

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** 6th Grade Health

**Subject Area:** Health Education

**Grade Level:** 6th grade

**Time/Credit for this Course:** 2 classes a week for 1 semester

**Course Description:** This semester-long course builds on core health concepts, guiding 6th graders through key topics including puberty and development, healthy relationships, substance abuse prevention, mental and emotional well-being, personal safety, and injury prevention. Students will deepen their understanding of physical, emotional, and social health while developing practical skills for making informed, responsible decisions. Through interactive lessons, discussions, and projects, students will reflect on their personal health and set goals to promote lifelong wellness.

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## Curriculum Map

### **September:** Review of Health Basics (4-5 classes)

- Review core health concepts (physical, mental, emotional, social health)
- Assessing personal health goals and habits

### **October:** Puberty and Development (6 classes)

- Physical and emotional changes during puberty
- Understanding hormones and the impact on emotions
- Hygiene during puberty and self-care

### **November:** Building Healthy Relationships (6 classes)

- The role of communication in relationships
- Respect, consent, and boundaries
- Navigating peer pressure and social expectations

### **December:** Substance Abuse Prevention (5-6 classes)

- Dangers of drugs, alcohol, and tobacco use
- Healthy alternatives and strategies to resist peer pressure
- How to make responsible decisions in social situations

### **January:** Mental and Emotional Well-being (5-6 classes)

- Recognizing signs of mental health issues (stress, anxiety, depression)
- Coping mechanisms and seeking help
- Building emotional resilience and mental strength

### **February:** Review of Health Basics (4-5 classes)

- Review core health concepts (physical, mental, emotional, social health)
- Assessing personal health goals and habits

### **March:** Puberty and Development (6 classes)

- Physical and emotional changes during puberty
- Understanding hormones and the impact on emotions
- Hygiene during puberty and self-care

### **April:** Building Healthy Relationships (6 classes)

- The role of communication in relationships
- Respect, consent, and boundaries
- Navigating peer pressure and social expectations

### **May:** Substance Abuse Prevention (5-6 classes)

- Dangers of drugs, alcohol, and tobacco use
- Healthy alternatives and strategies to resist peer pressure
- How to make responsible decisions in social situations

**June:** Mental and Emotional Well-being (5-6 classes)

- Recognizing signs of mental health issues (stress, anxiety, depression)
- Coping mechanisms and seeking help
- Building emotional resilience and mental strength

## Wilson Area School District Planned Course Materials

**Course Title:** 6th Grade Health

**Textbook:** “Comprehensive Health Skills for Middle School” by McGraw Hill

**Teacher Resources:**

- **Health & PE Standards** from the Pennsylvania Department of Education
- **CDC Health Education Resources**
- **Kaiser Family Foundation** – Resources on puberty, mental health, and wellness
- **National Institutes of Health (NIH) and National Library of Medicine** – Educational videos and materials for students about the human body and health.
- **The SEL Power Pack** – Comprehensive social-emotional learning activities and lesson plans to support student well-being and classroom community
- **Counselor Keri** – School counselor offering guidance, support, and additional SEL resources tailored to student needs
- **Kids Health** – Various health-related articles, diagrams, educational videos and activities
- **Interactive Tools:** Websites and apps like: Kahoot, Blooket, GoNoodle, BrainPOP, and Quizlet for review games and interactive lessons

## Curriculum Scope & Sequence

**Planned Course:** 6th Grade Health

**Unit:** Review of Health Basics

**Time Frame:** 4-5 classes (approximately 2-3 weeks)

**State Standards:**

- **10.1.6.A:** Health and wellness concepts
- **10.1.6.B:** Health-related decisions

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Review the four components of health (physical, mental, emotional, social)
- Evaluate their personal health practices and identify areas for improvement
- Understand the importance of making informed, responsible health decisions

