

Granite School District
6th Grade Health Curriculum Map

	Core Standards/Objectives Enduring Understanding	Skills	Concepts/Content Vocabulary	Essential Questions
Days 1-26	<p><u>Enduring Understanding:</u> In this chapter, students will learn about the tools they need to make good health decisions. Topic includes setting health goals, maintaining positive self-esteem and good character, fostering healthful relationships, and making responsible health decisions.</p>	<p>.You will learn the three parts of health. Ways to take responsibility for your health. Ten life skills to practice. Steps to follow to access valid health information, products, and services.</p>	<p>Abstinence, depression, life skills, peer pressure, resistance skills, self-esteem, stress, values</p>	<p>Recognize the range of emotions, including extremes. List situations that elicit strong emotions. Predict the effect of substance use on emotions and the ability to appropriately manage them. Identify the benefits of feeling good about self. Identify opportunities to incorporate additional assets into life. Identify situations or circumstances that cause stress. Recognize personal reaction or response to stressful situations. Design a personal plan that includes options for managing stress.</p>
	<p>Standards I/Objectives: Emphasis Concepts The students will learn ways to improve mental health and manage stress</p> <ul style="list-style-type: none"> • Health and wellness • Character and personality • Making responsible decisions • Emotions and stress 	<p>Factors that influence your personality. Ways to maintain positive self-esteem. The six traits of good character Steps to follow to resist negative peer pressure. Healthful ways to express emotions. The causes and signs of stress. Healthful ways of dealing with depression and grief.</p>		
	Suggested Assessments and Learning Activities			
	<p>Preparing a strategy for reducing conflict. Writing a lecture on how to comfort a person who is grieving. Have students design an illustrated pamphlet promoting the practice of healthful behaviors. Instruct students to select a partner and write their partner's name in large letters down the side of a piece of paper. After each letter, have them write appositive trait about their partner that begins with that letter. As students to design a poster encouraging others to make responsible decisions. Write emotions on slips of paper. Decide the class into two teams, and have students from each team take turns taking a paper at random and acting out the emotion in front of the class.</p>		<p>Visit www.mmhhealth.com for more activities and games Sunburst videos: Building character Talking about responsibility Drugs, your friends, and you Healthy me; nutrition and exercise</p>	

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Days 27 thru 53	<p><u>Enduring Understanding:</u> In this chapter, students will learn about alcohol, tobacco, and other drugs. Topics include safe use of over-the-counter and prescription medicines, and the importance of living a drug-free lifestyle, and the consequences of alcohol, tobacco, and illegal drug abuse.</p>	<p>You will learn ways medicines promote health. How drugs enter and affect the body. The safe use of over-the-counter and prescription drugs. Why drug abuse is dangerous. How alcohol abuse and other drugs abuse affect the individual, families, and society. Reasons some teens abuse drugs. How to recognize and get help for someone who abuses alcohol or other drugs. The effects of tobacco on the body. Why smokeless tobacco and secondhand smoke are harmful to health. How to resist pressure to use tobacco. Resistance skills you can use if you are pressured to drink alcohol. The short and long term effects of drinking alcohol. The short and long term effects of using marijuana, inhalants, anabolic steroids, stimulants, depressants, narcotics, and hallucinogens.</p>	<p>Addiction, alcohol, alcoholism, drug, drug abuse, narcotics, nicotine, secondhand smoke</p>	<p>Explain the concept of blood alcohol content. Explain the meaning of chemical dependence. Identify legal age for using some substances and the consequences for underage use. Describe how meaningful relationships may suffer as a result of substance use. Name the people comprising a personal support system. Explore the impact friends have on decision making. Practice refusal skills in responding to pressure from others</p>
	<p>Standard II/Objectives: Emphasis Concepts The students will adopt health-promoting and risk reducing behaviors to prevent substance abuse.</p> <p>☛ Drugs and medicines</p> <ul style="list-style-type: none"> • Living a drug free lifestyle • Tobacco Alcohol • Illegal drug use 			
	Suggested Assessments and Learning Activities			
	<p>Have pairs of students use information from this lesson to write an infomercial about preventing drug abuse and living drug free. Have students design a T-shirt that promotes drug free living. Have volunteers see how long they can hold their breath while doing jumping jacks. When they finish, discuss the similarities between how they feel and how a smoker feels when performing physical exertion. Have the students brainstorm and perform exercises they can quickly recall when faced with a stressful or unhealthful situation. Have students stand in a single line. Invent a life size board game in which the students are the game pieces, and the only way to advance is to answer questions about the content of the lesson correctly.</p>			<p>Visit www.mmhhealth.com for more activities and games Sunburst videos: Drugs, your friends, and you Real people: talking about marijuana and other drugs</p>

