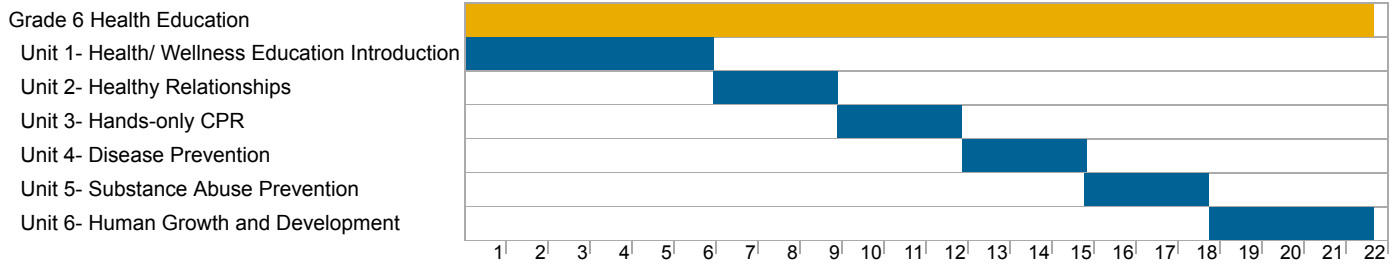


### Grade 6 Health Education Curriculum Chart



#### Grade 6 Health Education

**Start day:** 1

**Meetings:** 22 days

**Description**

Grade 6 Health / Wellness Education is a quarter course that meets 22 class times.

The theme is, Total Health, and focuses on physical, mental, emotional and social health and wellbeing. The students are encouraged to recognize healthy behaviors, and to incorporate these skills into their daily life.

**Course Resources**

**Non-Aligned Standards**

1 Healthy and Active Life

- **Objective [HE 5-6 H&AL] 1.5-6-6** 1.5-6-6 Describe what motivates people to adopt particular eating habits (e.g. family, culture, traditions, nutrition value, health, etc.) and identify cues for personal eating behavior (e.g., taste, hunger, stress, mood, self- esteem, etc.) Describe the role / impact of the media and current culture on eating behaviors.
- **Objective [HE 5-6 H&AL] 1.5-6.3** 1.5-6.3 Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Experience unfamiliar and culturally diverse foods.

#### Grade 6 Health Education > Unit 1- Health/ Wellness Education Introduction

**Start day:** 1

**Meetings:** 6 days

**Teacher Notes - Read First**

**Big Ideas/Enduring Understandings**

Define Wellness/ Health: 6 lessons

Physical, Mental, Emotional & Social

## Wellness Goal

**Essential Questions**

1. What is Health and Wellness?
2. What does a person need to do to have good **total** health?

**Concepts (What Students Should Know)**

1. State the inter-relatedness of physical, mental, emotional and social health.
2. Identify good health practices that promote well-being.

**Skills (What Students Should Do)**

1. Develop personal strategies that promote a healthy life-style.

**Misconceptions**

1. If a person is physically feeling good, they are totally healthy.
2. If I exercise, then I don't need to eat healthy.

**Spelling/Vocabulary**

Wellness, Physical Health, Mental/Emotional Health, Social Health, Prevention, Intervention, Influences, Personal Health Inventory, Personal Health Goal, Obstacles, Action Steps, Support Persons

**Instructional Resources**

1. Personal Health Inventory1., handout
2. Personal Health Goal, handout
3. Poster paper, markers, clipboards, white lined paper and pen/pencil
4. The Good, The Bad and the Healthy, Human Relations Media, dvd- 23 minutes

**Digital Integration**

Schoology

You Tube

Google

**Assessment of/for Learning**

1. Create a Public Service Announcement.
2. Create a health goal and an action plan towards achieving the goal.

**Reflection****Standards**

## 1 Healthy and Active Life

- **Objective [HE 5-6 H&AL] 1.5-6.1** 1.5-6.1 Explain the different nutritional needs of individuals depending on age, sex, activity and state of health. Use the FGP to assess personal diet for variety, moderation and proportionality. Determine changes needed for a healthier diet. Discuss how nutrition labels are used to identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber.
- **Objective [HE 5-6 H&AL] 1.5-6.2** 1.5-6.2 Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.

## 2 Injury and Disease Prevention

- **Objective [HE 5-6 I&DP] 2.5-6.1** 2.5-6.1 Develop an action plan that will minimize personal risk and injuries at school, home, in a vehicle, and in the greater community.

**Grade 6 Health Education > Unit 2- Healthy Relationships****Start day: 7****Meetings: 3 days****Teacher Notes - Read First**

Yajaira Gonzalez

Leslie Coplin

from YWCA Domestic Abuse Services

**Big Ideas/Enduring Understandings**

Healthy Relationships: 3 lessons:

1. We experience various types of relationships as a part of our life.
2. There are identifiable characteristics of healthy and unhealthy relationships.
3. It is important to speak up and get help when one's physical and emotional health are threatened.

**Essential Questions**

1. What types of relationships do we have?
2. What are some characteristics of healthy relationships?
3. What are some characteristics of unhealthy relationships?
4. What is bullying?

