

**COURSES PROFICIENCY OUTLINE
HEALTHFUL LIVING
GRADE 6**

PURPOSE:

NJCCC STANDARDS

To empower students to make healthy choices mentally, physically and emotionally and to live a healthy and active lifestyle.

LENGTH:

Five days a week for one marking period.

I. STUDENT OUTCOMES:

Building upon knowledge and skills in the elementary health program, student will:

- A. Use critical thinking, decision-making and problem-solving skills. (2.1)
- B. Express themselves in correct written and spoken forms. (2.2)
- C. Understand how health is influenced by the interaction of body systems and nutritional intake. (2.1)
- D. Have the ability to describe a healthy adolescent, discuss injuries and illnesses common to this age group, and identify ways to prevent, reduce or eliminate health problems. (2.1)
- E. Analyze how family, peers, culture, media, technology and the environment affect wellness. (2.1)
- F. Analyze the influence of peers and the media on risk behaviors, injuries and violent behavior. (2.2)
- G. Learn the causes of conflict and aggressive behavior in youth and adults and describe nonviolent strategies for individuals and groups to prevent and resolve conflict. (2.3)
- H. Understand the impact of chemical substances on development, behavior and activities. (2.3)
- I. Understand the function of the human reproductive system and the physical and emotional changes that occur at puberty. (2.4)

II. CONTENT:

A. Heart Health: (2.1)

1. Describe how a human heart functions and understand how blood flows through our body.
2. Understand how exercise can influence the heart's capacity to function more efficiently.
3. Understand and be able to calculate a resting heart rate.
4. Understand and be able to calculate a target heart zone.
5. Describe how an unhealthy lifestyle can damage the heart muscle over time.

B. Nutrition: (2.2)

1. Identify the four food groups on the food guide pyramid.
2. Understand the importance of making healthy food choices and its effect on a person's overall health.
3. Empower students to take ownership of the food they consume and understand the positive and negative consequences of these choices.

C. Drug, Alcohol and Tobacco Education: (2.3)

1. Classify chemical substances by their actions on the body, and describe the short and long-term effects of their use.
2. Analyze the impact of chemical substances on development, behavior, and activities.
3. Describe the signs and progression of chemical use, abuse, and dependency throughout the life cycle.

D. Family Living: (2.4)

1. Describe the function of the male and female reproductive systems and the physical and emotional changes that occur at puberty.
2. Identify the characteristics of sexually transmitted disease. (HIV and AIDS)

III. **EVALUATION:**

- A. Regular attendance and participation in the lesson development.
- B. Assessment of understanding of the student's outcomes and unit strand content.

IV. **MATERIALS:**

- A. Teen Health – Decisions for Healthful Living
- B. "Current Health" Magazine
- C. Lions Quest: Skills for Growing
- D. Here's Looking at Your 2000 Curriculum

Reviewed and revised: August 2010