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Days 54 thru 79	<p><u>Enduring Understanding:</u> In this chapter, students will learn about the ten body systems and the major organs associated with each. Topics include support systems, transport systems, growing and changing, and pregnancy and childbirth</p>	<p>.You will learn the function of skin, skeletal system, muscular system, and nervous system. The function of respiratory system, circulatory system, and digestive and urinary systems. The changes that occur throughout the life cycle. The function of the endocrine system. How to care for the changing adolescent body. Emotional, intellectual, and social changes that occur during adolescence. The function of the reproductive system. Why health care is important during pregnancy. Why teen pregnancy and parenthood are risky.</p>	<p>Adolescence, Circulatory system, digestive system, gene, life cycle, muscular system, nervous system, reproductive system, respiratory system,</p>	<p>Adopt behaviors that contribute to a healthy body image. Demonstrate ability to communicate affection appropriately. Recognize fluctuations in emotions and discuss ways of dealing with emotional changes. Predict ways that relationships may change over time Recognize physical changes that occur during puberty. Practice behaviors that maintain good hygiene.</p>
	<p>Standard III/Objectives: Emphasis Concepts The students will understand and respect self and others related to human development and relationships.</p> <ul style="list-style-type: none"> • Support and control systems • Transport systems • Growing and changing • Pregnancy and childbirth 			
	Suggested Assessments and Learning Activities			
	<p>Have students work in pairs to identify and demonstrate movements that use the hinge, pivot, and ball and socket joints. Assign small group of students on of the body systems to chart. Have students label each step involved in the system. Have students work in pairs to illustrate pamphlets that tell young people about physical, emotional, and social changes that they should expect during adolescence. Have groups of students prepare a health segment for a tele-vision news show, in which they appear as experts discussing the topics covered in this lesson.</p>			<p>Visit www.mmhhealth.com for more activities and games Sunburst videos: Talking about sex; Thinking ahead</p>

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Days 80 thru 107	<p><u>Enduring Understanding:</u> In this chapter, students will learn about different kinds of illnesses and how they are transmitted. They will also learn how to avoid contracting diseases and how to manage noncommunicable diseases and chronic conditions</p>	<p>.You will learn types of pathogens and how they enter the body. How body defenses protect against pathogens. The causes, symptoms, and prevention of common communicable diseases. The signs symptoms, diagnosis, and treatment for sexually transmitted diseases. The causes of the treatment for HIV infection and AIDS. How HIV is and is not spread. How to reduce the risk of HIV infecting and STD's. The causes, symptoms and risk-reducers for cancer. The causes symptoms and risk-reducers for heart disease. Some of the most common chronic health conditions. Ways to manage asthma and allergies.</p>	<p>AIDS, allergy, cancer, diseases, chronic health, immunity, pathogens</p>	<p>List several types of microorganisms Explain how viruses differ from other microorganisms. Explain the progression of the disease beginning with HIV infection. Recognize how infected yet symptom-free people can infect others. Explain why opportunistic infections occur in people with weakened immune systems. List situations that pose a risk for transmission of HIV. Identify, avoid, manage, or escape situation involving exposure to body fluids.</p>
	<p>Standard IV/Objectives: Emphasis Concepts The students will understand concepts related to health promotion and disease prevention.</p> <p>0 ← Communicable diseases</p> <ul style="list-style-type: none"> • Sexually transmitted diseases, HIV infection and AIDS • Noncommunicable diseases • Managing chronic illnesses 			
	Suggested Assessments and Learning Activities			
	<p>Have students design a comic strip illustrating a character's experience with an allergy attack. Ask students to teach a lesson about type 1 and type 2 diabetes, including ways to manage the diseases. Have students brainstorm a two minute daily exercise schedule that they can perform together at the beginning of class each day. Have students construct a model of how HIV attacks the body. They may use beans for the invading virus, buttons for body cells, dried peas for helper T cells, and so on. Divide the class into two teams. Have each team act out ways to avoid disease, such as washing hands, covering the mouth when coughing or sneezing, not sharing combs or brushes, and not sharing cups or eating utensils.</p>	<p>Visit www.mmhhealth.com for more activities and games</p>		