## 5. Who are your trusted adults that you can go to for help?

**Concepts (What Students Should Know)**

1. Define relationship and the various types of relationships that are a part of life.
2. Differentiate between healthy and unhealthy relationships by identifying characteristics that describe each type.
3. Identify various social pressure situations, and discuss ways to advocate for self and others, e.g.; substance use, food allergies, bullying, risky behaviors, etc.

**Skills (What Students Should Do)**

1. Access school and community resources to help in situations where one's physical and emotional health are threatened.
2. Apply concepts and characteristics of healthy and unhealthy relationships to evaluate personal relationships.

**Misconceptions**

1. Everyone I connect with on-line, I know personally.
2. If I tease someone, I'm just kidding.

**Spelling/Vocabulary**

Bullying, Abuse

Healthy Relationships

Unhealthy Relationships

**Instructional Resources**

1. YWCA DAS (Domestic Abuse Services) Presenters and Survey. Contact Yajaira Gonzalez, 203- 896-6501, ext. 189, y.gonzalez@ywcagreenwich.org
2. Role Play Scenarios
3. Group Work- brainstorm characteristics of healthy and unhealthy relationships
4. Poster paper and markers

**Digital Integration**

Schoology

You Tube

Google

**Assessment of/for Learning**

1. Role play different characteristics of healthy relationships.

**Reflection****Standards**

## 2 Injury and Disease Prevention

- **Objective [HE 5-6 I&DP] 2.5-6.10** 2.5-6.10 Identify and demonstrate actions that show sensitivity and respect toward others.
- **Objective [HE 5-6 I&DP] 2.5-6.8** 2.5-6.8 Demonstrate effective interpersonal skills (e.g., refusal skills, negotiation, assertiveness, self-talk, anger management, etc.).

## 3 Human Growth and Development

- **Objective [HE 5-6 HG&D] 3.5-6.1** 3.5-6.1 Describe / define what behaviors communicate care, self- respect, respect of others, and apply those skills to appropriate situations related to human growth and development.

**Grade 6 Health Education > Unit 3- Hands-only CPR****Start day:** 10**Meetings:** 3 days**Teacher Notes - Read First**

Stephanie Mazzotta  
from GEMS

**Big Ideas/Enduring Understandings**

CPR: 3 lessons  
Hands-only CPR  
Choking Intervention

**Essential Questions**

1. What is CPR?
2. How do you help someone who is choking?

**Concepts (What Students Should Know)**

1. Identify and define the steps to take in an emergency.

**Skills (What Students Should Do)**

1. Demonstrate proficiency in hands-only CPR.
2. Demonstrate proficiency in obstructed air-way maneuver for a conscious and unconscious victim.

**Misconceptions**

1. I have to put my mouth on the victim's mouth to save him/her.
2. I will hurt the victim and make it worse if I give CPR.

3. If a person can talk, or cough, I still need to perform abdominal thrusts.

**Spelling/Vocabulary**

Abdominal Thrusts, Responsiveness, AED machine

CPR

Obstructed airway

**Instructional Resources**

1. Hands-Only CPR Commercial

2. GEMS (Greenwich Emergency Medical Services). Contact: Stephanie Mazzotta- 203-637-7505, smazzotta@greenwichems.org

**Digital Integration**

Schoology

You Tube

Google

**Assessment of/for Learning**

1. Written exam.

2. Practical exam / demonstration of physical skills.

**Reflection**

**Standards**

2 Injury and Disease Prevention

- **Objective [HE 5-6 I&DP] 2.5-6.3** 2.5-6.3 Review steps of an Emergency Action Plan and safely apply basic first aid skills to urgent situations.

**Grade 6 Health Education > Unit 4- Disease Prevention**

**Start day:** 13

**Meetings:** 3 days

**Teacher Notes - Read First**

**Big Ideas/Enduring Understandings**

Disease Prevention: 3 lessons

## Communicable vs Non-communicable Diseases

Cold/ Flu- Overview and Prevention

Lyme Disease

**Essential Questions**

1. What is the difference between communicable and non-communicable disease?
2. What are the symptoms of Lyme Disease, and how can it be prevented?

**Concepts (What Students Should Know)**

1. Differentiate between communicable and noncommunicable diseases.
2. Describe symptoms, causes, prevention methods, and routes of transmission of communicable diseases.
3. Identify causes, signs, and symptoms, treatments and prevention of lyme disease.

**Skills (What Students Should Do)**

1. Take the appropriate actions to reduce risk of contracting communicable and non-communicable diseases.
2. Take the appropriate actions to reduce the risk of contracting lyme disease.

**Misconceptions**

1. Everyone who has Lyme Disease gets a Bulls Eye Rash.
2. All ticks carry lyme disease.
3. You can catch a cold from being out in the cold.

