

Sixth-Grade Health Curriculum

Curriculum Guide, Instructional Map, Resources



Shelby County Schools

2015-2016



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

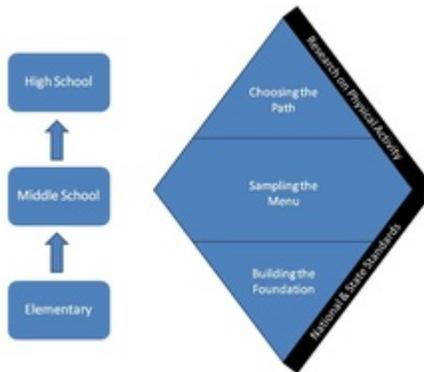
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for Physical Education

The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



- Choosing the Path**
 - Students focus on and become competent in a few activities that they enjoy and will continue to participate in their lives.
- Sampling the Menu**
 - Students learn specialized skills and concepts in a variety of activities.
- Building the Foundation**
 - Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

INDEX

Page	Topic
3	Course Description, Assessments, Effective Components for sixth grade , Essential Learning
4	Integration & Information Literacy Overarching Enduring Understandings
5	6 th Grade TN State Health Standards Overview Complete Standards with Student Performance Indicators
7	Pacing Guide for Quarters 1-4
10	Pacing Guide Timeline by Quarters
11	Essential Learning by Quarters
13	Guided Questions to Essential Learning
14	Vocabulary Terms and Movement Concepts

Sixth- -GRADE HEALTH EDUCATION OVERVIEW

Course Description

Health Education in sixth grade is based on developing skills in relation to age appropriate health topics. By developing skills related to effectively accessing health resources, communicating, analyzing peer and media influences, goal setting, decision making, Michigan Model family life and health advocacy, students in Shelby County Schools will be able to achieve and maintain optimal wellness.

TN State Standards

The student will demonstrate/understand:

- to implement decision making and goal setting skills
- importance of personal hygiene practices
- the role of body systems
- the relationship of physical activity and rest to healthy living
- the relationship of nutrition to healthy living
- the contributions of family relationships to healthy living
- the importance of positive self-concept and interpersonal relationships for healthy living
- the stages of human growth and development
- attitudes and behaviors for preventing and controlling disease
- appropriate care for injuries and sudden illness
- appropriate action to take when personal safety is threatened.
- appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

ESSENTIAL LEARNINGS

- Communication skills for resisting drug use
- Family Life-Growing Up
- Self-management for violence prevention
- Advocate for safety prevention
- Decision-making for resisting drug use
- Access information healthy eating
- Mental emotional health
- Benefits of healthy relationships
- Behavior impact health
- Communicate Feelings and actions

Effective Components of a Sixth- Grade Health Education Program

- All sixth graders will have health education every day.
- All students attend health education classes.
- Teachers offer students a minimum of two units from the following categories: Health and Wellness and Family Life
- Provides positive, specific feedback as well as corrective feedback.
- Facilitates children's cognitive and social development through lessons designed to sequentially to develop a better understanding of one's overall health.
- Communicates through a humane, sensitive approach that every child, regardless of learning ability, can succeed and will benefit from learning how to live a healthy lifestyle.

Assessments

- Test
- Quiz
- Role Playing
- Portfolio

Overarching Enduring Understandings

- Physical activity involves using movement and motor skills throughout lifetime.
- Efficient movement improves performance.
- Positive decision making about fitness and nutrition contributes to a healthy lifestyle.
- Rules etiquette in physical activity, sports, dance and/or rhythms can make the experience both enjoyable and successful.
- Physical activity, sports, dance and/or rhythms can provide opportunities for personal enjoyment, self-expression, challenge, and social interaction.
- Physical activity contributes to building and maintaining a fitness level to enable one to participate in activities of daily

Integration & Information Literacy

- Shares knowledge and information with others.
- Draws conclusions.
- Pedometers and heart rate monitors are used to monitor physical activity.
- Home fitness technology can be used such as Wii games and Dance, Dance, Revolution.
- Tracks physical activity on fitness websites such as “Let’s Move Active School” and other integration activities

Shelby County Schools TN Content Area: Comprehensive Health - Sixth

Standard: 2. Physical and Personal Wellness in Health

Standard 2 – Student will apply knowledge and skills to engage in lifelong healthy eating

To meet this standard, a Sixth- Grade student:

Will be able to access valid and reliable information, products, and services to enhance healthy eating behaviors .

