



Curricular Scope and Sequence

Health Course, 6th grade

Caroline Messenger, director of curriculum

Brian Gilmore, Health Education

Course: Health		Level: Grade 6	Course Duration: 22 days
<p>Course Description: In fifth grade, students start an exploration of self: Who am I and who am I becoming? As students grow, so do their opportunities and their choices. In this course, students will reflect on who they are and who they want to be, and some challenges that they will have to face along the way. Students will explore peer pressure and how that can influence choices they make when it comes to friends, priorities, health and wellness, and opportunity. Students will explore addiction and health issues associated with vaping, cigarette use, and alcohol. They will also learn about puberty and the physical, social and emotional changes that are happening to them. They also are introduced to hygiene and personal health and wellness, both physical and mental.</p>			
<p>Coherence:</p>		<p>Purpose: The purpose of the 6th grade Health course is to empower students with information regarding social, physical and emotional influences that impact their health and wellness. With information and self-awareness, students can make informed choices.</p>	
Unit for Learning	Topic and Task	Duration	
Unit 1: Introduction	Who Am I? Students will explore their interests, their personalities, and their thoughts and feelings through creation of tessellations - shapes that fit together.	2 days	



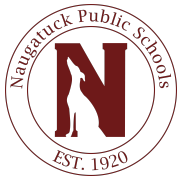
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Unit 2: Drugs and Nicotine	Who Am I and How Can I Handle Peer Pressure? Students will more deeply explore peer pressure and how it can impact their decision-making. They will learn about marijuana and vaping - what it is, where it comes from, and how damaging it can be to their bodies as sixth graders. They will also engage in understanding the legal implications of vaping and marijuana use and understanding the Connecticut statutes that govern who can use these products and under what conditions.	6 days
Unit 3: Social, Physical and Emotional Change	Who am I and Who am I becoming? Students will review their understanding from the previous year's learning about the structure and function of reproductive organs in males and females. Connecting to their life sciences learning, students will learn about sexuality and study what happens when sperm and egg come together - how the cells multiply and divide, sometimes resulting in twins, triplets - or more. Students will use proper scientific terminology. Students will also discuss sexuality in terms of gender identity. They will learn the proper terms and proper usage. Students will differentiate among gender expression, gender identity and sexual orientation. They will also engage in discussions about behavior toward others who are different from yourself.	9 days
Unit 4: Mental and Emotional Health and Identity	Who am I and how am I feeling? Students will explore concepts about self-esteem and self-worth. Connecting these concepts with body image. They will investigate body image and how media - both social media and	5 days



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	television, movies, etc. - can distort our image of our bodies. Students will reflect about how they feel about themselves, their strengths, and how they see themselves through a project that focuses on self-esteem.	
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