

Health Curriculum Overview

GRADE 6

Grade Level: Sixth Grade

Content Area: Health

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Board Approved: _____

PACING GUIDE

Coding of Performance Expectations

To promote a unified vision of the NJSL-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

Lesson Title	Lesson Overview	Lesson Objectives	NJSLS Alignment
UNIT: Emotional & Mental Health			
Lesson 1: Dimensions of Health	In this lesson, students are introduced to different dimensions of health. They learn about physical, emotional, social and spiritual health, and discuss ways young people can maintain or improve these aspects of health. They describe a positive personal practice in each of these dimensions and share their answers with classmates. They discuss how the dimensions of health are interrelated and give examples of how different aspects of their health affect each other.	Explain the interrelationship of physical, mental, emotional, social and spiritual health.	2.1.8.PGD.1 2.1.8.PGD.4 2.1.8.EH.2
Lesson 3: Being Emotionally Healthy	In this lesson, students examine what it means to be emotionally healthy. After completing an emotional health quiz for their own information, they discuss the characteristics of an emotionally healthy person and identify ways to improve emotional health. Then they make a plan to improve a positive emotional health trait.	Describe characteristics of an emotionally healthy person. Explain ways to improve emotional health.	2.1.8.EH.2

Lesson 6: Expressing Feelings in Healthy Ways	This lesson focuses on expressing feelings in healthy ways. Pairs of students list as many feelings as they can think of, and label each feeling as easy or difficult to deal with. They discuss why it's OK to have "negative" feelings and why it's important to be aware of feelings. They then look at how the expression of feelings can be healthy or unhealthy, and examine consequences of expressing feelings in unhealthy ways.	Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. Explain appropriate and healthy ways to express feelings. Explain how the expression of feelings can help or hurt oneself or others.	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.4
Lesson 9: What is Stress	This lesson teaches about stress and its effects on emotional health. Students imagine or think about a time they felt stressed and discuss their physical and emotional reactions to stress. They identify negative and positive stressors and discuss how people react to stressful situations. Students answer questions about reactions to stress and analyze their own reactions to stressful situations.	Explain causes and effects of stress. Describe personal stressors at home, in school and with friends. Describe physical and emotional reactions to stressful situations. Explain positive and negative ways of dealing with stress.	2.1.8.EH.1 2.1.8.CHSS.8
Lesson 10: Reducing Stress	In this lesson, students identify ways to avoid or reduce stress. They read a story about a girl their age in a stressful situation and analyze things she could have done to help keep the situation from becoming so stressful. They discuss tips for managing their time and being organized that can help prevent stress, and describe how they could apply these skills to reduce stress in their own lives.	Identify skills for planning, time management and organization that can help reduce stress.	2.1.8.EH.2 2.1.8.SSH.3
Lesson 14: Making Healthy Decisions	This lesson introduces decision-making skills and helps students apply them to enhance emotional health. Students learn decision-making steps, and practice applying these steps to scenarios involving relationships and emotional health issues.	Demonstrate decision-making skills that can be used to support emotional health.	2.1.8.PGD.1 2.1.8.PGD.4
Lesson 15: Setting Goals for Emotional Health	In this lesson, students set a goal to improve some aspect of their emotional health. After reviewing traits of emotionally healthy people, they assess how often these traits are expressed in their own lives and choose a trait they would like to enhance or improve. They learn about and practice steps for setting a goal, then write a realistic,	Use goal-setting skills to improve emotional health. Monitor progress on a goal to improve emotional health.	2.1.8.EH.1 2.1.8.EH.2