**Core Activities:**

- **Health Components Review Game:** Students participate in a team-based quiz or matching game to review the four components of health (physical, mental, emotional, social) using real-life scenarios and definitions
- **Personal Health Self-Assessment:** Students complete a structured self-assessment worksheet to reflect on their own habits related to each health component. This leads to a discussion about strengths and areas for growth
- **Decision-Making Scenario Sort:** Students are presented with health-related scenarios (e.g., peer pressure, nutrition choices, sleep habits) and work in groups to decide whether the actions are responsible or not. They justify their answers and share with the class
- **Health Goals Road Map Activity:** After setting a personal health goal, students create a visual "road map" outlining steps to achieve it, potential challenges, and strategies to overcome them
- **Think-Pair-Share on Healthy Choices:** Students reflect individually on a recent health decision, then pair up to share their thought process and discuss how they might handle similar choices in the future

**Extensions:**

- Have students create a personal health goal worksheet to track habits and set achievable goals for the year
- Host a guest speaker (e.g., a health educator) to discuss making healthy decisions in different aspects of life

**Remediation:**

- Provide additional visual aids or handouts that summarize key health concepts
- Use small group activities to support individualized instruction and promote engagement

**Instructional Methods:**

- Guided class discussions and Q&A
- Self-assessments and goal-setting exercises
- Peer discussions on personal health and wellness practices

**Materials & Resources:**

- Textbook: *“Comprehensive Health Skills for Middle School”* by McGraw Hill
- Supplemental: Personal health journals, goal-setting templates
- Visual Aids: Health component charts, decision-making flowcharts

**Assessments:**

- Formative assessment:
  - Participation in class discussions
  - Self-assessments
- Summative assessment:
  - Goal-setting worksheet
  - Class discussion on healthy decision-making

## Curriculum Scope & Sequence

**Planned Course:** 6th Grade Health

**Unit:** Puberty and Development

**Time Frame:** 6 classes (approximately 3 weeks)

**State Standards:**

- **10.2.6.C:** Personal health development
- **10.3.6.A:** Puberty and physical changes

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Understand the physical and emotional changes that occur during puberty
- Recognize the role of hormones and how they influence emotions and behavior
- Learn about hygiene and self-care during puberty
- Discuss the importance of privacy and respect in personal development

**Core Activities:**

- **Puberty Changes Sort Activity:** Students are given cards describing different physical, emotional, and social changes that occur during puberty. In small groups, they sort them into categories and discuss how these changes may impact their daily lives
- **“My Growing Self” Journal Prompt:** Students reflect on how they’ve changed over the past few years—physically, emotionally, or socially—and how they feel about continuing to grow and develop
- **Hygiene and Self-Care Checklist:** After a discussion on hygiene practices, students complete a checklist and personalize it with routines they can implement at home. The activity reinforces practical self-care habits
- **Hormone Roleplay Scenarios:** In small groups, students are given age-appropriate scenarios that show how hormones may affect emotions or behaviors (e.g., feeling irritable, excited or embarrassed). They roleplay how to handle the situation in a respectful and positive way.
- **Respect & Privacy Poster Project:** Students design posters that promote respect for others’ boundaries and privacy during puberty. Posters include positive messages about empathy, understanding, and personal space.

**Extensions:**

- Host a "Puberty Q&A" session where students can anonymously ask questions about puberty and development
- Provide informational brochures or videos that explain puberty in age-appropriate language

**Remediation:**

- Use diagrams, videos, and simplified explanations to ensure clarity on complex topics like hormone changes
- Offer one-on-one or small group sessions for students who may need additional support

**Instructional Methods:**

- Video-based lessons that explain puberty and its impact on physical and emotional health
- Group discussions to address students' questions and concerns
- Journaling to allow students to reflect on their personal development

**Materials & Resources:**

- Textbook: “Comprehensive Health Skills for Middle School” by McGraw Hill
- Supplemental: Age-appropriate puberty videos, hygiene checklists, self-care tips
- Visual Aids: Puberty and development diagrams, hygiene posters

**Assessments:**

- Formative assessment:
  - Participation in class discussions
  - Written reflections
- Summative assessment:
  - Short quiz on puberty and self-care
  - Written reflection on personal development