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Days 108 thru 134	<p><u>Enduring Understanding:</u> Emphasis Concepts</p> <p>In this chapter, students will learn about maintaining healthy relationships with family and friends. Topics include expressing ideas and feelings, being a supportive family member, making friends wisely, and choosing abstinence.</p>	<p>.You will learn the effects that healthful relationships and harmful relationships can have on you. Steps to take to improve relationships. How to use conflict resolution skills. The four levels of verbal communication. How to use I-messages to express your feeling.</p> <p>How family members communicate in healthful ways.</p> <p>Ways to cope with abuse and violence.</p> <p>How you can make a new friend. How to resist negative peer pressure. When and how you would end a friendship</p> <p>That abstinence is expected of you. Ten reasons to practice abstinence. Ways to use resistance skills to say no to sex.</p>	<p>Abuse, communication, conflict resolution skills, family guideline, virus, loyalty, relationship, reliable, sexually transmitted disease</p>	<p>Recognize abusive situations, physical, emotional and sexual. Identify sources of responsible help for self and others.</p> <p>List situations that elicit strong emotions.</p> <p>Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or together.</p> <p>Predict the effect that substance use may have on emotions and the ability to appropriately manage them</p>
	<p>Standard V/Objectives:</p> <p>The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</p> <p> Healthful relationships</p> <ul style="list-style-type: none"> • Express yourself • Family life • Making and keeping friends • Practicing abstinence 			
	Suggested Assessments and Learning Activities			
	<p>Ask students to brainstorm dating guidelines that they consider reasonable for people their age and include them in a poster.</p> <p>Ask students to role-play a fairy tale about a character who chooses friends poorly, and what the unhealthful consequences of those decisions could be.</p> <p>Give a student a ball and ask him or her to share an example of a healthful family activity. Have the student pass the ball to another student, and ask that students to give another example.</p> <p>Have two students decide on a scene to act out without words, using facial expressions and whole-body language. Have other students try to interpret what the scene is about.</p> <p>Ask students to identify two relationships from books they have read and to list the positive and negative aspects of each relationship. Then have them write a paragraph that explains which relationship is more healthful and why.</p>	<p>Visit www.mmhhealth.com for more activities and games</p> <p>Sunburst video: Talking about responsibility</p> <p>Drugs, your friends, and you</p> <p>Talking about sex</p>		

