

6th Grade Health Scope & Sequence

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
	<u>Mental and Emotional Health:</u>		<u>Mental and Emotional Health Unit Essential Questions:</u>
2	Wellness Star	<p>Describe the components of wellness. 1a.6.1</p> <p>Describe role models that demonstrate positive mental and emotional health. 1a.6.2</p> <p>Examine the importance of being aware of one's own feelings and being sensitive to the feelings of others. 1a.6.3</p> <p>Discuss how emotions change during adolescence. 1a.6.4</p> <p>Identify strengths in self in order to prioritize personal skills and allow interests to develop. 1a.6.6</p> <p>Recognize the benefits of getting adequate rest and sleep. 1f.6.5</p>	<p>How can someone achieve wellness?</p> <p>Are you a totally healthy person? Why or why not?</p> <p>What area of the wellness star do you think is most important? Why?</p>

		<p>Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.b</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Assess personal health practices. 6.MS.a</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	
5	Stress Management	<p>Differentiate between positive and negative ways of dealing with stress and anxiety. 1a.5.10</p> <p>Identify triggers of strong emotions and apply healthy coping strategies. 1a.6.5</p> <p>Explain the body's physical and psychological responses to stressful situations. 1a.6.9</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p>	<p>What do you think causes the most stress at your age? Why? How do you deal with it?</p> <p>What good stress do you have in your life? Explain.</p> <p>What do you think is the best way to manage stress? Why?</p>

2	Decision Making	<p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Identify circumstances that can help or hinder healthy decision making. 5.MS.a</p> <p>Determine when health-related situations require the application of a thoughtful decision-making process. 5.MS.b</p> <p>Distinguish when individual or collaborative decision-making is appropriate. 5.MS.c</p> <p>Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d</p> <p>Predict the potential short-term impact of each alternative on self and others. 5.MS.e</p>	<p>How might our self-esteem influence our personal decisions?</p> <p>How can a person evaluate whether or not they made a wise decision?</p>
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		<p>Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f</p> <p>Analyze the outcomes of a health-related decision. 5.MS.g</p>	
1	Wellness Unit Test	<p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p> <p>Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b</p>	No Question – Unit Assessment
	<u>Substance Abuse Prevention</u>		<u>Substance Abuse Prevention Unit Essential Questions:</u>
2	Marketing: ATOD	<p>Describe situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5</p> <p>Determine the reasons why people choose to use or not use alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5</p>	<p>In what ways does the media “sell” products to make people want to buy them?</p> <p>If there were no advertisements in this world, how would things be different? Explain.</p>

		<p>Analyze how messages from media influence health behaviors. 2.MS.e</p> <p>Analyze the influence of technology on personal and family health. 2.MS.f</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Analyze the validity of health information, products, and services. 3.MS.a</p>	
3	Over the Counter (OTC) & Prescription Drugs (Rx)	<p>Recognize when a behavior or habit has a negative consequence on self or others. 1a.6.19</p> <p>Differentiate between proper use and abuse of prescription medicines. 1b.6.1</p> <p>Distinguish between proper use and abuse of over-the-counter medicines. 1b.6.2</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p>	<p>In your opinion, which type of drug is more dangerous, Rx or OTC? Why?</p> <p>Do you personally think medicine labels have enough information? If not, what else would you add?</p>

		<p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p>	
4	Tobacco	<p>Review short and long-term effects of alcohol, nicotine, caffeine, and other products. 1b.5.3</p> <p>Identify the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.5.5</p> <p>Recognize when a behavior or habit has a negative consequence on self or others. 1a.6.19</p> <p>Describe situations that could lead to use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.4</p> <p>Determine the reasons why people choose to use or not use alcohol,</p>	<p>What is one truth among teenagers and smoking?</p> <p>In your opinion, what is the worst way tobacco harms someone? Why? (physically, mentally, socially)</p> <p>How does tobacco, smokeless tobacco, 2nd hand smoke, and vapes affect wellness?</p> <p>Why is second hand smoke just as harmful as regular smoking?</p> <p>Why is smokeless tobacco not a safe alternative to cigarettes?</p>

		<p>opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5</p> <p>Examine how the family influences the health of adolescents. 2.MS.a</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze ho messages from the media influence health behaviors. 2.MS.e</p> <p>Analyze the validity of health information, products, and services. 3.MS.a</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p> <p>Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f</p> <p>Demonstrate behaviors that avoid or reduce health risk to self and others. 7.MS.c</p>	
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		State a health-enhancing position on a topic and support it with accurate information. 8.MS.a	
3	Vaping	<p>Review short and long-term effects of alcohol, nicotine, caffeine, and other products. 1b.5.3</p> <p>Identify the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.5.5</p> <p>Recognize when a behavior or habit has a negative consequence on self or others. 1a.6.19</p> <p>Describe situations that could lead to use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.4</p> <p>Determine the reasons why people choose to use or not use alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5</p> <p>Examine how the family influences the health of adolescents. 2.MS.a</p>	<p>Why do teens experiment with vaping?</p> <p>How can vaping be just as harmful as regular smoking?</p> <p>Why is vaping NOT a safe alternative to smoking?</p>