## Curriculum Scope & Sequence

**Planned Course:** 6th Grade Health

**Unit:** Building Healthy Relationships

**Time Frame:** 6 classes (approximately 3 weeks)

**State Standards:**

- **10.2.6.B:** Relationships and communication
- **10.3.6.B:** Social responsibility and respect

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Understand the qualities of healthy relationships (trust, respect, communication)
- Identify strategies to build and maintain positive relationships with peers and adults
- Discuss the importance of boundaries, consent, and respect in all relationships

**Core Activities:**

- **Qualities of Healthy Relationships Brainstorm:** Students work in small groups to list qualities they believe make a relationship healthy (e.g., trust, respect, honesty). Groups share their lists and create a master list on the board.
- **Role-Play Scenarios:** Students act out scripted or improvised scenarios demonstrating both positive and challenging relationship situations. Peers provide feedback on communication and respect shown.
- **Boundary and Consent Circle Activity:** Using a circle format, students discuss different types of boundaries (physical, emotional, digital) and practice how to say “no” or express their limits respectfully
- **Conflict Resolution Flowchart Creation:** In pairs or small groups, students design flowcharts illustrating steps to resolve conflicts respectfully. Groups present their flowcharts to the class.
- **Healthy Relationships Poster or Presentation:** Students collaborate on posters or digital presentations that highlight key relationship skills and respectful behaviors, which are then displayed or shared with peers

**Extensions:**

- Have students role-play different relationship scenarios to practice respectful communication and conflict resolution
- Organize a group project where students create posters or presentations on building healthy relationships

**Remediation:**

- Use peer modeling and role-playing to reinforce positive communication skills
- Offer small group sessions or one-on-one support for students who may struggle with social interactions

**Instructional Methods:**

- Role-playing and skits to demonstrate respectful relationship behaviors
- Group discussions about what makes relationships healthy and how to handle conflicts
- Collaborative projects like creating relationship-building guides

**Materials & Resources:**

- Textbook: *“Comprehensive Health Skills for Middle School”* by McGraw Hill
- Supplemental: Videos and role-play scripts, worksheets on communication skills
- Visual Aids: Healthy relationship posters, conflict resolution flowcharts

**Assessments:**

- Formative assessment:
  - Participation in role-playing activities
  - Group discussions
- Summative assessment:
  - Relationship-building project (poster or presentation)
  - Quiz on key relationship concepts

## Curriculum Scope & Sequence

**Planned Course:** 6th Grade Health

**Unit:** Substance Abuse Prevention

**Time Frame:** 5-6 classes (approximately 2-3 weeks)

**State Standards:**

- **10.3.6.C:** The impact of substance use on health
- **10.4.6.A:** Preventing risky behaviors

**Essential Content/Objectives:**At the end of the unit, students will be able to:

- Understand the dangers of drugs, alcohol, and tobacco use
- Learn about the physical, emotional, and social consequences of substance abuse
- Discuss strategies for resisting peer pressure and making healthy decisions
- Identify resources for help and support in the community

**Core Activities:**

- **Peer Pressure Role-Play:** Students practice responding to peer pressure through scripted or improvised role-play scenarios, focusing on assertive communication and refusal skills.
- **Risk vs. Reward Sorting Activity:** In small groups, students sort examples of behaviors into “risks” and “rewards,” discussing the potential short- and long-term consequences of substance use.
- **Substance Impact Brainstorm:** Students list physical, emotional, and social effects of drug, alcohol, and tobacco use. This is followed by a class discussion to deepen understanding.
- **Create a “Resist Peer Pressure” Poster or PSA:** Students design posters or short video messages promoting strategies to resist peer pressure and make healthy choices. These can be displayed in school or shared digitally.
- **Resource Scavenger Hunt:** Students explore local or online resources for substance abuse support (hotlines, counseling centers, school programs) and present how these resources help individuals and families

**Extensions:**

- Invite a guest speaker, such as a local health professional or a person in recovery, to discuss the impact of substance use
- Have students create a "Resist Peer Pressure" poster or video