	specific and measurable goal to improve some aspect of their emotional health and develop a plan to achieve it.		
UNIT: Nutrition & Physical Activity			
Lesson 1: What are Nutrients?	This informational lesson introduces the topic of nutrition and covers the main nutrients needed for health. Students first discuss where to find information about nutrition and physical activity and how to identify reliable sources. Then they read about the 6 nutrients and identify key facts about each one.	Summarize reliable sources of information about healthy eating. Identify the function of key nutrients. Identify food sources for key nutrients. Summarize the benefits of drinking plenty of water.	2.1.8.PGD.1 2.2.8.N.4:
Lesson 2: What Should I Eat and How Much?	This informational lesson introduces food groups and the recommended daily amounts teens should eat from each food group. Students learn about MyPlate and the various food groups. Then they see a demonstration of recommended serving amounts from each group.	Summarize a variety of nutritious food choices for each food group. Summarize the amount of food from each food group that a person needs each day. Explain why the recommended amount of food a person needs each day may be different for each food group. Identify foods that are high in fiber.	2.1.8.PGD.1 2.2.8.N.2
Lesson 3: Assessing My Eating Habits	This lesson introduces the federal guidelines for healthy eating. Students assess their eating habits against these guidelines and make suggestions for improvement. Then they analyze a day's sample menu for a middle school student and make recommendations for improving nutrition and bringing the meals into alignment with the federal dietary guidelines for healthy eating.	Use self-assessment skills to analyze personal eating habits. Summarize the benefits of eating plenty of fruits and vegetables. Summarize the benefits of limiting the consumption of unhealthy fat, added sugar and sodium. Describe the benefits of eating in moderation. Apply the U.S. Dietary Guidelines for Americans.	2.1.8.PGD.1 2.1.8.PGD.4 2.2.8.N.2
Lesson 6: Healthy Snacking	This lesson presents guidelines for healthy snacking. Students learn the characteristics of a healthy snack and why healthy snacking is important. They work with a partner and play a game to brainstorm and evaluate	Explain characteristics of a healthy snack. Use advocacy skills to encourage others to eat healthy snacks.	2.1.8.PGD.1 2.1.8.PGD.4 2.1.8.CHSS.6 2.2.8.N.1

	examples of healthy snacks, then create a commercial to convince peers to eat a particular healthy snack food.		
Lesson 11: Body Image Basics	This lesson examines the importance of a positive body image. Students learn the definition of body image and discuss factors that can influence how people view their bodies. They examine media messages about body image and appearance and analyze how these can affect body image. Then they explore steps to help build a positive body image.	Differentiate between a positive and negative body image. Explain the importance of a positive body image. Analyze influences on body image. Explain ways to develop or maintain a positive body image. Express intentions to develop or maintain a positive body image.	2.1.8.PGD.2 2.1.8.PGD.4
Lesson 14: Assessing My Physical Activity	This lesson introduces guidelines for physical activity. Students brainstorm a list of ways to be physically active, and learn the federal guidelines for physical activity for teens. They examine the list of activities and identify examples as they learn about different components of fitness, including cardiorespiratory fitness, muscle strength and bone strength. Then they discuss ways to add physical activity to their day without special equipment or a structured plan. They assess their own physical activity habits against the guidelines, and analyze a middle school student's sample physical activities for the week.	Describe how to meet the recommended amounts and types of moderate, vigorous, muscle-strengthening and bone-strengthening physical activity for adolescents. Describe physical activities that contribute to maintaining or improving the components of health-related fitness. Describe ways to increase daily physical activity and decrease inactivity. Assess personal physical activity practices.	2.1.8.PGD.1 2.1.8.CHSS.6
Lesson 16: My Healthy Eating and Physical Activity Goal	In this skills-based lesson, students learn about goal setting. The teacher reviews a series of questions to use in setting a goal, and students practice the steps using a sample goal. Then they review their earlier self-assessments and choose a healthy eating or physical activity behavior to work on. They set a specific goal in the area they choose and create a plan to reach it.	Analyze expected benefits of healthy eating and physical activity. Identify ways to overcome barriers to healthy eating and physical activity. Set a specific, realistic and measurable goal to improve healthy eating or physical activity behaviors.	2.1.8.PGD.4
UNIT: Violence & Injury Prevention			
Lesson 1: Understanding Risks and	In this lesson, students begin their study of unintentional injury. After discussing the difference between intentional and unintentional injury, they examine the concept of	Describe consequences of unintentional injury. Describe situations that could lead to unsafe risks that cause injuries. Identify benefits of reducing	2.1.8.PGD.1 2.1.8.PGD.4