Essential Learnings:

Students can:

- a. Distinguish accurate nutrition information from inaccurate information
- b. Evaluate the nutrition information on food labels to compare products
- c. Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating

Standard: 2. Physical and Personal Wellness in Health

Standard-2: Access valid and reliable information regarding qualities of healthy family and peer relationships

To meet this standard, a Sixth Grade student will:

Understand the various aspects of human relationships assists in making healthy choices

Essential Learnings:

Students can:

- a. Describe the benefits of healthy relationships
- b. Describe how peer relationships may change during adolescence

Standard: 3. Emotional and Social Wellness in Health

Standard 4 – Student will understand how to be mentally and emotionally healthy

To meet this standard, a Sixth Grade student:

Essential Learnings:

Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

Students can:

- Explain the interrelationship of physical, mental, emotional, social, and spiritual health
- Analyze the relationship between feelings and behavior
- Explain appropriate ways to express needs, wants, and feelings
- Explain the causes, symptoms, and effects of anxiety and depression
- Identify feelings of depression, sadness, and hopelessness for which someone should seek help
- Identify feelings and emotions associated with loss and grief

Standard: 2. Physical and Personal Wellness in Health

Standard-2: Access valid and reliable information regarding qualities of healthy family and peer relationships

To meet this standard, a Sixth Grade student will:

Understand the various aspects of human relationships assists in making healthy choices

Essential Learnings:

Students can:

- c. Describe the benefits of healthy relationships
- d. Describe how peer relationships may change during adolescence

Standard 5.0 – Personal and Social Responsibility

Standard 5 – Student will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

To meet this standard, a Eighth Grade student: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learnings:

- 5.A - identify and appreciate the difference and similarities in physical choice of others
- 5.B -cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- 5.C -treat others with respect during physical activity
- 5.D -resolve conflicts in socially acceptable ways
- 5.E- work independently and on-task
- 5.F -demonstrate sportsmanship

SCS Health Education Grade 6 Pacing Guide Quarter 1&3

Social and Emotional Health	Nutrition and Physical Activity	Safety
<p>Describe</p> <ul style="list-style-type: none"> • Positive and negative risks of friendships <ul style="list-style-type: none"> ➤ Listening skills ➤ Appreciation ➤ Conflict Resolution ➤ Managing Stress ➤ Understanding depression • Demonstrate Non-violent conflict resolution skills • Practice decision-making and problem-solving skills. 	<p>Describe</p> <ul style="list-style-type: none"> • Dietary guidelines applied to individuals • Body image and healthy weight • Developing a Food Plan • Influences on eating, activity and sleep • Eating disorders 	<p>Demonstrate</p> <ul style="list-style-type: none"> • Safety strategies when in public places, including escaping when weapons are present • List school procedures for school crisis situations • How to get adult help • Keeping family ties strong • Finding a balance • Preventing Fires and Burns • Staying Safe When Home alone • Preventing Injuries at Home • Dangerous Objects and Weapons • Using the Internet Safely • Learning About Personal Safety • Dealing with bullying • Students will demonstrate skills to avoid being bullied • Students will demonstrate skills/strategies needed when someone is being bullied •
Cognitive	Cognitive	Cognitive
<ul style="list-style-type: none"> • Understand and practice Assertive communication, including I-messages • Managing strong feelings • Compare and contrast angry feelings versus angry behavior • List criteria for getting help 	<ul style="list-style-type: none"> • Describe prevention strategies of food-borne illness • Compare and contrast the benefits of healthy eating and physical activity • Food sizeFood Plan 	<ul style="list-style-type: none"> • Compare and contrast seatbelt safety and impact of car passenger behavior • Describe strategies to safe when using the Internet • Explain the similarities of child sexual abuse and abduction prevention • Students will define what it means to be a bully • Students will explain why

		people bully •
<p>Affective</p> <ul style="list-style-type: none"> Exercise Stress management techniques Understand criteria for evaluating solutions 	<p>Affective</p> <ul style="list-style-type: none"> Understand how to support others to eat healthy and be active Use the Dietary Guidelines to make a personal plan 	<p>Affective</p> <p>Advocate for others to practice safe behaviors Speaking assertively</p>
<p>CCSS-ELA: Writing</p> <ul style="list-style-type: none"> Key Ideas and Details Integration of Knowledge and Ideas <p>CCSS-Speaking and Listening Presentation of Knowledge and ideas</p>	<p>CCSS-ELA: Writing</p> <ul style="list-style-type: none"> Key Ideas and Details Integration of Knowledge and Ideas <p>CCSS-Speaking and Listening Presentation of Knowledge and ideas</p>	<p>CCSS-ELA: Writing</p> <ul style="list-style-type: none"> Key Ideas and Details Integration of Knowledge and Ideas <p>CCSS-Speaking and Listening Presentation of Knowledge and ideas</p>

