6th Grade Health CURRICULUM



Grade Level(s): 6th

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Course Description: In Grade 6 Health class, students will cultivate essential skills for leading healthy lives through units focused on Analyzing Influences, Accessing Information, Goal Setting, Interpersonal Communication, and Healthy Living Skills. They'll develop critical thinking by examining factors shaping their health choices, master research skills to access reliable health information, set and achieve SMART goals to promote well-being, practice effective communication for positive interactions, and acquire practical strategies for maintaining holistic health. Through engaging activities and collaborative projects, students will emerge with the knowledge, skills, and confidence to make informed decisions for their own well-being, fostering a lifelong commitment to health and wellness.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Accessing Information (ANOD/OWDP)	How can accessing accurate information about alcohol, nicotine, other drugs, hygiene practices, and diseases empower individuals to make informed decisions that promote optimal health and wellness?	Accessing accurate information empowers individuals to understand the potential consequences of substance use, recognize the benefits of good hygiene practices, and differentiate between infectious and noninfectious diseases, thus enabling them to make informed decisions that prioritize their overall health and wellness.	TCC2(6-8), TCC3(6-8), TCC4(6-8), DE1(6-8)
Analyzing Influences (HEPA)	How do various influences, both internal and external, shape our choices and behaviors related to healthy eating and physical activity, and how can we make informed decisions to promote our overall well-being?	By critically analyzing internal and external factors and considering their impact on our lifestyle choices, we can develop strategies to promote healthy habits and maintain a balanced lifestyle throughout our lives.	CCE1 (6-8), DE1 (6-8), TI4 (6-8)
Interpersonal Communication	How can effective interpersonal communication skills empower individuals to build positive relationships, navigate social interactions, and resolve conflicts in various contexts?	Effective interpersonal communication skills are essential for fostering meaningful connections, promoting mutual understanding, and resolving conflicts, enabling individuals	CCE4 (6-8), DE2 (6-8), DE3 (6-8), DE4 (6-8)

		to navigate diverse social situations with empathy, respect, and cooperation.	
Goal Setting	How can understanding our strengths and areas for growth empower us to set meaningful goals and seek support to achieve them?	By identifying their strengths, recognizing areas for growth, and setting achievable goals supported by effective planning and collaboration, individuals can enhance their ability to achieve personal and academic success.	TCC4 (6-8), DE2 (6-8), TI1 (6-8), TI4 (6-8)
Sexual Health	How do the physical changes of puberty affect our development, and why is it important to approach these changes with respect and understanding in order to build positive relationships and maintain overall well-being?	Understanding the physical changes of puberty and approaching them with respect and empathy helps individuals navigate their development effectively, fostering positive relationships and promoting overall well-being	TI3 (6-8), DE4 (6-8)

(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Accessing Information

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.
ANOD 1.4.8 Describe situations that could lead to first time use of alcohol and other drugs.
ANOD 1.9.8 Describe short- and long-term physical, social, and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).

OWDP 1.1.8 Describe the benefits of good hygiene practices.
OWDP 1.2.8 Explain the difference between infectious, noninfectious, acute and chronic diseases, and the importance of seeking treatment.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.
- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.

Understandings: Students will understand that...	**Essential Questions:**
• The potential negative consequences of using alcohol, nicotine, and other drugs, include short-term effects such as impaired judgment and long-term effects on physical health, relationships, and self-esteem. • There are various situations that could lead to first-time use of alcohol and other drugs, such as peer pressure, curiosity, and exposure to family or societal influences. • There are benefits of practicing good hygiene habits, such as handwashing and dental hygiene, in preventing the spread of infectious diseases and promoting overall health and well-being.	• What are the negative consequences of using alcohol and other drugs? • What type of situations can lead to someone using alcohol and other drugs for the first time? • What are the short- and long-term effects these substances can have on our organs, relationships, and how we feel about ourselves? • What are the benefits of good hygiene practices, and how do they contribute to overall health and wellness? • What are the differences between infectious and noninfectious diseases, as well as acute and chronic