**Spelling/Vocabulary**

Modes of transmission, Risk factors, Immunization

Communicable Diseases

Non-Communicable Diseases

Contagious

**Instructional Resources**

1. DNews- How Dangerous is Lyme Disease  
<https://www.youtube.com/watch?v=jQMVL0Y4Zyg>
2. Lyme Disease, handout

**Digital Integration**

Schoology

You Tube

Google

**Assessment of/for Learning**

1. Written assessment

ReflectionStandards

## 2 Injury and Disease Prevention

- **Objective [HE 5-6 I&DP] 2.5-6.4** 2.5-6.4 Describe modes of transmission and identify prevention strategies for a variety of communicable diseases (eg: HIV, Influenza, Strep). Identify causes, symptoms, and prevention strategies for a variety of non communicable diseases (eg: lung disease, heart disease, cancer).

**Grade 6 Health Education > Unit 5- Substance Abuse Prevention****Start day:** 16**Meetings:** 3 daysTeacher Notes - Read FirstBig Ideas/Enduring Understandings

Substance Abuse Prevention: 3 lessons

Nicotine

Tobacco products

E-Cigarettes and Vaping

Secondhand Smoke

Essential Questions

1. How does nicotine affect one's health?
2. What are the harmful chemicals in using tobacco products and E-cigarettes?

Concepts (What Students Should Know)

1. Identify short and long term effects of nicotine and tobacco use.
2. List reasons why people use drugs and alternatives to drug use.
3. Identify steps in refusal skills

Skills (What Students Should Do)

1. Cite evidence of the dangers of tobacco products
2. Practice refusals skills.
3. Accessing School and Community resources

Misconceptions

1. Vaping E-cigarettes is safe.
2. E-cigarettes is a proven method to quit smoking cigarettes.
3. Using smokeless tobacco is safer than smoking cigarettes.



4. It's okay to smoke if you don't inhale.

### Spelling/Vocabulary

Short and long term effects, Chemical dependency, Addiction , Vaping, Secondhand Smoke

### Instructional Resources

1. Tobacco Beach Ball Question Toss
2. E-Cigarette, dvd
3. Teen Kids News (TKN), dvd

### Digital Integration

Schoology  
You Tube  
Google

### Assessment of/for Learning

1. Tobacco Worksheet

### Reflection

### Standards

2 Injury and Disease Prevention

- **Objective [HE 5-6 I&DP] 2.5-6.2** 2.5-6.2 Practice skills necessary to avoid dangerous situations (eg: decision making, refusal skills, decision making).

4 Substance Abuse Prevention

- **Objective [HE 5-6 SAP] 4.5-6.1** 4.5-6.1 List / describe cognitive, emotional and physical effects of drugs based on classification (stimulants, depressants, hallucinogens, narcotics) Included are alcohol, tobacco, marijuana, inhalants and other drugs (drug interaction.)
- **Objective [HE 5-6 SAP] 4.5-6.2** 4.5-6.2 Recognize that advertisements for nicotine and alcohol can be misleading.
- **Objective [HE 5-6 SAP] 4.5-6.3** 4.5-6.3 Practice decision-making, problem solving, and refusal skills in order to avoid ATOD use.
- **Objective [HE 5-6 SAP] 4.5-6.5** 4.5-6.5 Define addiction and its relationship to adolescent development.
- **Objective [HE 5-6 SAP] 4.5-6.6** 4.5-6.6 Acknowledge that the addictive behaviors of others is beyond your control, but recognize that helping resources are available.

## **Grade 6 Health Education > Unit 6- Human Growth and Development**

**Start day:** 19

**Meetings:** 4 days

### Teacher Notes - Read First

**Big Ideas/Enduring Understandings**

Human Growth and Development: 4 Lessons

Adolescent Changes- Puberty

physical, mental, emotional & social changes

**Essential Questions**

1. What are the physical, mental/emotional and social changes that you go through during puberty?
2. Who can you talk about your adolescent changes?

**Concepts (What Students Should Know)**

1. Identify the different stages of the life cycle.
2. Identify and describe school and community resources for information and support during adolescence pubescent life changes.
3. State physical, mental, emotional and social changes that occur during adolescence/puberty.

**Skills (What Students Should Do)**

1. Describe feelings about pubescent changes.
2. Describe personal hygiene practices as they relate to changes during puberty.

**Misconceptions**

1. Girls are emotional, boys aren't.
2. Girls and boys are significantly different in their adolescent changes.

**Spelling/Vocabulary**

Puberty, infancy, toddler, childhood, adolescence, and adulthood

**Instructional Resources**

1. Changes During Adolescence, worksheet

**Digital Integration**

Schoology

You Tube

Google

**Assessment of/for Learning**

1. Completion of Changes in Adolescence worksheet and class discussion.

ReflectionStandards

## 3 Human Growth and Development

- **Objective [HE 5-6 HG&D] 3.5-6.1** 3.5-6.1 Describe / define what behaviors communicate care, self- respect, respect of others, and apply those skills to appropriate situations related to human growth and development.
- **Objective [HE 5-6 HG&D] 3.5-6.2** 3.5-6.2 Generate a topic list and correlating / corresponding list of resources related to information on puberty, and demonstrate the ability to access information from one or more of these resources.
- **Objective [HE 5-6 HG&D] 3.5-6.3** 3.5-6.3 Identify the structure and function of the male and female anatomy as related to puberty and human reproduction.