SCS Health Education Grade 6 Pacing Guide Quarter 2&4

Alcohol, Tobacco and Other Drugs	Personal Health and Wellness	Puberty: Growing Up/HIV
<p>Perform Demonstrate, Apply</p> <ul style="list-style-type: none"> Persuasion skills for encouraging others to stay drug free Refusal skills Valid resources for drug problems 	<p>Perform & Demonstrate</p> <p>Skills for reducing the spread of germs</p> <p>The importance of and rationale for keeping the body</p> <p>Hygiene concerns and solutions</p>	<p><u>Puberty: The Wonder Years</u></p> <p>Perform</p> <p>Participate in the following topics</p> <ul style="list-style-type: none"> I wonder What Happens Next Growing Together Building Blocks of Life Fetal Development How My Body Works Emotions and Relationships Growing Strong Changes in the skin HIV or Aids Education Compose guidelines for discussion Develop a plan for improving communication with parents regarding growing up Describe the developmental milestones of a developing fetus

		<ul style="list-style-type: none"> • Describe ways to show affection that demonstrate respect • Practice peer refusal skills and how to avoid trouble in risk situations involving sexual health
<p>Alcohol, Tobacco and Other Drugs <i>Cognitive</i> Compare and Contrast</p> <ul style="list-style-type: none"> • Analysis of drug use data • Possible reasons people use or don't use drugs • Negative health effects of drug use • Ways to avoid riding with a driver who has been drinking and what to do if it can't be avoided • Benefits of remaining drug free and making a drug-free commitment • Students will comprehend the physical effects of secondhand smoke • Students will analyze the influence of family peers and media on use of alcohol, tobacco and other drugs 	<p>Personal Wellness <i>Cognitive</i> Compare and Contrast</p> <ul style="list-style-type: none"> • Influence of media, including • advertisements on products purchased and on body image • Analyze advertisements for information 	<p>Cognitive Compare and Contrast</p> <ul style="list-style-type: none"> • Describe prenatal development from a single cell to a complex organism • Review the anatomy of human body cells and roles of chromosomes, DNA and genes as the basic units of heredity • Compare and contrast human body cells with reproductive cells • Explain how gender is determined by the X and Y chromosomes received from the egg and sperm cells • Explain that birth defects can be caused by heredity and environment • Explain typical emotional changes that occur during puberty
<p><i>Affective</i> Understand</p> <ul style="list-style-type: none"> • The influence of family, society and peers on drug use • The impact of drug use on goals 	<p><i>Affective</i></p>	<p><i>Affective</i></p> <ul style="list-style-type: none"> • Recall prior knowledge about puberty • List factors that increase the likelihood of being able to bear

<ul style="list-style-type: none"> • School rules and laws related to tobacco use • Students will comprehend the positive outcomes of not using alcohol • Students will comprehend reasons people choose to drink or not to drink and the impact of their decisions on others <p>S</p>		<p>healthy children in the future</p> <ul style="list-style-type: none"> • Practice communicating with parents and other caring adults about sexual behaviors and relationships • Summarize peer refusal skills and how to avoid trouble

Pacing Guide Timeline by Quarters

Topic	Suggested Timeframe
1st & 3rd Quarter	1st & 3rd Quarter
Rules/ Classroom Procedures	1 week
Health & Wellness	3 week
Mental and Emotional Health	3 weeks
Nutrition	3 weeks
Personal Health	3 weeks
Injury Prevention (First Aid) and Safety	3 weeks
Substance Use and Abuse	2 weeks
2nd & 4th Quarter	2nd & 4th Quarter
Diseases	2 weeks
Family Life Curriculum	2 weeks
Michigan Model	5 weeks
Growth and Development	5 weeks
Environmental and Community Health	3 weeks

