

HEALTH 'N ME! Grade Six

LESSONS	HEALTH BENCHMARKS	SCIENCE BENCHMARKS	LANGUAGE ARTS BENCHMARKS
<p>Introductory Unit <u>Lesson 1: What We Already Know: Planning to Stay Well</u></p>	<p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>
<p><u>Lesson 2: Teasing, Harassment, and Bullying</u></p>	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

	Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a		
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<u>Lesson 2: (Cont.)</u>	<p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		
<u>Lesson 3: Handling Stress</u>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Model an age-appropriate healthy lifestyle. 3:3:c</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p>
<u>Lesson 4: Food Selection for Growth, Energy, Healthy Weight</u>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g.</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

Unit 1			
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<u>Lesson 1: Handling Anger</u>	Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c		Collect and summarize information to make reasonable and informed decisions. 1:4:c
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<u>Lesson 1: (Cont.)</u>	<p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Distinguish short-and long-term consequences of risky and harmful behavior (sic). 3:1:a</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p>		<p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p>
<u>Lesson 2: Recognizing Danger in Public</u>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Investigate the availability of health products and services at the local, state, and regional levels. 2:2:c</p> <p>Analyze various personal situations to determine when professional health services are necessary. 2:3:a</p> <p>Distinguish short-and long-term consequences of risky and harmful behavior (sic). 3:1:a</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p>		<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

Lesson 3: Building Assets Cooperatively	Examine practices which enhance personal, emotional, social, and physical well-being. 1:2:b Analyze the effectiveness of local, state, and regional health resources. 2:2:b		Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-
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Lesson 3: (Cont.)	Choose appropriate communication techniques when interacting with family, peers, and community. 4:1:b		Write to synthesize, interpret, and use new information. 2:4:b Present oral information in a logical and coherent manner. 4:1:b

Unit 2 Lesson 1: Basic Nutrition	Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a Analyze the effectiveness of local, state, and regional health resources. 2:2:b Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b Investigate methods used to influence others in making healthy choices. 5:3:a Collaborate with others to investigate the need for equitable health care for all. 5:3:c		Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM, print and video materials, library. 1:4:a Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a
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<p><u>Lesson 2: Food Choices for a Healthy Cardiovascular System</u></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Explain how health is influenced by interaction of body systems. 1:2:a</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p>	<p>Select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM, print and video materials, library. 1:4:a</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p>
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<p><u>Lesson 2: (Cont.)</u></p>	<p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</p> <p>Analyze the effectiveness of local, state, and regional health resources. 2:2:b</p> <p>Compare different plans for achieving and maintaining good health. 3:2:b</p> <p>Analyze personal health progress and adjust behaviors as needed. 3:2:c</p>		
<p><u>Lesson 3: Physical Fitness and the Healthy Heart</u></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Describe the influence of cultural beliefs on health behaviors and practices. 2:1:a</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p> <p>Choose and model health advocacy strategies for families, schools, and communities. 5:3:b</p>	<p>Conduct systematic scientific investigations that can be replicated. 1:2:a</p> <p>Describe the benefits and potential of scientific investigations. 1:2:b</p>	<p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p> <p>Use various organizing strategies to recall oral/visual information. 3:3:c</p>

<p>Unit 3 <u>Lesson 1: The Circulatory System</u></p>	<p>Describe the influence of cultural beliefs on health behaviors and practices. 2:1:a</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p>
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<u>Lesson 1: (Cont.)</u>			Present oral information in a logical and coherent manner. 4:1:b
<u>Lesson 2: The Heart</u>	<p>Describe the influence of cultural beliefs on health behaviors and practices. 2:1:a</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p>	<p>Analyze science as a body of knowledge and an investigative process. 1:1:a</p> <p>Conduct systematic scientific investigations that can be replicated. 1:2:a</p> <p>Describe and demonstrate various safety factors associated with different types of scientific activity. 1:2:c</p>	<p>Write to clarify what is known about various topics. 2:4:a</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p>
<u>Lesson 3: Heart Dissection</u>	Analyze the effectiveness of local, state, and regional health resources. 2:2:b	<p>Conduct systematic scientific investigations that can be replicated. 1:2:a</p> <p>Describe and demonstrate various safety factors associated with different types of scientific activity. 1:2:c</p> <p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Use various organizing strategies to recall oral/visual information. 3:3:c</p>
<u>Lesson 4: Diseases of the Heart and Circulatory System</u>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p>		<p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p>

	<p>Determine how medical research influences health care and disease prevention. 1:3:a</p> <p>Analyze the effectiveness of local, state, and regional health resources. 2:2:b</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p>	<p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television3:2:a</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p> <p>Use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects. 4:3:c</p>
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<p><u>Lesson 5: Risk Factors for Cardiovascular Disease</u></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Determine how medical research influences health care and disease prevention. 1:3:a</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Investigate methods used to influence others in making healthy choices. 5:3:a</p> <p>Collaborate with others to investigate the need for equitable health care for all. 5:3:c</p>	<p>Investigate important contributions to the advancement of science from people of differing cultures, genders and ethnicity. 1:1:c</p>	<p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

