

**VECC Health Education
Grade 6
Curriculum Guide 2007**

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
October & November <hr/> Brainstorms "Your Central Nervous System"	How does the brain work? What are the different parts of the brain and how do they work together to control the body? How do drugs affect the way the brain works? What happens when the brain is damaged?	2.1 A: 1-4 B: 1-3 C: 1-4 D: 1-5 E: 1-5 F: 1-7 2.3 A: 1-4 B: 1-9 C: 1-6	Lesson 1: The Amazing Brain <ul style="list-style-type: none"> Describe the structure and different functions of the brain Increase the desire to perform to the best of one's ability, using all the faculties of the brain Set goals and practice ways of developing greater use of the faculties of the brain Analyze the way you think Lesson 2: Sending Signals <ul style="list-style-type: none"> Name the different parts of the central nervous system and explain how they work Develop respect for the way the brain is informed by the nervous system Practice sharpening the senses and being conscious of the messages sent to the brain Compare and contrast reflex and conscious actions Lesson 3: Drugs and the Damages They Do <ul style="list-style-type: none"> Explain the effects of drugs on the brain Explore the issue of how doing drugs affects personal values, such as personal responsibility Practice refusal skills that can protect you from dangerous risks Compare and Contrast the effects of different drugs on the brain Lesson 4: Injuries and Disorders <ul style="list-style-type: none"> List the causes and effects of head injuries and various disorders of the brain Develop a sense of empathy for those with brain disorders Practice responsible behaviors, including conflict resolution, to avoid risks that might result in injury to the brain Predict the effects of various injuries on the brain 	Students will be assessed through: <ul style="list-style-type: none"> Personal participation in classroom and small group discussions Personal content & organization of Health notebook Written assignments, projects, and reports <ul style="list-style-type: none"> - Individual - Group Unit Tests and Quizzes 	Learning will take place through: <ul style="list-style-type: none"> Teacher led instruction Classroom discussions Group activities Graphic organizers Role Playing 	Student achievement will take place through: <ul style="list-style-type: none"> Outlining of teacher led instruction and taking written notes Participation in classroom discussions Brainstorming activities Charting personal graphic organizers in: <ul style="list-style-type: none"> Decision making Comparing and Contrasting Predicting Consequences Simulation activities where the motor and sensory pathways are traveled between the brain and nerve endings.