Timeline by Year

Topic	Suggested Timeframe
Rules/Procedures	1 week
Health & Wellness	2 week
Mental and Emotional Health	3 weeks
Nutrition	5 weeks
Personal Health	4 weeks
Injury Prevention (First Aid) and Safety	4 weeks
Diseases	3 weeks
Michigan Model	5 weeks
Growth and Development	5 weeks
Environmental and Community Health	weeks

Essential Learning

Quarters 1 & 3

- The ability to discriminate between false advertising and accurate information is key for lifelong healthy food choices
- Access valid and reliable information, products, and services to enhance healthy eating behaviors
- Access valid and reliable information regarding qualities of healthy family and peer relationships
- Comprehend the relationship between feelings and actions
- Analyze how positive health behaviors can benefit people throughout their life span
- Emotional and Social Wellness
- Describe the benefits of healthy relationships
- Describe how peer relationships may change during adolescence
- Demonstrate self-management skills to reduce violence and actively participate in violence prevention
- Demonstrate ways to advocate for safety and prevent unintentional injuries
- Analyze the factors that influence a person's decision to use or not to use alcohol and tobacco
- Demonstrate the ability to avoid alcohol, tobacco, and other drugs
- Persuasion skills for encouraging others to stay drug free
- Analysis of drug use data
- Possible reasons people use or don't use drugs
- Negative health effects of drug use
- Ways to avoid riding with a driver who has been drinking and what to do if it can't be avoided Benefits of remaining drug free and making a drug-free commitment
- Refusal skills
- Valid resources for drug program
- Analysis of drug use data
- Possible reasons people use or don't use drugs
- Negative health effects of drug use
- Ways to avoid riding with a driver who has been drinking and what to do if it can't be avoided Benefits of remaining drug free and making a drug-free commitment
- The influence of family, society and peers on drug use
- The impact of drug use on goals
- School rules and laws related to tobacco use
- Skills for reducing the spread of germs
- The importance of and rationale for keeping the body clean
- Hygiene concerns and solutions
- Influence of media, including advertisements on products purchased and on body image
- Analyze advertisements for information
- What behaviors do you see that can be considered bullying
- Why is bullying harmful?

Essential Learning

Quarters 2 & 4

- Review the anatomy of human body cells and roles of chromosomes, DNA and genes as the basic units of heredity
- Compare and contrast human body cells with reproductive cells
- Explain how gender is determined by the X and Y chromosomes received from the egg and sperm cells
- Describe prenatal development from a single cell to a complex organism
- Review the anatomy of human body cells and roles of chromosomes, DNA and genes as the basic units of heredity
- I wonder What Happens Next
- Growing Together
- Building Blocks of Life
- Fetal Development
- How My Body Works
- Emotions and Relationships
- Growing Strong Changes in the skin
- HIV or Aids Education
- Compose guidelines for discussion
- Develop a plan for improving communication with parents regarding growing up
- Describe the developmental milestones of a developing fetus
- Describe ways to show affection that demonstrate respect
- Practice peer refusal skills and how to avoid trouble in risk situations involving sexual health
- Michigan Model Family Life Curriculum Puberty: Growing -Up/HIV
- Describe prenatal development from a single cell to a complex organism
- Review the anatomy of human body cells and roles of chromosomes, DNA and genes as the basic units of heredity
- Compare and contrast human body cells with reproductive cells
- Explain how gender is determined by the X and Y chromosomes received from the egg and sperm cells
- Explain that birth defects can be caused by heredity and environment
- Explain typical emotional changes that occur during puberty
- Recall prior knowledge about puberty
- List factors that increase the likelihood of being able to bear healthy children in the future
- Practice communicating with parents and other caring adults about sexual behaviors and relationships
- Summarize peer refusal skills and how to avoid trouble

Essential Questions to Essential Learning

- Who has the final say on what is "healthy" food?
- If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity?
- Does posting nutritional information on products and in restaurants change behavior?
- How does it feel when a friendship ends?
- How do I cope with conflict within my family or with my friends?
- How do healthy relationships contribute to overall wellness?
- Why do feelings affect behavior?
- How can a person control their feelings?
- How can the expression of feelings or emotions help or hurt you and others?
- Are mental health problems as real/valid as other health problems?
- When is it normal to experience anxiety? Depression?

