

COMMUNITY UNIT SCHOOL DISTRICT 200

Course – Health Middle School Grade 6 (6 weeks)

1. Subject Expectation (State Goal 22) The student will understand principles of health promotion and the prevention and treatment of illness and injury.

Essential Learning 1 (Learning Standard A)	Explain the basic principles of health promotion, illness prevention and safety
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| Critical Content | 22.A.3a | a. | <ul style="list-style-type: none"> identify and describe ways to reduce health risks common to adolescents <ul style="list-style-type: none"> • describe common emergency procedures (e.g. fire, weather) • demonstrate behaviors/choices that reduce health risks |
| | 22.A.3b | b. | <ul style="list-style-type: none"> identify how positive health practices and relevant health care can help reduce health risks <ul style="list-style-type: none"> • explain the importance of regular health screenings (eye, dental, physical) • discuss various careers that promote health and safety or prevent illness • demonstrate personal health and hygiene strategies which will help reduce health risks |
| | 22.A.3c | c. | <ul style="list-style-type: none"> explain routine safety precautions in practical situations <ul style="list-style-type: none"> • discuss procedures to be followed if fire is suspected • describe behaviors/choices that reduce health risks (e.g., sleep, nutrition, activity, stress management, hygiene) • demonstrate safety procedures in your home and community |

Essential Learning 2 (Learning Standard B)	Describe and explain the factors that influence health among individuals, groups and communities
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| Critical Content | 22.B.3 | a. | <ul style="list-style-type: none"> describe how the individual influences the health and well being of the workplace and the community <ul style="list-style-type: none"> • discuss the components of a decision-making process • discuss how peers affect health-related choices • describe how the media influences health-related behaviors, choices, and skills |
| | * | | <ul style="list-style-type: none"> • use a decision-making process to make a healthy choice in a peer pressure situation |
| | * | | <ul style="list-style-type: none"> • know where to go for health care and medicines |

- recognize emergency situations that can impact health and well being (e.g. tornado, flood, and fire)
- explain what to do in an emergency or disaster situation (e.g., tornado warning, house fire)

Essential Learning 3 (Learning Standard C)	Explain how the environment can affect health
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| Critical Content | 22.C.3a | a. | <ul style="list-style-type: none"> identify potential environmental conditions that may affect the health of the local community <ul style="list-style-type: none"> • explain the possible effects of noise pollution on health • analyze hazards associated with the prolonged exposure to the sun (ultra-violet rays) * describe the effects of cigarette smoking on the environment and the body * list chemicals found in cigarette smoke that pollutes the body and the environment |
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2. Subject Expectation (State Goal 23) The student will understand human body systems and factors that influence growth and development.

Essential Learning 1 (Learning Standard A)	Describe and explain the structure and functions of the human body systems and how they interrelate
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| Critical Content | 23.A.3 | a. | <ul style="list-style-type: none"> explain how body systems interact with each other <ul style="list-style-type: none"> • analyze how oxygen gets to the lungs • explain the basic functions of the reproductive system |
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Essential Learning 2 (Learning Standard B)	Explain the effects of health related actions on the body systems
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| Critical Content | 23.B.3 | a. | <ul style="list-style-type: none"> explain the effects of health-related actions upon body systems (e.g., orthodontics, avoiding smoking, alcohol use, and other drug use) <ul style="list-style-type: none"> • list the effects of alcohol, drugs, and tobacco on the body’s systems • list choices that have a positive influence on health • list choices that have a negative influence on health • describe the short-term effects of tobacco use on the body’s systems • explain the difference between drug use and drug misuse and how each affects the body (e.g., use: improve health, maintain health, control disease; misuse: may lead to overdose, negative side effects) * * |
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Essential Learning 3 (Learning Standard C)	Describe factors that affect growth and development
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| Critical Content | 23.C.3 | a. | <ul style="list-style-type: none"> acknowledge the relationships among the physical, mental and social health components (e.g., the health triangle) |
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- * • list factors that contribute to positive self-esteem
- * • define the word ‘peer pressure’
- describe the process of group decision-making
- list ways to counteract negative risk factors (such as refusal skills)
- explain the effects of peer pressure on physical, mental and social health
- identify stages in growth and development
- define the word “puberty”
- identify changes associated with puberty
- identify characteristics of puberty and the effects of these changes on physical, mental, and social development
- describe the rate of growth change during puberty

**3. Subject Expectation
(State Goal 24)**

The student will promote and enhance health and well being through the use of effective communication and decision-making skills.

Essential Learning 1 (Learning Standard A)	Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflicts
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| Critical Content | 24.A.3a | a. describe possible causes and consequences of conflict and violence among youth in school and communities |
| | * | <ul style="list-style-type: none"> • describe and give examples of how media influences choices and behavior |

Essential Learning 2 (Learning Standard B)	Apply decision-making skills related to the protection and promotion of individual health
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| Critical Content | 24.B.3 | a. apply the decision-making process to an individual health concern |
| | * | <ul style="list-style-type: none"> • list ways cleanliness affects personal hygiene/health • describe key components of a decision-making process • give examples where and when a decision-making process can be used • identify options available to solve a problem or make a decision • select a health problem and give examples of choices and consequences • discover how personal hygiene affects the process of an individual going through puberty • explain how choices you make now could affect your future health • formulate a plan to solve a health-related problem |

**Essential Learning 3
(Learning Standard C)**

**Demonstrate skills essential to enhancing health and
avoiding dangerous situations**

- Critical Content 24.B.3 a. apply refusal and negotiation skills to potentially harmful situations
- identify places to avoid because of potential danger
 - demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, and inappropriate touches)
 - discuss peer pressure in terms of needing to use refusal skills