

# 02\_Unit 2: Community Health Services and Support

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **3 weeks (15 lessons)**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the sixth grade curriculum the students will focus on "Personal Growth, Nutrition, and Development", "Emotional Health", and "Community Health Services and Support."

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

## **CONTENT AREA STANDARDS**

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HE.6-8.2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
HE.6-8.2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
HE.6-8.2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives

	through reflection and paraphrasing.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- different professionals can help you with your health care.
- doctors, nurses, dentists, counselors, nutritionist, and other health care providers may assist a person with their health.
- health care professionals can help to provide preventative, specially, emergency, urgent, long-term, hospice, and mental health care.
- health care is provided through private or public health insurance and community health clinics.
- appointments can be made in order to receive care, but emergency rooms and urgent care can provide services when one cannot wait for an appointment.
- advocacy is promoting and defending another person's rights, needs and interests.
- smoking/nicotine use, nutrition and weight conditions are several health issues that teens face.
- creating an advocacy plan includes identifying an issue, researching the issue, learning about your target audience, understanding personal strengths of the individual in need of a plan, creating goals, understanding steps necessary to accomplish goals, who can help, and tracking your progress.
- asthma, cardiovascular disease, respiratory allergies, and malnutrition are health issues related to climate change.
- air pollution, severe weather, extreme heat, and increased allergens are a few of the effects from climate change that are negatively impacting health.
- working together with classmates and the community, strategies can be created and implemented to combat health issues (i.e. walk or ride your bike, stay tobacco free, plant trees, and conserving water).

## **Procedural Knowledge**

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Students will be able to:

Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

- identify health issues.
- create an advocacy plan for a health issue.
- communicate an advocacy plan for a health issue to the appropriate professional or setting.

Collaborate with other students to develop a strategy to address health issues related to climate change.

- describe health issues that may be related to climate change.
- collaborate and develop strategies to help combat health issues that may be related to climate change.

## **EVIDENCE OF LEARNING**

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## **Formative Assessments**

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Questions that may be addressed but not limited to are:

What professionals can help me with my health and well-being?

How do I contact/ or use the services that are provided by these health care professionals?

What health issues need to be addressed in our lives and how can we improve them?

What can we do to combat health issues related to climate change?

Other resources:

- observation
- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments
- exit tickets

### **Summative Assessments**

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Questions that may be addressed but not limited to are:

What professionals can help me with my health and well-being?

How do I contact/ or use the services that are provided by these health care professionals?

What health issues need to be addressed in our lives and how can we improve them?

What can we do to combat health issues related to climate change?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Health Textbook - Bronson, Mary H. et al. *teen health*. Columbus: McGraw-Hill Education; 2014.

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - categorizing, statistics, computations

Visual and Performing Arts - debate, presentations

Science - climate change, environment, pollution

Social Studies - laws, Civics minded and responsibility

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.