Health Sixth Grade Glossary of Terms

Nutrition	
Carbohydrates	Nutrients that are the body's most useful source of energy and fiber
Fats	Nutrients that provide the body with energy and carry certain vitamins into the blood
Vitamins	Nutrients from living things that control activities of cells and the body in general
Balanced Diet	A variety of foods in meals and snacks in amounts that provide the nutrients needed to stay healthy
Serving	A single portion of food
Dietary Guidelines	Suggestions for making healthful food choices that can lower your risk of disease
Cholesterol	A soft, waxy substance in all your body cell
Additive	A chemical, other than a basic food, that food manufacturers add during processing
Empty Calories	Calories from foods that have a large amount of fats and sugars but few other nutrients
Enrich	To add nutrients that were lost during processing of a food
Ingredient	Something that goes into making a food product
Eating disorder	A loss of control over normal eating patterns
Anorexia nervosa	An eating disorder in which a person does not eat enough food, resulting in extreme and dangerous loss of weight
Bulimia	An eating disorder in which a person eats large amounts of food and then does not eat for a time or purges food out of the body
Fad Diet	A popular diet that may not be nutritionally sound
Proteins	Nutrients needed for building body cells and repairing damaged cell
Social/Emotional Health	
Health	A combination of physical, mental, emotional, and social well being
Social (Health Triangle)	Spend time with both family and friends
Mental/Emotional (Health Triangle)	Take time to study, to think, and to express your feelings in healthy ways
Physical (Health Triangle)	Get regular physical activity, eat nutritious foods, and get enough rest
Prevention	Keeping something from happening
Habit	A pattern of behavior that you follow almost without thinking
Decisions	Choices that you make
Consequences	Results
The Decision Making Process	State the situation, list the options, weigh the possible outcomes, consider your values, make a decision and act on it, evaluate the decision
Cumulative Risk	The addition of one risk factor to another increasing the chance of harm or loss
Values	Beliefs you feel strongly about that help you guide the way you live
Character	The way you think, feel, and act
Goal	Something that you hope to accomplish
Short-Term Goal	One that you plan to accomplish in a short time
Self-Concept	The view you have of yourself
Reinforce	Support
Self-Esteem	The ability to like and respect yourself
Hormones	Powerful chemicals, produced by glands, that regulate many body functions
Abstinence	Refusing to participate in health-risk behaviors
Foodborne Illness	Germs in food that can make you very sick

Health	The combination of your physical mental/emotional and social well-being.
Wellness	The overall state of well-being or total health.
Abuse	The intentional physical, emotional, sexual and/or verbal maltreatment or injury of one person by another.
Fitness and Wellness	
Cardiovascular Endurance	The heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time.
Adolescent	The state between childhood and adulthood.
Depression	Feelings of helplessness, hopelessness and sadness.
Friendship	A significant relationship between two people based on caring, consideration, and trust.
Flexibility	The muscles' ability to move a joint through a full range of motion
Heredity	All the traits and properties that are passed along biologically from parent to child.
Muscular Endurance	The maximum number of repetitions one can push, pull, or carry.
Muscular Strength	The maximum amount of weight one can lift, push, pull, or carry at <i>one</i> time.
Obesity	Excess body fat or adipose
Peer Pressure	The control and influence people your age may have over you.
Fatigue	Extreme tiredness-physical fatigue and emotional fatigue
Stressors	Objects, people, places, and events that trigger stress
Distress	negative stress
Eustress	positive stress
Disease and Disorders	
cells	basic building blocks of life
tissues	group of similar cells that do the same kind of work
Heart Disease	Diseased condition of the heart: any medical condition of the heart or the blood vessels supplying it that impairs cardiac functioning.
Asthma	A chronic disease in which the bronchial airways in the lungs become narrowed and swollen, making it difficult to take a breath. Symptoms include wheezing, coughing, tightness in the chest, shortness of breath, and rapid breathing. An attack may be brought on by pet hair, dust, smoke, pollen, mold, exercise, cold air, or stress.
Family History	A record of a person's current and past illnesses, and those of his or her parents, brothers, sisters, children, and other family members. A family history shows the pattern of certain diseases in a family, and helps to determine risk factors for those and other diseases
Emphysema	Pulmonary emphysema is a disorder affecting the alveoli (tiny air sacs) of the lungs. In emphysema, the alveoli become abnormally inflated, damaging their walls and making it harder to breathe. People who smoke or have chronic bronchitis have an increased risk of emphysema.
Diabetes	A disease in which the body does not properly control the amount of sugar in the blood. As a result, the level of sugar in the blood is too high. This disease occurs when the body does not produce enough insulin or does not use it properly.
Dental Health	Maintaining healthy teeth and gums.
Chronic Disease	A disease or condition that persists or progresses over a long period of time.
Cancer	A malignant tumor or growth caused when cells multiply uncontrollably, destroying healthy

