

Link Community Charter School
Health Grade 6

Timeline	Unit Description / Topic	Standards: CCSS ELA	Essential Questions?	Content: What will students know?	Skills: What will students be able to do?	Textbook/ Materials/ Resources
Week 1&2	Health and Wellness	NJCCCS: 2.1 All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	<p>How do you control the future of your health?</p> <p>Could a diet that is healthy for one person, be unhealthy for another?</p> <p>Should all individuals have the same fitness goals?</p>	<p>How to assess an individuals overall health through data and technology.</p> <p>Each body system, function and related vocabulary.</p> <p>Food choices are directly related to overall health.</p> <p>Diseases that are prevalent in adolescence.</p> <p>Other diseases and health conditions.</p>	<p>A.3 Discuss how health data such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.</p> <p>A.4 Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.</p> <p>A.5 Discuss how technology impacts wellness.</p> <p>B.1 Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.</p> <p>B.2 Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.</p> <p>B.3 Discuss how heredity and physiological changes contribute to an individual's uniqueness.</p>	Open Source

**Link Community Charter School
Grade 6 Health Scope and Sequence**

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Week 3&4	Drugs and Medicine	NJCCCS: 2.3 All students will learn and apply information about alcohol, tobacco, medicines and other drugs that support a healthy, active lifestyle.	<p>Can legal drugs be harmful?</p> <p>Can someone not taking drugs be affected by the substance abuse of another?</p> <p>How would life change for a person who uses drugs?</p> <p>How can a person ensure a life without substance abuse?</p>	<p>Long and short term effects of certain drugs.</p> <p>Legal drugs can be harmful and in what ways.</p> <p>Drugs can be classified by type (i.e. hallucinogens) and by their effects.</p> <p>Signs, symptoms, and stages of substance abuse.</p> <p>The stages that lead to addiction/dependency.</p>	<p>B.4 Discuss the short and long term behavioral effects of inhalant use, including brain, heart, and lung damage and death.</p> <p>B.5 Discuss the classifications of illegal drugs and controlled substances and gives examples of each.</p> <p>B.6 Describe the physical and behavioral effects of each classification of drugs.</p> <p>B.7 Discuss the relationship between injected drug use and diseases such as HIV/AIDS.</p> <p>B.8 Discuss the legal/financial consequences of the use, sale, and possession of illegal substances.</p> <p>C.1 Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>C.2 Identify ways to quit using alcohol.</p>	Open Source

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Week 5-9	Human Relationships and Sexuality	NJCCCS: 2.4 All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	<p>How do relationships with your peers change as you get older?</p> <p>What is dating? Is there a 'right age' to date?</p> <p>How do sexual urges differ from sexual activity?</p> <p>What is reproduction and why can it be hard to discuss?</p>	<p>Peer relationships and dating are factors in healthy growth.</p> <p>Peer pressure and the media can affect self-awareness and decision-making.</p> <p>The names/roles of the parts of the reproductive system.</p> <p>What it means to be sexually active and its ramifications.</p> <p>Definitions of HIV/AIDS, STDs.</p> <p>Behaviors that contribute to STDs and unintended pregnancy.</p> <p>Basic vocabulary and concepts of fertilization, embryonic development, and fetal development.</p> <p>Sources of information for kids and parents on pregnancy.</p>	<p>A.4 Describe how peer relationships may change during adolescence.A.5 Discuss different forms of dating and explain the role of dating in personal growth.B.2 Discuss strategies to remain abstinent and resist pressures to become sexually active.B.3 Discuss possible physical, social, and emotional impacts of adolescent sexual activity.B.4 Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy.B.5 Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.B.6 Discuss how parents, peers, and the media influence attitudes about sexuality.</p>	Open Source