Unintentional Injury	risk, and identify examples of both good and unsafe risks. Then they review facts about young people and injury to help them understand that unintentional injury is a substantial threat to young people's well-being. They identify the negative consequences of injury and the benefits of avoiding risks.	the risks for injury.	
Lesson 6: Making Safe Decisions	This lesson focuses on decision-making skills. Students briefly review the seriousness of unintentional injury and identify ways young people can be injured. Then they learn decision-making steps and work in pairs to apply the decision-making process to a variety of risky situations.	Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries.	2.1.8.PGD.1 2.1.8.PGD.4
Lesson 9: Understanding Bullying	This lesson helps students understand bullying. Students define bullying, then identify different types of bullying. They discuss the effects of bullying on targets and bystanders, and complete an activity sheet to summarize their learning.	Explain the effects of bullying on targets and bystanders. Describe how power and control differences can contribute to bullying.	2.1.8.SSH.4
Lesson 10: Taking a Stand Against Bullying	This lesson helps students explore ways to prevent or stop bullying. Students discuss the important role bystanders can play in helping to prevent or stop bullying, why it can be difficult to take action and why it's important to do so. They work in groups to list strategies that targets and bystanders can use to stop or prevent bullying and practice asking for help. Then they complete an activity sheet to explore how they would respond to situations involving bullying. A take-home family sheet allows them to talk about bullying with an older family member.	Identify actions to prevent or stop bullying. Express intentions to help prevent bullying at school. Demonstrate how to effectively ask for help to stop bullying.	2.1.8.SSH.3 2.1.8.CHSS.8 2.1.8.EH.1
Lesson 14: Skills to Resolve Conflict	In this lesson, students learn about conflict resolution. After defining terms, they learn about four different strategies for settling disagreements. They discuss the benefits of each strategy and best circumstances for using it, and explain how each strategy can help prevent physical fights.	Describe ways to manage interpersonal conflict nonviolently. Explain why it is important to understand the perspectives of others in resolving conflicts. Determine the benefits of using nonviolent means to solve interpersonal conflicts.	2.1.8.SSH.3 2.1.8.SSH.4

		Describe strategies to avoid physical fighting.	
UNIT: Tobacco, Alcohol & Other Drug Prevention			
Lesson 1: Teens & Drugs: What's the Truth?	In this norms-based lesson, students examine their beliefs about drug use among teens, compare their perceptions to actual norms, and discuss the influence of perceived norms on behaviors around vaping, other tobacco products, alcohol, marijuana and opioids.	Examine perceived norms around vaping, and the use of other tobacco products, alcohol, marijuana and opioids. Explain that most teens do not use tobacco, alcohol or other drugs.	2.1.8.PGD.1
Lesson 2: Alcohol: What's the Truth?	This informational lesson helps students see how much they know about alcohol and teaches key facts about this drug. Students complete a True/False quiz about alcohol and share their ideas in pairs. After reviewing the correct answers, they examine how alcohol use could affect their goals and activities.	Summarize the negative consequences of using alcohol. Explain how using alcohol could negatively affect their lives. Describe the relationship between alcohol use and other risky behaviors.	2.1.8.PGD.1
Lesson 3: Vaping & Other Tobacco Products: What's the Truth?	This informational lesson helps students see how much they know about tobacco, including vaping, and teaches key facts about nicotine. Students play a card-matching game to answer questions about smoking, using smokeless tobacco and vaping. After reviewing the correct answers, they complete an activity sheet to summarize their learning.	Describe the negative short- and long-term physical effects of using tobacco. Summarize the negative health effects of secondhand smoke. Describe negative effects of vaping. Summarize the personal benefits of being tobacco free.	2.1.8.PGD.1
Lesson 4: Marijuana: What's the Truth?	This informational lesson teaches key facts about marijuana and reinforces the message that most teens do not use this drug. Students read about marijuana, then complete an activity sheet to offer advice and share what they've learned with younger students.	Summarize the negative short- and long-term effects of marijuana use. Explain that most teens do not use marijuana.	2.1.8.PGD.1
Lesson 10:	In this lesson, students learn about the skill of using	Analyze influences that might pressure someone	2.1.8.PGD.2