	tissue.
Body System	A combination of systems functioning as a whole. Examples of body systems: skeletal, muscular, circulatory, respiratory, nervous and digestive.
Bacteria	A large group of single-cell microorganisms. Some cause infections and disease in animals and humans. The singular of bacteria is bacterium
Tobacco, Alcohol and Drugs	
opiod	A drug made from the poppy flower plant that makes you slap happy. also is a pain releaver EX: Heroin
cigarettes	Tobacco leaves and wood rolled into a stick. You light it at one end, stick the other end in your mouth, inhale the smoke then exhale. The chemicals in it are nicotine and even a chemical found in toilet bowl cleaner. YUCK!
snuff	Tobacco that you sniff up your nose. Causes lung cancer and many other cancers too
chewing tobacco	Chopped tobacco leaves that are tucked under the lips. You spit out the "brown slime" of the tobacco. Your teeth decay, mouth cancer starts, you may even lose your jaw due to surgery to save your life.
prescribed medications	Medications that you buy WITH a doctors' prescription. You can't buy it without that little slip of paper or the doctor's call to the pharmacy.
over the counter medicine	(OTC)Medications that you can be bought without a doctors' okay or prescription.
medicine	A drug that is used to treat and cure pain or illness. It can be in the form of spray, liquid, syrup, cream, or pills. If used correctly it saves lives.
alcohol	A depressant drug.
tobacco	A plant that can be smoked, chewed, and sniffed. It contains nicotine which is a drug.
inhalents	Paint, glue anything that is a chemical inhaled through the nose and mouth
cocaine	stimulant drug that makes you hyper, lose weight, slap happy, and is very expensive
Side effects	Are when you don't know what will happen when a person takes a drug. it depends on: food in stomach, mixing the drugs, how big or small you are, gender, allergies, and mood
Drug addiction	When you take a drug to feel normal, if you're nervous or angry, even if you feel normal
Drug misuse	Taking a drug in a wrong way ON ACCIDENT
Drug abuse	Taking a drug in a wrong way ON PURPOSE . This action leads to tolerance then dependence, which means you're addicted.
tolerance	Taking a drug to feel normal. RELYING on a drug.
dependence	You can't get the same effect of a drug by taking the right amount. You have to take more than needed. You are addicted
Depressant	A type of drug that slows down the mind and body.
Stimulant	A type of drug that speeds up the mind and body
Anabolic Steroids	A drug that causes fast muscle growth and weight gain. Generally abused by athletes.
drug	Any substance that alters the mind or body
hallucinogen	A drug that makes you see and hear things that are not real, cause depression, and anxiety
nicotine	The addictive substance in tobacco, is a drug that speeds up the heartbeat and affects the central nervous system
Marijuana	An illegal drug that comes from the hemp plant; pot, grass, or weed EFFECTS ; increases heart rate, decreases energy level and may cause panic attacks. It may also interfere with concentration, memory, coordination, and reaction time. Long term use can cause lasting damage to the brain.
inflammation	Irritation and swelling of tissue or lining