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Days 135 thru 151	<p><u>Enduring Understanding:</u> Emphasis Concepts</p> <p>In this chapter, students will learn about the role that food plays in their overall health. They will learn how to choose foods using MyPyramid and the dietary guidelines, the lifelong benefits of healthful eating habits, and the value of maintaining a healthful weight and body image.</p>	<p>.You will learn why you need the six nutrients. How to use the MyPyramid.</p> <p>Ways to follow the dietary guidelines when eating out.</p> <p>Why you need to eat breakfast.</p> <p>Special dietary needs of teens.</p> <p>How to read a food label. How to compare the nutritional value and unit price of foods. Causes of food allergies and intolerances</p> <p>Reasons to maintain a healthful weight. How to determine what a healthful weight is. Factors that influence your body image.</p> <p>Ways you can recognize eating disorders. Ways to develop a positive body image</p>	<p>Body composition, body image, calorie, diabetes, eating disorder, MyPyramid, malnutrition, nutrients, obesity, unit price</p>	<p>Analyze food intake and compare to dietary guidelines for Americans.</p> <p>Modify personal eating and activity plans to promote health and well being.</p> <p>Choose activities to maintain or improve fitness.</p> <p>Examine how weight can be managed in a healthy manner</p> <p>Prepare a nutritionally sound snack.</p> <p>Recognize serving size information.</p> <p>Identify eating habits that may be dysfunctional.</p> <p>Recognize the concept of self-abusive behaviors</p> <p>Determine how dysfunctional eating may have negative effects on mental physical and social health.</p>
	<p>Standard VI/Objectives:</p> <p>The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</p> <p>🔑 Following dietary guidelines</p> <ul style="list-style-type: none"> • Healthful eating habits • Choosing foods carefully • Healthful weight • Body image 			
	Suggested Assessments and Learning Activities			
	<p>Separate students into small groups, asking each to choose a vitamin. Have the groups design posters, explaining the importance of that vitamin and urging others to include it in their diets. Have student's lists foods that contain wheat vitamin.</p> <p>Ask students to list packaged snacks they enjoy. Then have them list healthier snacks that have some of the same ingredients or flavors.</p> <p>Ask students to plan a birthday party menu for several friends, including one who is allergic to wheat and milk. Encourage them to think about ways they can celebrate and still protect their friend's health.</p> <p>Direct students to plan one physical activity that the entire class can perform together each day for one week.</p> <p>Challenge students to develop a teen-centered realistic expectations ad campaign that promotes a healthful approach to eating, weight management and personal grooming.</p>		<p>Visit www.mmhhealth.com for more activities and games</p> <p>Sunburst video: Healthy me; nutrition and exercise</p>	

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Days 152 thru 178	<p><u>Enduring Understanding:</u> In this chapter, students will learn about how environment affects health. Topics covered include air pollution, water pollution, conservation, precycling, recycling, and visual, social, and emotional environments.</p>	<p>.You will learn what makes up your environment. How your social-emotional environment affects your health. Ways to manage anxiety Why clean air is important. How air pollution changes air quality. Ways to keep the air clean</p>	<p>Acid rain, conservation, ecology, greenhouse effect, landfill, recycling, social environment, visual environment</p>	<p>Identify environmental protection needs. Examine situations where a person or group assists with the protection of the environment. Plan, implement, and report on environment service. Determine a standard for reliability in health resources and information. Recognize media influences on making healthy choices. Predict the reliability of the product or information being considered.</p>
	<p>Standard VII/Objectives: Emphasis Concepts The students will understand the value of service and effective consumer practices.</p> <p>0 ← * Your environment</p> <ul style="list-style-type: none"> • Social-emotional environment • Clean air • Clean water • Clean planet • Enjoying your environment 			
	Suggested Assessments and Learning Activities			Learning Extensions
	<p>Ask students to brainstorm healthful hobbies or skills that they can learn as a group. Schedule a time to work on these hobbies together at least once a month</p> <p>Ask each student to design a word-search puzzle using words that describe the qualities of a positive social-environment.</p> <p>Invite students to plan a mock march to raise public aware-ness about air polluting. Encourage them to come up with slogans and design posters that promote behavior that reduce pollution.</p> <p>Invite students to write a story from a pollutant's point of view. Ask students to describe the damage the pollutant causes.</p> <p>Work with students to develop a school-wide poster campaign that encourages others to make less garbage. Have students include facts about how trash affects the planet.</p>			<p>Visit www.mmhhealth.com for more activities and games</p> <p>Sunburst video: Suppose that was me</p>