

**Northwestern Lehigh School District**  
**GRADE 6 - HEALTH**  
**School Board Approval Date: April 20, 2022**

| <b>Objective</b>                            | <b>Standard Alignment &amp;/or Anchor</b>        | <b>Level of Mastery</b> | <b>Suggested Activity and Assessment</b>   | <b>Materials</b>   | <b>Time Frame</b> |
|---|--|-------------------------|--|--|-------------------|
| Introduction to Health & Wellness           |  | R/A/I                   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• In-class analysis</li> <li>• Health Triangle Development</li> <li>• Knowledge Inventory</li> <li>• Formative Assessments</li> </ul>   | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Online Materials</li> <li>• Health Triangle</li> <li>• Textbook</li> <li>• Self assessment</li> <li>• Worksheets</li> </ul>  | 7 days            |
| Communicable and Non-Communicable Disease   | 10.1.6. B<br>10.1.6. E<br>10.2.6. A<br>10.1.9. E | R                       | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• In-class analysis</li> <li>• Textbook resources</li> <li>• Self assessment</li> <li>• Worksheets</li> <li>• Pathogen chart</li> <li>• Disease discovery</li> <li>• Formative Assessments</li> </ul>                         | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Online Materials</li> <li>• Knowledge Inventory</li> <li>• Textbook</li> <li>• Self assessment</li> <li>• Worksheets</li> </ul>  | 7 days            |
| Drug Education                              | 10.1.6. D  | R                       | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• In-class analysis</li> <li>• Textbook resources</li> <li>• Worksheets</li> <li>• Formative Assessments</li> <li>• OTC Comparison</li> <li>• Drug Categorization</li> <li>• Drug Classification</li> <li>• Debate</li> </ul> | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Textbook</li> <li>• Online Materials</li> <li>• Kids Health</li> <li>• Worksheets</li> <li>• Video</li> <li>• Classification Template</li> <li>• Drug effects</li> </ul> | 7 days            |
| Human Growth & Development (February-April) | 10.1.6. A<br>10.1.6. B<br>10.1.9. E              | R                       | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• In class analysis</li> <li>• Textbook resources</li> <li>• Formative assessments</li> <li>• Development Timeline Project</li> </ul>   | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Textbook</li> <li>• Online materials</li> <li>• Video</li> <li>• Development project template</li> </ul>   | 8 days            |

Please note: The activities, assessments, materials and time frame are meant to be used as a guide for educators, and are not meant to be all-inclusive

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|------------------------------------|---|-------|---|---|--------|
|                                    |   |       | <ul style="list-style-type: none"> <li>• BrainPop Video/Quiz/Interactivity</li> <li>• Genes, Genetics, DNA Edpuzzle</li> </ul>  | <ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• System T-chart</li> </ul>   |        |
| Personal Hygiene                   | 10.1.6. E<br>10.2.6. D<br>10.1.9. E                           | A/I   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• In class analysis</li> <li>• Textbook resources</li> <li>• Formative assessments</li> <li>• Positive/Negative impacts of personal hygiene</li> <li>• Hygiene Product Identification</li> <li>• Hygiene Product Analysis</li> <li>• Hygiene Product Commercial</li> </ul> | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Textbook</li> <li>• Online materials</li> <li>• Video</li> <li>• Hygiene impact template</li> <li>• Hygiene product analysis outline</li> <li>• Flipgrid commercial filming</li> </ul>  | 7 days |
| Physical Activity/Personal Fitness | 10.1.6 .E<br>10.3.6. D<br>10.4.6. D<br>10.4.9. D              | R/A   | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• Notes</li> <li>• In class analysis</li> <li>• Graphic organizer</li> <li>• Fitness terminology</li> <li>• FITT principle</li> <li>• Personal Fitness Plan</li> </ul>   | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Textbook</li> <li>• Online materials</li> <li>• Video</li> <li>• Physical activity graphic organizer template</li> <li>• Personal inventory</li> <li>• Heart Rate worksheet/video</li> <li>• Fitness plan template</li> </ul> | 8 days |
| Personal Safety                    | 10.2.6. C<br>10.2.6. D<br>10.2.6. E<br>10.3.6. A<br>10.3.6. D | R/A/I | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• Notes</li> <li>• In class analysis</li> <li>• Comprehensive safety plan</li> <li>• Knowledge Check</li> <li>• Situational analysis</li> </ul>  | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Textbook</li> <li>• Online materials</li> <li>• Video</li> <li>• Comprehensive safety template</li> <li>• Situational analysis prompts</li> </ul>   | 6 days |
| Nutrition Unit                     | 10.1.6. C<br>10.1.9. C  | R     | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• Notes</li> </ul>   | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Textbook</li> <li>• Online materials</li> </ul>   | 5 days |

Please note: The activities, assessments, materials and time frame are meant to be used as a guide for educators, and are not meant to be all-inclusive

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|            |                        |     | <ul style="list-style-type: none"> <li>• In class analysis</li> <li>• Self assessment</li> <li>• Vocabulary Review</li> <li>• Nutrient/Vitamin/Mineral identification</li> <li>• My plate meal development</li> <li>• Dietary guideline summary</li> </ul>  | <ul style="list-style-type: none"> <li>• Self assessment form</li> <li>• Kahoot</li> <li>• MyPlate interactive tool</li> <li>• Food tracking document</li> </ul>  |        |
| Sleep Unit | 10.1.9. E<br>10.2.6. D | R/A | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer Discussion</li> <li>• Notes</li> <li>• In class analysis</li> <li>• How healthy are you?</li> <li>• Circadian rhythms study</li> <li>• Sleep Stages chart</li> <li>• Sleep disorder cause/effect</li> <li>• Building a sleep schedule</li> </ul> | <ul style="list-style-type: none"> <li>• Notes</li> <li>• Textbook</li> <li>• Online materials</li> <li>• Self assessment form</li> <li>• Sleep trend exercise</li> <li>• Sleep disorder template</li> <li>• Sleep schedule development template</li> </ul> | 5 days |

**LEVEL OF MASTERY DESCRIPTIONS**

- Recognition (R) Students will be able to recall concepts.
- Application (A) Students will be able to apply ideas/skills to a curricular concept.
- Inference (I) Students will be able to evaluate and synthesize materials or concepts.

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