<p>Unit 4</p> <p><u>Lesson 1: Alcohol, Tobacco, and Other Drugs and the Circulatory System</u></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p>		<p>Collect and summarize information to make reasonable and informed decisions. 1:4:c</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>
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	Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b		
<u>Lesson 2: Learning More About Illegal Drugs</u>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p>		<p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Use various organizing strategies to recall oral/visual information. 3:3:c</p>

LESSONS	HEALTH BENCHMARKS	SCIENCE BENCHMARKS	LANGUAGE ARTS BENCHMARKS
<u>Lesson 3: The Effects of Alcohol on the Body</u>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p>		<p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>
<u>Lesson 4: Peer Pressure Refusal Skills</u>	<p>Analyze how appropriate and inappropriate health practices affect self and family. 1:1:c</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Compare different plans for achieving and maintaining good health. 3:2: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> <p>Determine the purpose of oral presentations when deciding appropriate language. 4:2:b</p> <p>Use recognized conventions/mechanics of language in personal communication. 4:2:c</p>

	<p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>	
<u>Lesson 5: Tobacco and Alcohol Advertising</u>	Analyze health care requirements and policies which affect safety and well-being. 1:3:b	Analyze the validity and/or appropriateness of various technical and practical materials. 1:4:b

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<u>Lesson 5: (Cont.)</u>	<p>Describe the influence of cultural beliefs on health behaviors and practices. 2:1:a</p> <p>Analyze the media impact on personal and family decisions and practices. 2:1:b</p> <p>Investigate the role and organization of various community, state, and regional health agencies/services. 2:2:a</p>		<p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p>

<u>Unit 5</u> <u>Lesson 1: Puberty</u>	<p>Examine ways to avoid, minimize, or cope with adolescent health problems. 1:2:c</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p>	<p>Explain relationships between structure and function at various levels in organisms. 3:1:a</p>	<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Write to synthesize, interpret, and use new information. 2:4:b</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p>
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<p><u>Lesson 2: HIV and AIDS</u></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Examine health practices which may cause and/or spread/prevent diseases. 1:3:c</p> <p>Distinguish short-and long-term consequences of risky and harmful behavior (sic). 3:1:a</p>	<p>Investigate important contributions to the advancement of science from people of differing cultures, genders and ethnicity. 1:1:c</p>	<p>Write to clarify what is known about various topics. 2:4:a</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>
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LESSONS	HEALTH BENCHMARKS	SCIENCE BENCHMARKS	LANGUAGE ARTS BENCHMARKS
<p><u>Lesson 2: (Cont.)</u></p>	<p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		
<p><u>Lesson 3: Inappropriate Touch</u></p>	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Investigate the availability of health products and services at the local, state, and regional levels. 2:2:c</p>		<p>Use personal criteria to defend the choice of independent reading materials. 1:3:c</p> <p>Write to clarify what is known about various topics. 2:4:a</p> <p>Determine the basic or subliminal meaning of various oral and visual messages, e.g. advertisements, video, Television. 3:2:a</p>

	<p>Analyze various personal situations to determine when professional health services are necessary. 2:3:a</p> <p>Analyze how social pressure can influence participation in risk-taking behaviors. 3:1:b</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Demonstrate individual responsibility in health-related decisions/choices. 3:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		
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LESSONS	HEALTH BENCHMARKS	SCIENCE BENCHMARKS	LANGUAGE ARTS BENCHMARKS
<p><u>Lesson 4: A Model for Problem Solving</u></p>	<p>Distinguish short-and long-term consequences of risky and harmful behavior (sic). 3:1:a</p> <p>Demonstrate communication skills that build and maintain healthy relationships. 4:1:a</p> <p>Demonstrate healthy ways to express needs, wants, and feelings. 4:2:a</p> <p>Determine behaviors/situations which create bridges and barriers to effective communication. 4:2:b</p> <p>Use relevant and appropriate terminology when discussing health issues. 4:2:c</p> <p>Demonstrate effective conflict resolution strategies. 4:3:b</p> <p>Demonstrate communication skills used to avoid potentially harmful situations. 4:3:c</p>		<p>Write to clarify what is known about various topics. 2:4:a</p> <p>Use specific questioning strategies to comprehend oral/visual information. 3:3:b</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>

Lesson 5: Practice in Problem Solving	<p>Model appropriate ways to express feelings in a variety of age-appropriate situations. 1:1:a</p> <p>Engage in a variety of positive, personal hygienic (sic) behaviors. 1:1:b</p> <p>Analyze health care requirements and policies which affect safety and well-being. 1:3:b</p> <p>Explore personal health and well-being on a regular basis. 3:2:a</p> <p>Describe how personal choices can impact (sic) long-range health. 3:3:a</p> <p>Compare different health plans for achieving and maintaining good health. 3:2:b</p>	<p>Use prior knowledge and experience to interpret and construct meaning from various texts. 1:1:c</p> <p>Present oral information in a logical and coherent manner. 4:1:b</p>
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Lesson 5: (Cont.)	<p>Analyze personal health progress and adjust behaviors as needed. 3:2:c</p> <p>Analyze information/data to support or refute the cause/effect of various health issues. 5:1:b</p> <p>Choose and model health advocacy strategies for families, schools, and communities. 5:3:b</p> <p>Collaborate with others to investigate the need for equitable health care for all. 5:3:c</p>		