Self-Talk for being Drug Free	self-talk to support their choices to be drug free. They practice coming up with self-talk statements to resist negative influences to use tobacco, alcohol or other drugs, and then complete an activity sheet. As homework, they interview peers in preparation for the next lesson.	to use tobacco, alcohol and other drugs. Demonstrate self-talk to counter influences to use tobacco, alcohol and other drugs.	2.1.8.PGD.4
Lesson 11: My Peers & Their Feelings About Drugs	In this lesson, students share the results of the peer interviews they did as homework. They use the results as a springboard for a small-group activity in which they analyze reasons teens use drugs and suggest healthy alternatives. They also identify personal benefits they will get from being drug free.	Determine reasons teens choose to use or not use tobacco, alcohol and other drugs. Describe healthy alternatives to using tobacco, alcohol and other drugs. Summarize the personal benefits of being drug free.	2.1.8.CHSS.6
Lesson 16: Roleplay Practice: Resisting	In this skills-based lesson, students practice refusal skills using roleplays. After watching a demonstration roleplay that uses effective refusal skills, students complete a half-scripted or original roleplay by writing responses to pressure lines. They practice their roleplays in pairs and receive feedback on their skills.	Demonstrate effective refusal skills to say NO to pressure to use drugs.	2.1.8.PGD.4
UNIT: Abstinence, Puberty & Personal Health			
Lesson 1: Staying Healthy For a Lifetime	In this lesson, students learn that practicing healthy behaviors can be a path to lifelong health. They discuss the meaning of the phrase common sense, then brainstorm common-sense steps for staying healthy and identify benefits of lifelong health. After discussing sources of information about health and the popularity of online resources, they learn about and practice asking key questions to evaluate online resources for the quality and usefulness of the information they provide.	Explain how positive health behaviors can benefit people throughout their lifespan. Identify sources of accurate information for help with personal health issues and concerns. List questions to ask when evaluating the reliability of online information about personal health. Optional: Evaluate online information about personal health.	2.1.8.PGD.1
Lesson 2: Keeping my	In this lesson, students continue to explore the idea of practicing healthy behaviors as a path to lifelong health.	Summarize actions to protect vision. Summarize actions to protect hearing. Summarize actions to	2.1.8.PGD.1 2.1.8.PGD.2

Body Healthy	After briefly reviewing the important functions of the ears, the eyes, the skin and sleep, they work in small groups to brainstorm ways to prevent common health risks teens face with regard to hearing, vision, skin damage and lack of sleep. Then they create and present original public service announcements that advocate for selected health behaviors in the areas of adequate sleep and rest, protection of vision and hearing, and prevention of sun damage.	protect skin from sun damage. Summarize the benefits of getting proper rest and sleep for healthy growth and development. Advocate for healthy behaviors.	2.1.8.CHSS.1
Lesson 7: Puberty	In this informational lesson, students learn about puberty. Small groups brainstorm physical, emotional and social changes they think occur during puberty. The class discusses and evaluates the groups' lists, and then students complete an activity sheet on the changes they learned about. As homework, students interview parents or other adults about puberty and sexuality.	Describe the physical, social, mental and emotional changes associated with puberty. Summarize the benefits of talking with parents and other trusted adults about sexuality.	2.1.8.PGD.3
Lesson 8: The Menstrual Cycle & Pregnancy	This lesson teaches about ovulation, the menstrual cycle and fertilization. Students read about the menstrual cycle, then work in pairs to answer questions about the reading. They also read about and discuss fertilization and how pregnancy occurs. Then pairs complete an activity sheet that reviews the material covered in the last 4 lessons.	Describe how pregnancy occurs.	2.1.8.PGD.3 2.1.8.PP.2 2.1.8.PP.3
Lesson 10: Feeling & Relationships	In this lesson, students explore appropriate and inappropriate ways to show feelings of attraction toward others. They discuss how feelings change during puberty and the negative consequences of having sex. They learn about sexual abstinence and setting personal limits as a way to avoid those consequences. Then they complete an activity in which they list healthy and safe ways to express romantic feelings.	Describe appropriate, healthy and safe ways to express romantic feelings. Explain the importance of setting personal limits for the expression of romantic feelings to avoid sexual risk behaviors. Give examples of how setting personal limits for the expression of romantic feelings can help keep teens healthy and safe.	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.11
UNIT: HIV, STI & Pregnancy Prevention			
Lesson 2: Sexual Identity & Sexual	In this lesson, students learn about sexual identity and the problems with sexual stereotyping. After reading about different types of sexual attractions and gender	Apply ways to challenge sexual stereotyping. Describe how sexual stereotyping can negatively affect people. Explain why it's important to	2.1.8.SSH.1 2.1.8.SSH.2

Stereotyping	identities, they examine common sexual stereotypes. They discuss ways to challenge these stereotypes and then practice responding to a variety of situations in which stereotyping is occurring	challenge sexual stereotypes.	Age Appropriate
Lesson 4: Healthy Romantic Relationship	In this lesson, students learn about healthy romantic relationships. They list words that describe a good relationship in their lives, then learn about and discuss qualities of healthy and unhealthy relationships. They practice identifying healthy and unhealthy qualities in some relationship scenarios. Then they complete an activity sheet to identify qualities of healthy and unhealthy relationships, and explain how these qualities might look in a romantic relationship.	Explain the qualities of a healthy romantic relationship. Differentiate healthy and unhealthy romantic relationships.	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5