Day 10	Analyze personal practices which promote lifelong health and well-being. 3:1:c Describe how personal choices can impact (sic) long-range health. 3:3:a		Write to clarify what is known about various topics. 2:4:1