• There are differences between infectious and noninfectious diseases, acute and chronic conditions, and the importance of seeking treatment and management for maintaining health and wellness.	conditions, and why is it important to understand these distinctions?
Students will know... • Classifications of alcohol and other drugs • Negative consequences associated with using alcohol and other drugs • Effects on the body, relationships, and self-esteem when using alcohol and other drugs • Benefits of good hygiene practices • Difference in infections and diseases	**Students will be able to...** • Analyze the validity and reliability of health information, products, and services. • Describe situations that call for professional health services. • Identify the different classifications of drugs • Determine the availability of valid and reliable health products. • Identify good hygiene practices • Discuss the difference between infectious and noninfectious, acute and chronic diseases.
Key Vocabulary: substance, addiction, peer pressure, drug, alcohol, drug classifications, tobacco, nicotine, stimulants, depressants, hallucinogens, inhalants, narcotics, anabolic steroids, corticosteroids, medicinal, recreational, prescription, over-the-counter, illicit drugs, reliable, valid, media, hygiene, infectious, noninfectious, acute, chronic, diseases, treatment	
Assessment Evidence	
Performance Tasks: • Students create a presentation on one classification of drugs. They identify drugs that are classified in this category and the short- and long-term effects of the drug. • Students research the way different organs/body parts are affected by the use of nicotine • Students analyze real-life scenarios and make decisions. • Students develop a Substance Use Awareness Campaign about the dangers of using alcohol and other drugs.	**Other Evidence:** • Discussing the dangers of alcohol and other drug use. • Identifying reasons a person may use alcohol and other drugs for the first time. • Discussions based off articles • Discuss the different prices of hygiene products • Discuss how brands of hygiene products can be important

• Students will create an infographic highlighting the benefits of good hygiene practices. • Students will engage in a sorting activity to classify different diseases into categories based on their characteristics.	

Learning Plan

TCC2(6-8) I can evaluate data gathered from multiple perspectives and draw conclusions.

- Students will use the skill of accessing information to find different past users of alcohol and other drugs to compare the negative effects on their bodies.

TCC3(6-8) I can combine new information with my own ideas to generate solutions.

- Students will work individually or with a group of students to create a substance abuse prevention program. They will combine the new information they learned with their prior knowledge to develop solutions to drug use.

TCC4(6-8): I can apply my learning to new experiences, determine if it works, and adjust in the future.

- Students will engage with scenarios involving substance-related choices. Students will receive feedback on the choices they made and adjust their choices accordingly.

DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.

- Students will write a short essay on different perspectives on substance abuse. They will research different viewpoints on alcohol and other drugs.

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

Unit 2 - Analyzing Influences

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
HEPA 1.2.8 Summarize the physical, mental, social, and academic benefits of healthful eating habits.
HEPA 1.3.8 Describe how to make healthy food choices when given options.
HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- CCE1 (6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- DE1 (6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- TI4 (6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

Understandings: Students will understand that...

- There are wide-ranging benefits of adopting healthful eating habits include improvements in physical well-being, mental clarity, social interactions, and academic performance.
- There are strategies for making healthful food choices in various situations, such as to consider nutritional value, portion sizes, and preparation methods, to support overall wellness.
- There are factors that influence personal food choices including access to healthy foods, cultural norms, and socioeconomic factors, and how these factors can impact individuals' ability to maintain a healthful diet.

Essential Questions:

- How do the benefits associated with healthy eating and physical activity influence our overall well-being?
- How can we make informed and healthful food choices when presented with different options, and what factors influence these choices?
- What is the relationship between access to healthy foods and personal food choices, and how does this relationship impact individuals and communities?

Students will know...

- The overall benefits of healthful eating habits

Students will be able to...