**Remediation:**

- Provide clear examples of real-life situations where students might face peer pressure, and walk them through possible responses
- Offer additional support through small group discussions to reinforce the concepts

**Instructional Methods:**

- Direct instruction using videos and discussions
- Peer role-playing to practice resisting peer pressure
- Group discussions on the risks of substances and strategies for making responsible decisions

**Materials & Resources:**

- Textbook: *“Comprehensive Health Skills for Middle School”* by McGraw Hill
- Supplemental: Substance abuse prevention videos, pamphlets, and community resources
- Visual Aids: Risk vs. reward charts, role-play scenarios

**Assessments:**

- Formative assessment:
  - Participation in class discussions
  - Role-playing exercises
- Summative assessment:
  - Poster or video project on resisting peer pressure and staying substance-free

## Curriculum Scope & Sequence

**Planned Course:** 6th Grade Health

**Unit:** Mental and Emotional Well-being

**Time Frame:** 5-6 classes (approximately 2-3 weeks)

**State Standards:**

- **10.3.6.B:** Mental health awareness and coping strategies
- **10.4.6.C:** Recognizing mental health issues and seeking help

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Understand what mental health is and how it affects overall well-being
- Identify common mental health challenges (stress, anxiety, depression) and how to cope with them
- Learn about the importance of seeking help and how to access mental health resources
- Discuss strategies for building emotional resilience

**Core Activities:**

- **Mental Health Concept Mapping:** Students create a concept map illustrating what mental health means and how it connects to overall well-being, including common challenges like stress, anxiety, and depression.
- **Emotion Identification & Reflection:** Using emotion cards, students identify feelings they've experienced recently and journal about situations that triggered those emotions and how they managed them
- **Coping Strategy Workshop:** In small groups, students brainstorm and practice different coping strategies such as deep breathing, positive self-talk, or physical activity. They share which strategies work best for them.
- **Role-Play Seeking Help:** Students role-play scenarios where they or a peer might need to ask for help with mental health issues, practicing how to communicate needs clearly and respectfully
- **Mindfulness Minute Practice:** Regular short mindfulness or guided meditation exercises to help students experience stress relief and build emotional resilience
- **Class Resource Guide Creation:** Together, the class compiles a mental health resource guide with trusted adults, hotlines, and websites, reinforcing where students can go for help

**Extensions:**

- Create a class "resource guide" listing mental health professionals and hotlines students can contact if they need help
- Organize a mindfulness day with activities such as guided meditation or breathing exercises

**Remediation:**

- Offer one-on-one check-ins to assess understanding
- Use videos or storytelling to explain mental health challenges in a relatable way
- Encourage peer support and foster an inclusive classroom environment

**Instructional Methods:**

- Direct instruction through discussions and multimedia resources
- Journaling or self-reflection activities
- Role-playing scenarios for seeking help and coping with mental health challenges

**Materials & Resources:**

- Textbook: *“Comprehensive Health Skills for Middle School”* by McGraw Hill
- Supplemental: Mental health resources (websites, videos), mindfulness apps
- Visual Aids: Mental health resources flyer, emotion identification cards

**Assessments:**

- Formative assessment:
  - Class participation in activities and discussions
- Summative assessment:
  - Written reflection on coping strategies
  - Short quiz on mental health concepts

## Curriculum Scope & Sequence

**Planned Course:** 6th Grade Health

**Unit:** Personal Safety and Injury Prevention

**Time Frame:** 5 classes (approximately 2-3 weeks)

**State Standards:**

- **10.3.6.A:** Safety practices
- **10.4.6.B:** Prevention of injuries and accidents

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Identify common safety hazards at home, at school, and in the community
- Learn basic first aid and CPR principles
- Discuss ways to prevent injuries while participating in sports, activities, and traveling
- Understand the importance of wearing safety gear and following safety rules

