

Course Description
Sixth Grade
Healthy Living Education

Philosophy Statement: God has created us to be different and unique in our own ways. He created each of us for a special purpose which only He knows. We should spend time trying to understand how we were, “fearfully and wonderfully made,” (Psalms 139:14). Some things about our bodies cannot be changed, but others can. We must take the time to reflect on those things and make the necessary changes. Young adolescents are at risk and these risks (injuries, lack of physical activity, and poor nutrition) endanger young people and their ability to grow and be strong, healthy servants of Christ. Healthy Living Education as part of the Middle School curriculum can be a part of the solution.

Objective: Students will learn about the 5 dimensions of health: physical, mental, social, moral, and spiritual. Skill development in Healthy Living occurs both through study of the skills and through application of the skills.

Textbook: None

Materials:

1. 1” Binder
2. Paper
3. Pencil/Pen
4. Internet Access

Time Allotment: Every Tuesday, 45 minutes, entire year

Course Content:

- MEH (Mental/Emotional Health) Apply structured thinking (decision making and goal setting) to benefit emotional well-being.
 1. MEH 1.1 Implement a structured decision-making model to enhance health behaviors.
 2. MEH 1.2 Execute a goal setting plan to enhance health behaviors
 3. MEH 2.1 Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.
 4. MEH 2.2 Differentiate between positive and negative stress management strategies.
 5. MEH 3.1 Interpret failure in terms of its potential for learning and growth
- PCH (Preventing Communicable and Chronic Diseases) Understand Wellness, Prevention, and recognition of Symptoms.
 1. PCH 1.1 Explain the increase in incidence of disease and mortality over the last decades.
 2. PCH 1.2 Explain the difference between communicable and chronic diseases
 3. PCH 1.3 Symptoms associated with common communicable and chronic diseases

4. PCH 1.4 Methods of prevention and modes of transmission of communicable diseases
 5. PCH 1.7 Summarize the triggers of Asthma and strategies for controlling it
- ICR (Interpersonal Communication Relationships) Understand Healthy Interpersonal Communication and Relationships.
 1. ICR 1.1 Classify behaviors as either productive or counterproductive to group functioning
 2. ICR 1.2 Implement verbal and nonverbal communication skills
 3. ICR 1.3 Use strategies to communicate care, consideration, and respect for others
 4. ICR 2.7 Explain the signs of an abusive relationship and access resources to help.
 - NPA (Nutrition and Physical Activity) Analyze tools such as Dietary Guidelines and Food Facts Label as they relate to the planning of healthy nutrition and fitness.
 1. NPA 1.1 Attribute the prevention of nutrition related diseases to following the Dietary Guidelines for Americans
 2. NPA 1.2 Evaluate nutrition facts label with the advertisement of nutrition choices and allowable claims on food labels
 3. NPA 2.1 Compare weight management strategies for healthy eating patterns, including attention to portion sizes and serving sizes.
 4. NPA 3.1 Explain the relationship between food consumption, physical activity, and healthy weight management

Areas to be Evaluated:

Tests/Projects – 40%, Quiz – 30%, Homework/Classwork – 25%, and Participation – 5%