

**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?
January & February “About Blood and AIDS”	How does the circulatory system work? What are the different types of blood cells we have and what are their functions? What is HIV and how does it harm the body? How can someone get HIV? How can we avoid it?	2.1 A: 1-4 B: 1-3 D: 1-5 E: 1-5 F: 1-7 2.3 A: 1-4 B: 1-9 C: 1-6 2.4 A: 1-8 B: 1-8 C: 1-8	Lesson 1: Your Circulatory System <ul style="list-style-type: none"> • Describe how your circulatory system works • Show how important you believe healthful nutrition and exercise habits are to your circulatory system • Perform daily exercises which help to keep your circulatory system healthy • Predict the consequences of risky behaviors which affect our circulatory system, including smoking cigarettes, eating foods with high fat and salt contents, taking drugs and drinking alcohol Lesson 2: Your Blood and Your Immune System <ul style="list-style-type: none"> • Identify components of the blood and the jobs they do • Create a visual activity to show how important you feel your immune is • Take responsibility for keeping immunization records • Analyze the importance of immunization Lesson 3: HIV, Enemy of the Immune System <ul style="list-style-type: none"> • Determine how HIV affects the immune system • Design a goal chart that shows all the positive things you hope to be and do in your life • Practice refusal skills, particularly concerning avoiding behaviors that pose the life threatening risk of contracting HIV • Analyze how HIV can and cannot be transmitted Lesson 4: Helping Hands <ul style="list-style-type: none"> • Define compassion and empathy • Show that you can make helping others a priority in your life • Practice expressing kindness, especially toward those who are sick • Research a evaluate the amount of local help offered to AIDS patients in your community 	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