mucus	A slippery secretion produced by, and covering, mucous membranes.
asthma	A chronic (long-term) lung disease that inflames and narrows the airways.
wheezing	A wheeze that is a continuous, coarse, whistling sound produced in the respiratory airways during an asthma attack
Secondhand smoke	Non-smokers who breathe in secondhand smoke take in nicotine and other toxic chemicals just like smokers do.
bronchitis	An inflammation of the mucous membranes of the bronchi airways that carry airflow from the trachea into the lungs
alcoholic	A man or a woman who suffers from alcoholism - they have a distinct physical desire to consume alcohol beyond their capacity
addicted	Devoted or given up to a practice or habit or to something psychologically or physically habit-forming
exposure	An act of subjecting or an instance of being subjected to an action or an influence
	Safety
abducted	To take (someone) away from a place by force.
bruise	A bruise forms when a blow breaks blood vessels near your skin's surface, allowing a small amount of blood to leak into the tissues under your skin
chemicals	ingredients that are harmful to your health
choking	occurs when a foreign object becomes lodged in the throat or windpipe, blocking the flow of air. In adults, a piece of food often is the culprit. Young ...
contract	An agreement that is entered into
danger	liability or exposure to harm or injury; risk; peril
deserted	abandoned; forsaken:
detective	an investigator, either a member of a law enforcement agency or a private person.
drowning	death through respiratory impairment from submersion/immersion in liquid.
Electric shock	occurs upon contact of a (human) body part with any source of electricity that causes a sufficient current through the skin, muscles, or hair.
electricity	the set of physical phenomena associated with the presence and flow of electric charge.
electrocuted	death caused by electric shock, either accidental or deliberate.
escape	to get away from a place
explosion	is a rapid increase in volume and release of energy in an extreme manner, usually with the generation of high temperatures and the release of .gases
explosives	An explosive is a substance or a device that produces a volume of rapidly expanding gas that exerts sudden pressure on its surroundings.. (3-types,chemical, mechanical and nuclear)
hazards	is a situation that poses a level of threat to life, health, property, or environment.
injury	damage to a biological organism caused by physical harm.
poisoning	any substance that is harmful to your body. You might swallow it, inhale it, inject it, or absorb it through your skin.
Private	for the use of a single person
safety	is the state of being "safe"
suffocation	to die because you are unable to breathe.
stranger	someone who you have not met before or do not know
syringe	is a simple pump consisting of a plunger that fits tightly in a tube.
trust	reliance on the integrity, strength, ability, surety, etc., of a person or thing; confidence.
weapons	any device used in order to inflict damage or harm to living beings, structures, or systems
bullying	is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time

Family Life

fertilized cell	formed by the combination of 2 reproductive cells, and one from the male and one from the female
sperm cells	male's reproductive cell
ovum	female reproductive cell, egg cell
growth spurt	time of rapid growth
endocrine system	body system that is made up of glands that direct growth, development, and the ways the body works.
endocrine glands	organs of the endocrine system. Make hormones.
hormones	chemical messenger that helps control body activity
pituitary gland	creates hormones that control how the body grows
thyroid gland	controls how fast the body cells use energy for repairs and growth
inherited traits	characteristics received from parents that affect the way you look and act
puberty	time of life when the gonads start producing their own hormones
hereditary	passing of certain characteristics from parent to child
HIV	Human immunodeficiency virus infection / disease of the human immune system caused by infection with human immunodeficiency virus
AIDS	acquired immunodeficiency syndrome
STIs	Sexually transmitted infections (STIs) are passed from one person to another through unprotected sex or genital contact.

EXAMPLES OF HOW TO INCORPORATE ASPECTS OF LITERACY IN EACH LESSON

Anytime you are able to find an age appropriate story to read to the students during class that would help practice any of the spotlighted literary skills is a good thing to do. The Human Kinetics WOW Health Series are short chapter books that are broken down by grade level that can easily be read during class. These books will also help bring not only health information to the students, but will also allow you to pull out the literacy elements and expand upon the student's exposure to them.

QUARTER ONE

JOURNALING (do this every quarter)

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
- Students can write in the current date, then write a sentence or paragraph talking about what emotions they have before starting PE class. At the end of the class, the students then write about what they are feeling. They can also write about what their resting pulse rate is, what goal they want to accomplish for the quarter, in the fitness gram tests, for the day's activity – endless possibilities.
- These journal entries can be part of a create, respond, or connect portion for the second grade portfolio that must be submitted into Gladis as part of the PE teacher's student growth (35%) and achievement(15%) portions of their evaluation.

VOCABULARY (do this every week)

- There are suggested vocabulary terms that we use commonly with this age group in the PE classroom already attached in this document. Put up a Word Wall and display the ones you will be using for that class/unit.
- Ask the grade chairs to print off a copy of the weekly newsletter that is sent home and place in your box every week. This newsletter should have the grade level's vocabulary terms on it to use as a way to help review and give more practice for the student's to master the meanings.

ABC ORDER

- Have the students line up without talking in ABC order by first name, then last name.
- Do a relay race whereby the students must find the 26 letters of the alphabet, then return to their team area to get the letters in order before the other teams do so.