		<p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze ho messages from the media influence health behaviors. 2.MS.e</p> <p>Analyze the validity of health information, products, and services. 3.MS.a</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p> <p>Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f</p> <p>Demonstrate behaviors that avoid or reduce health risk to self and others. 7.MS.c</p> <p>State a health-enhancing position on a topic and support it with accurate information. 8.MS.a</p>	
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<p>3</p>	<p>Energy Drinks (Caffeine)</p>	<p>Review short and long-term effects of alcohol, nicotine, caffeine, and other products. 1b.5.3</p> <p>Identify the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1b.5.5</p> <p>Describe situations that could lead to use of alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.4</p> <p>Determine the reasons why people choose to use or not use alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.6.5</p> <p>Recognize when a behavior or habit has a negative consequence on self or others. 1a.6.19</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze how messages from media influence health behaviors. 2.MS.e</p>	<p>How can caffeine be harmful to your health?</p> <p>Why do you think that the United States does not have an RDA regarding caffeine?</p> <p>What advice would you give another teen who wants to try an energy drink?</p> <p>What advice would you give another teen who wants to try an energy drink?</p> <p>What advice would you give another teen who wants to try an energy drink?</p>
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1	Speaker from Health Department on the topic of Refusal Skills	<p>Identify the benefits of being free from alcohol, opioid, nicotine products, marijuana products, and other drugs. 1b.5.6</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Apply effective verbal and nonverbal communication skills to enhance health. 4.MS.a</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p>	Why is it important to have good refusal skills?

		<p>Demonstrate effective conflict management or resolution strategies. 4.MS.c</p> <p>Determine when health-related situations require the application of a thoughtful decision-making process. 5.MS.b</p> <p>Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d</p> <p>Predict the potential short-term impact of each alternative on self and others. 5.MS.e</p> <p>Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f</p> <p>Analyze the outcomes of a health-related decision. 5.MS.g</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p>	
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		Demonstrate how to influence and support others to make positive health choices. 8.MS.b	
	<u>Safety and Violence Prevention</u>		<u>Safety and Violence Prevention Unit Essential Questions:</u>
3	Bullying	<p>Explain why it is wrong to tease, bully or discriminate against others based on personal characteristics. 1.a.6.12</p> <p>Defend against teasing others based on personal characteristics such as body type, race, gender, appearance, mannerisms, and the way one dresses or acts. 1d.6.8</p> <p>Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, discrimination, and violence. 1d.6.11</p> <p>Explain that it is never the fault of a person if they are made to feel unsafe. 1d.6.12</p> <p>Demonstrate ways to be a positive bystander by responding or</p>	<p>Why do you think bullying has become such a problem among teens?</p> <p>What is the difference in bullying and drama?</p> <p>What is an appropriate response if you witness a bullying situation?</p>

		<p>reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.14</p> <p>Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d</p>	
1	Child Abuse	<p>Demonstrate effective ways to express needs, wants, and feelings including the setting of and respecting of personal limits and boundaries. 1d.6.3</p> <p>Identify individuals have the right to refuse sexual contact. 1d.6.4</p> <p>Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy). 1d.6.9</p> <p>Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.6.10</p>	<p>Why is it important to tell a trusted adult about any type of abuse?</p>

		<p>Explain that it is never the fault of a person if they are made to feel unsafe. 1d.6.12</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p> <p>Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d</p>	
1	Speaker from Rape Crisis Intervention Services on the topic of Safety and Violence Prevention	<p>Demonstrate effective ways to express needs, wants, and feelings including the setting of and respecting of personal limits and boundaries. 1d.6.3</p> <p>Identify individuals have the right to refuse sexual contact. 1d.6.4</p> <p>Identify and describe healthy relationships between children and others (e.g., persons in authority, coaches, teachers, and clergy). 1d.6.9</p> <p>Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 1d.6.10</p>	Why is it important to create safe and healthy boundaries?

		<p>Explain that it is never the fault of a person if they are made to feel unsafe. 1d.6.12</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p> <p>Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d</p>	
	<u>Family Life and Human Sexuality</u>	Side-by-Side CCPS and MSDE Family Life and Human Sexuality Indicators	<u>Family Life and Human Development Unit Essential Questions:</u>
	<p>Parents/Guardians will have three options for the unit of Family Life and Human Sexuality through the electronic permission process. The options are: The CCPS Family Life and Human Sexuality Unit, The Maryland State Department of Education (MSDE) Family Life and Human Sexuality Unit, or they can exercise their opt out right of both the CCPS and MSDE Family Life</p>	<p>Grade 6 Side-by-Side Comparison Charts for Family Life and Human Sexuality</p>	<p>What is puberty and when does it occur?</p> <p>What are the early signs of puberty?</p> <p>What is the function of the female reproductive system?</p> <p>What is the function of the male reproductive system?</p> <p>How could poor hygiene affect your personal wellness?</p>

	and Human Sexuality Units. See the link for the side-by side comparison charts.		
	<u>Disease Prevention and Control</u>		<u>Disease Prevention Unit Essential Questions:</u>
4	Skin Cancer	<p>Summarize actions to take to protect one's skin against potential damage from exposure to the sun. 1f.6.6</p> <p>Examine how the family influences the health of adolescents. 2.MS.a</p> <p>Explain how school and public health policies can influence health promotion and disease prevention. 2.MS.j</p> <p>Determine the accessibility of products that enhance health. 3.MS.c</p> <p>Assess personal health practices. 6.MS.a</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	<p>How can sun exposure affect long-term personal wellness?</p> <p>List and describe the ABCDE method for moles</p> <p>What is the difference in controllable and uncontrollable risk factors for skin cancer?</p> <p>How can you protect yourself while in the sun?</p>

		<p>Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p> <p>Demonstrate how to influence and support others to make positive health choices. 8.MS.b</p>	
3	Lyme Disease	<p>Determine the accessibility of products that enhance health. 3.MS.c</p> <p>Assess personal health practices. 6.MS.a</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p> <p>Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p>	<p>How can Lyme disease be harmful to your personal wellness?</p> <p>How can you reduce your risk of contracting lyme disease?</p>

		Demonstrate how to influence and support others to make positive health choices. 8.MS.b	
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