

**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?
December & January <hr/> Those Crazy Mixed Up Emotions	How can our emotions affect our body? Is it healthy to have strong emotions? Should we show our emotions or should we hide them? Why is it important to get help when we feel troubled?	2.1 A: 1-5 B: 1-3 D: 1-5 F: 1-6 2.4 A: 1-5 B: 1-6	Lesson 1: Your emotions and your body <ul style="list-style-type: none"> Describe human emotions and their effects on the body. Build respect for the power of emotions to influence your health. Express emotions appropriately through communication skills. Predict the consequences of emotions on health. Lesson 2: Your emotions and your life <ul style="list-style-type: none"> Identify responsible and irresponsible methods for handling strong emotions. Make acting responsibly a priority in your behavior by making a class commitment. Practice positive skills for coping with stress, conflict, disappointment and failure. Use decision-making steps to determine responsible actions in emotional situations. Lesson 3: Troubled times <ul style="list-style-type: none"> Identify events in life, which trigger emotions such as grief, depression, anxiety, guilt and fear. Develop respect for the importance of a support system. Locate resources for help in your community for a variety of problems that might occur in life. Analyze various situations, which trigger different emotions and discover the support system. Lesson 4: Send the message: My body is private <ul style="list-style-type: none"> Explain how to recognize and avoid risky situations involving personal safety. Increase awareness that sexual harassment is a crime. Practice assertiveness, refusal skills, and locating resources for help in the community. Distinguish between appropriate, inappropriate, and confusing touches and secrets. 	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 Practicing refusal and assertiveness skills during role playing activities