FACT, FICTION, OR FAIRY TALE

- Discuss a sport or rules of a game with the students and tell the truth sometimes, and at other times throw in some outrageously outlandish and outright lies - then ask the kids to run to the "fact" or "fiction wall" when you come to a part for them to differentiate.
- When teaching chasing, fleeing and dodging, read them the story, "An Octopus Tag Adventure" that is appended at the end of the document. Print it out and take it to your

school's poster maker to enlarge it so it looks like a "Big Book Reader" and read it to the students (or have one of them do so). Discuss if the story is fact, fiction or fairy tale – and what makes it a fairy tale. Write your own stories to go along with skills/games you are teaching.

- Have the students create and write a storyline for a game/activity that you have played in PE class.

SENTENCE STRUCTURE

Write up sentences on tag strips and laminate them. Have the students use dry erase markers of different colors run to each sentence strip and circle the different parts of the sentence structure, i.e., noun in red, verb in blue, punctuation in green, etc.... If you write sentences with moving verbs, the students can be instructed to perform the movement in the sentence 10 times before moving to the next sentence.

QUARTER TWO

SYNONYMS/ANTONYMS

- Use the non-locomotor skill words and have the students come up with synonym and antonym for those words. Then have the students move their bodies in such a way to make you believe that their body/movement is that word. Even more fun when equipment is added to the mix. ("Can you show me the antonym of dribbling the basketball in a low manner?")
- Use the vocabulary from grade level newsletter to do the same thing.

SUFFIXES/PREFIXES

Prior to the class, post root words (base words) on posters around the area. Have the students use note cards (color code the note cards or sticky notes to different teams) to write prefixes and suffixes that would go along with those words and they run one person at a time to place their card on the poster.

CONTRACTIONS

Put the ending of contractions on posters around your playing area. Shout out two words ("have not", "did not", "is not") and the kids must use a specific gross motor movement or animal walk to go the area that has that contraction ending (ven't, dn't, sn't) displayed on it within 10 seconds (or whatever you designate).

COMPOUND WORDS

- Relay race teams must find words scattered around the room (again color code each team's set of words) and then match them up and create compound words.
- Variation – have the kids gather words, then create their own compound word by writing down the word(s) that can be used to turn the word provided by you into a compound word.

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QUARTER THREE**COMPARE/CONTRAST ADJECTIVES**

Refer to Synonym and Antonym as well as Suffixes and Prefixes activities.

COMPARE/CONTRAST KINDS OF SENTENCES

- Hold up different punctuation marks that end sentences. Have the students orally compare and contrast the marks with an elbow partner (someone sitting next to them) then have them try to move in a way that would match one of those punctuation marks.
- Students should use equipment and rhythmically dribble a ball with hand or foot or throw and catch to self/wall/ or a partner in such a way that would get someone to guess what kind of punctuation mark is being used at the end of their "sentence."

EMOTION WORDS

Using creative body movement (play different types of music that lend themselves to different types of emotions – get your music teachers in the building to help you find some if you don't already have some) and/or play with equipment to express what the different emotion words mean.

PRONOUNS

- Create sentence strips and post them on the wall - be the first relay team to fill in the correct pronouns in the sentence strips.
- To play individually, number the sentence strips, and on “Go” the students run to a sentence strip, read it, figure out what pronoun to put in it, then they run to their own notebook and write in the pronoun next to the number on the sentence strip. Helps to have them write in date and title of activity each time they use their personal notebook. Have them do that, and write in numbers 1 – 10 (or however many number sentences you have in the area) before saying “Go.”

FIRST PERSON VOICE (AND SECOND/THIRD)

Ask the librarian to give you two age appropriate books that you can quickly read to the children that uses first person and second and/or third person voices in them. After reading it, discuss with the students. Then in several activities after this, give the instructions of the game in first person voice, or second person voice and remind the students to think about what voice is being used.

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QUARTER FOUR

OPINION VS FACT

Ask students to talk about who they predict will win the NBA Finals. Ask why they believe that. Ask them about the lunch or breakfast that was eaten that day and what they felt about it (good, bad, nasty) – then ask for facts to back their opinions.

MAIN IDEA

Have the students pick out the “main idea” of the game after explaining the rules or procedures to them. This is also a great way for the students to demonstrate their understanding of the objective(s) of the lesson.

INFER, DEDUCT, INDUCT STORY STRUCTURE AND PREDICT THE OUTCOME

When giving rules to the game or activity the students are about to play, have them infer, deduct or induct what will happen next, or why the game has that certain rule.

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