**Core Activities:**

- **Safety Hazard Hunt:** Students work in groups to identify potential safety hazards in pictures or real-life scenarios (home, school, community) and discuss ways to avoid or address them
- **First Aid Basics Demonstration:** Conduct a hands-on session where students practice simple first aid skills such as cleaning a wound, applying a bandage, and learning the basics of CPR through videos or certified instructor demos
- **Safety Gear Show-and-Tell:** Students bring or discuss different types of safety gear (helmets, knee pads, seat belts) and explain their purpose and importance in preventing injuries
- **Emergency Role-Play:** Students role-play emergency situations (e.g., minor injury during sports, calling 911) to practice appropriate responses and communication skills
- **Create a Safety Checklist:** In small groups, students develop checklists for staying safe in various environments (home, school, playground, sports), which are then shared and compiled into a classroom safety guide
- **Safety Tips Poster Project:** Students design posters highlighting key safety rules and injury prevention tips to display around the school

**Extensions:**

- Organize a first aid demonstration or invite a local firefighter or paramedic to discuss injury prevention and safety practices
- Have students create a "Safety Tips" poster to be displayed around the school

**Remediation:**

- Offer additional hands-on practice with first aid kits and safety equipment
- Use visual aids (e.g., posters, videos) to reinforce safety concepts

**Instructional Methods:**

- Direct instruction with demonstrations (e.g., basic first aid techniques)
- Group activities, such as creating safety checklists for different environments (home, school, sports)
- Role-playing to practice emergency scenarios

**Materials & Resources:**

- Textbook: *“Comprehensive Health Skills for Middle School”* by McGraw Hill
- Supplemental: First aid kits, safety gear (e.g., helmets, knee pads), online safety games or videos
- Visual Aids: Safety procedure charts, first aid instructions

**Assessments:**

- Formative assessment:
  - Participation in safety activities and role-plays
- Summative assessment:
  - Safety plan or checklist for injury prevention

## Curriculum Scope & Sequence

**Planned Course:** 6th Grade Health

**Unit:** Review and Reflection

**Time Frame:** 4-5 classes (approximately 2 weeks)

**State Standards:**

- **10.1.6.A:** Health and wellness concepts review
- **10.3.6.A:** Reflecting on health and wellness practices

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Review the key concepts learned throughout the year (nutrition, fitness, mental health, substance abuse prevention)
- Reflect on their personal health journey and set new health goals for the future
- Identify areas of strength and areas to improve in terms of health habits

**Core Activities:**

- **Health Review Game:** Engage students in a Jeopardy-style or trivia game covering key topics from the year—nutrition, fitness, mental health, substance abuse prevention—to reinforce learning in a fun, interactive way
- **Personal Health Timeline:** Students create a timeline or scrapbook page that highlights their health learning journey throughout the year, including important lessons and milestones
- **Goal-Setting Workshop:** Using guided templates, students reflect on their strengths and challenges and set specific, measurable, achievable, relevant, and time-bound (SMART) health goals for the coming months
- **Group Reflection Circles:** Students share personal health insights and future goals in small groups, fostering peer support and motivation
- **Health Fair Preparation:** Students prepare posters, presentations, or videos summarizing what they learned, which they will later present at a class or school-wide Health Fair
- **One-on-One Goal Conferencing:** Optional individual meetings with the teacher for personalized feedback and support in refining health goals

**Extensions:**

- Have students present their health journey through a project (e.g., a scrapbook, poster, or video) that outlines the lessons they've learned and their goals for the future
- Conduct a "Health Fair" where students can share their work and what they've learned with the school community

**Remediation:**

- Provide a review session to revisit key concepts students found challenging
- Offer one-on-one discussions to help students set personal health goals for the future

**Instructional Methods:**

- Review games (e.g., Jeopardy-style quiz or trivia) to reinforce key concepts
- Group discussions to share personal reflections and health goals
- Guided journaling or self-reflection

**Materials & Resources:**

- Textbook: *"Comprehensive Health Skills for Middle School"* by McGraw-Hill
- Supplemental: Student health journals, presentation tools (posters, slides)
- Visual Aids: Review charts, goal-setting templates

**Assessments:**

- Formative assessment:
  - Participation in review games
  - Reflections
- Summative assessment:
  - Health reflection project (poster, video, etc.)