- Analyze the influence of others on their eating habits

• How to make healthy food options when given options • How accessibility plays a factor in some people's food choice	• Discuss how physical activity can influence changes in your life • Compare and contrast healthy eating options
Key Vocabulary: macronutrients, nutrients, physical activity, calories, saturated fat, trans fat, unsaturated fat, adequate, carbohydrates, influence, analyzing, habits, variety, moderation, allergies	
Assessment Evidence	
Performance Tasks: • Students will create a Nutrient Superhero and discuss the benefits of specific nutrients. • Students will create a poster illustrating the various influences that impact their choices regarding healthy eating habits and how these influences affect their overall well-being. • Students will participate in a role-playing game where they navigate through scenarios representing different influences on food choices and practice making healthful decisions.	**Other Evidence:** • Complete a www.myplate.gov webquest • Daily water intake tracker • Assess their favorite snack and discuss healthier alternatives • Discuss moderation and how it is important in managing healthy eating habits
Learning Plan	
CCE1 (6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. • Through respectful discussions with peers and teachers, they will explore differing viewpoints, actively listen to others, and respond thoughtfully as they apply new knowledge to their thinking **DE1 (6-8): I can search for multiple perspectives and compare and contrast those perspectives.** • They will search for diverse viewpoints, compare and contrast those perspectives, and engage in a thoughtful discussion to deepen their understanding of the influences on healthy eating and physical activity. **TI4 (6-8): I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.**	

• Students will develop a personal wellness plan focused on analyzing influences on healthy eating and physical activity, identifying strengths and areas for growth, setting goals toward improvement, and seeking support as needed to achieve their goals.
Teacher Resources: myplate.gov, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

Unit 3 - Interpersonal Communication

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.).
HR 1.3.8. Describe characteristics of healthy relationships (communication, respect, trust, and boundaries).
HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- CCE4 (6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- DE2 (6-8): I can recognize feelings in myself and others and respond with respect and empathy.
- DE3 (6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- DE4 (6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

Understandings: Students will understand that…	**Essential Questions:**
• There are different relationship types and their dynamics	• How do different types of relationships impact our lives,

• There key traits in healthy relationships, like communication and respect • Understanding the harmful effects of teasing based on personal characteristics	and what are the key elements that define healthy relationships? • What role does effective communication play in fostering positive connections and resolving conflicts within relationships? • Why is it important to cultivate empathy, respect, and understanding in our interactions with others, and how does this contribute to building strong and supportive relationships?
Students will know... • Different types of relationships, including peer, family, romantic, and professional, and their respective dynamics. • Characteristics of healthy relationships, such as effective communication, respect, trust, and boundaries. • The impact of teasing and discrimination based on personal characteristics and why it is wrong. • Strategies for fostering positive connections, resolving conflicts, and promoting inclusivity, acceptance, and respect within relationships and communities.	**Students will be able to...** • Identify and understand various types of relationships. • Demonstrate effective communication and relationship-building skills. • Advocate for inclusivity, respect, and positive interactions within their communities.
Key Vocabulary: communication, respect, honesty, trust, inclusivity, acceptance, connections, interactions, relationships, peers, communication, empathy, boundaries, teasing, nonverbal communication, active listening, nonverbal communication, assertiveness, compromise, validation, sympathy, collaboration, bullying, consent, self-awareness, flexibility, resolution	
Assessment Evidence	
Performance Tasks: • Students participate in role-playing exercises to practice interpersonal communication skills. They take turns acting out different scenarios, such as conflict resolution or assertive communication, and reflect on their experiences.	**Other Evidence:** • Students engage in team-building games and activities that promote cooperation, trust, and effective communication. • Interpersonal Communication Charades - To reinforce nonverbal communication skills and promote teamwork

• Students work in small groups to identify and solve a real-world problem related to interpersonal communication. They research, brainstorm solutions, and develop a plan of action together. • Students provide constructive feedback to their peers on their communication skills during a group discussion or presentation. They observe and evaluate active listening, assertiveness, or nonverbal communication. • Students keep a journal for a week and answer prompts daily in class.	and creativity • Watch Inside Out (Disney) and create their own mind maps with different islands of their emotions.

Learning Plan

CCE4 (6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

- Students will engage in various activities, including essays, performance-based projects, whole group, and/or small group discussions, to articulate and defend their perspectives both verbally and in writing.

DE2 (6-8): I can recognize feelings in myself and others and respond with respect and empathy.

- Students will practice recognizing feelings in themselves and others, and respond with respect and empathy through activities such as role-playing, reflective writing, and group discussions.

DE3 (6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.

- Students will develop the ability to identify their emotions, manage reactions using appropriate strategies, and seek support when needed through self-reflection, coping skill practice, and accessing available resources.

DE4 (6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

- Students will cultivate respectful and responsible behavior while actively fostering positive relationships with all members of the school community through modeling, collaboration, and communication.

Teacher Resources: myplate.gov, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

Unit 4 - Goal Setting

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
MEH 1.2.8 Recognize factors that increase self-worth (recognizing strengths, growth mindset, confidence, competence).
MEH 1.4.8 Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.
MEH 1.7.8 Explain how emotions change during adolescence.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- TCC4 (6-8) I can combine new information with my own ideas to generate solutions.
- DE2 (6-8) I can recognize feelings in myself and others and respond with respect and empathy.
- TI1 (6-8) I can create a plan with manageable steps to reach my goals.
- TI4 (6-8) I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

Understandings: Students will understand that…

- It is important to seek help when needed.
- The factors that contribute to self-worth.
- How emotions change through adolescence.

Essential Questions:

- What factors contribute to a strong sense of self-worth, and how can we recognize these factors in ourselves?
- Why is it important to seek help from an adult if someone is in danger of hurting themselves or others, and how can we effectively communicate our concerns?
- How do our emotions change during adolescence, and what strategies can we use to manage these changes?
- How can we combine new information with our own ideas to solve problems and create solutions?

Students will know...

- The factors that contribute to self-worth.
- Students will know the importance of seeking help from an adult in situations where someone may be in danger.
- Students will know how emotions change during

Students will be able to…

- Recognize and articulate factors that increase self-worth
- Explain the importance of seeking help from an adult if someone is in danger of hurting themselves or others.
- Recognize and respond to feelings in themselves and

<table>
<tr><td>adolescence.
● Students will know how to combine new information with their own ideas to generate solutions.
● Students will know how to create a plan with manageable steps to achieve their goals.</td><td>others with respect and empathy.
● Create a plan with manageable steps to reach their goals.</td></tr>
<tr><td colspan="2">Key Vocabulary: self-worth, strengths, growth mindset, confidence, competence, adolescence, emotions, empathy, respect, communication, goal setting, plan, manageable steps, self-assessment, personal development, improvement, support, trusted adult, mental health, emotional health, problem-solving, strategies</td></tr>
<tr><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Performance Tasks:
● Goal-Setting Plan: Students will identify a personal goal related to their mental or emotional health. They will create a detailed plan with manageable steps to achieve this goal. Students will periodically review and adjust their plans, and at the end of the unit, they will present their progress and reflections to the class.
● Online Discussion Forum: Students will participate in an online discussion forum using Google Classroom or another platform. They will respond to prompts about recognizing and respecting feelings in themselves and others, and they will reply to their peers' posts, practicing empathy and respectful communication.
● Interactive Goal-Setting Tracker: Students will use Google Sheets to create an interactive goal-setting tracker. They will list their goals, break them down into manageable steps, and track their progress over time. They can use conditional formatting to visualize their progress and add comments to reflect on their achievements and challenges.</td><td>Other Evidence:
● Self-Worth Reflection: Students will write a short paragraph reflecting on their personal strengths and how these strengths contribute to their self-worth. They can share their reflections in small groups or with the whole class.
● Goal-Setting Brainstorm: Students will brainstorm a list of potential personal goals related to their mental or emotional health. They will then choose one goal and write a few sentences explaining why it is important to them.
● Work with an emotion wheel to identify how they have been feeling recently.</td></tr>
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Learning Plan
TCC4 (6-8) I can combine new information with my own ideas to generate solutions. ● Students will integrate new information from diverse sources with their own ideas to devise creative solutions for challenges in mental and emotional health. **DE2 (6-8) I can recognize feelings in myself and others and respond with respect and empathy.** ● Students will practice identifying and understanding emotions in themselves and others through activities such as role-playing scenarios, reflective writing, and empathy exercises. **TI1 (6-8) I can create a plan with manageable steps to reach my goals.** ● Students will learn to create effective plans with clear, manageable steps to achieve personal and academic goals. **TI4 (6-8) I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.** ● Students will engage in self-assessment activities to identify their strengths and areas for growth across academic and personal domains.
Teacher Resources: myplate.gov, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly

Unit 5 - Sexual Health

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
SH 1.3.8 Describe reproductive parts and their functions
SH 1.11.8 Explain the significance of the physical changes in puberty.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- TI3 (6-8): I can compose specific questions that are relevant to a task to support my learning.
- DE4 (6-8): I can be respectful and responsible and build positive relationships with all members of the school community.

Understandings: Students will understand that…	**Essential Questions:**
• Reproductive parts all have different functions • There are physical changes that occur during puberty. • There is an importance of reproductive health. • Puberty affects emotional and social development.	• What are the different parts of the male and female reproductive systems, and what functions do they serve? • What physical changes occur during puberty, and why are these changes significant for our development? • How can we maintain our reproductive health and why is it important to do so? • How do the physical changes of puberty affect our emotional and social lives, and what strategies can help us manage these changes?
Students will know...	**Students will be able to…**
• Students will know the different parts of the male and female reproductive systems. • Students will know the physical changes that occur during puberty. • Students will know the importance of maintaining reproductive health. • Students will know how puberty can affect emotional and	• Students will be able to identify and describe the parts of the male and female reproductive systems and explain their functions. • Students will be able to explain the physical changes that occur during puberty and their significance. • Students will be able to demonstrate knowledge of practices that maintain reproductive health.

social development.	• Students will be able to recognize and discuss how the physical changes of puberty affect emotional and social development.
Key Vocabulary: reproductive system, male reproductive organs, female reproductive organs, puberty, hormones, menstruation, ovulation, sperm, fertilization, testes, ovaries, uterus, vagina, penis, scrotum, endocrine system, physical changes, emotional changes, social changes, hygiene, reproductive health, adolescence, growth spurt, puberty onset, body image, self-esteem	
Assessment Evidence	
Performance Tasks: • Reproductive System Diagram: Students will create detailed diagrams of the male and female reproductive systems. They will label each part and write a brief description of its function. • Reproductive Health PSA: In small groups, students will create a public service announcement (PSA) about the importance of maintaining reproductive health. They can choose to create a video, poster, or digital presentation. The PSA should include information about hygiene, healthy habits, and resources for support. • Interactive Puberty Timeline: Students will use digital tools such as Google Slides or an online timeline creator to construct an interactive timeline of the physical changes that occur during puberty for both males and females. They will include images, descriptions, and explanations of the significance of each change.	**Other Evidence:** • Puberty Video - Always Changing and Growing Up • Class discussion • Q & A box
Learning Plan	
TI3 (6-8): I can compose specific questions that are relevant to a task to support my learning. • Students will compose specific questions about puberty and reproductive health, use digital resources to research answers, and share their findings to support and enhance their understanding. **DE4 (6-8): I can be respectful and responsible and build positive relationships with all members of the school community.**	

• Students will demonstrate respect and responsibility by engaging in collaborative activities and discussions about puberty and reproductive health, fostering positive relationships and supportive interactions with their peers.
Teacher Resources: myplate.gov, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly