

Grade 6 Health Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/ Weeks/Da ys)
NYS: 1,2,3 NHES: 1.8.1 1.8.2 1.8.3 1.8.4 1.8.5 1.8.6 1.8.7 1.8.8 1.8.9 7.8.1 7.8.2 7.8.3 8.8.1 8.8.2 8.8.3 8.8.4	Getting to Know You Stereotypes Dimensions of Health/Wellness (3)	<ul style="list-style-type: none"> •Advocacy •Self-Management •Accessing Information 	<ul style="list-style-type: none"> •Prentice Hall “HEALTH” textbook •Wellness & Lifeskills Workbook •“Intro to Health” Powerpoint 	<ul style="list-style-type: none"> •Partner Interview •Scavenger Hunts •Character Trait Inventory • Discussion • Journal writing • HW sheets (Workbook) • Quizzes 	5 Classes

NYS: 1, 2, 3 NHES: 2.8.1 2.8.2 2.8.3 4.8.4 2.8.5 2.8.6 2.8.7 2.8.8 2.8.9 2.8.10 3.8.1 3.8.2 3.8.3 3.8.4 3.8.5 5.8.1 5.8.2 5.8.3 5.8.4 5.8.5 5.8.6 7.8.1 7.8.2 7.8.3	Health Influences Risk behavior vs. wellness behaviors Risk situations vs. wellness situations Resiliency Health Literacy Wellness Scale continuum Human Lifeline	•Self - Management •Analyzing Influences •Interpersonal Communication •Decision Making	•Prentice Hall “HEALTH” textbook •Wellness & Lifeskills Workbook •“Intro to Health” Powerpoint	•Group Discussion •Risk Behavior Activity •Journaling •Quiz	3 Classes

<p>NYS: 1, 2, 3</p> <p>NHES: 2.8.3 4.8.4 2.8.5 2.8.6 2.8.7 2.8.8 2.8.9 2.8.10 4.8.1 4.8.2 4.8.3 4.8.4 5.8.1 5.8.2 5.8.3 5.8.4 5.8.5 5.8.6 5.8.7</p>	<p>Peer Pressure</p> <p>Verbal vs Situational</p> <p>Refusal Skills</p>	<ul style="list-style-type: none"> •Advocacy •Self - Management • Accessing Information •Analyzing Influences •Interpersonal Communication •Decision Making 	<ul style="list-style-type: none"> •Prentice Hall “HEALTH” textbook •Wellness & Lifeskills Workbook •“Intro to Health” Powerpoint •Peer Pressure Bag of Tricks Full House Youtube Clip https://www.youtube.com/watch?v=-Od6ENjJJ-U&t=186s Christmas Story- Peer Pressure Clip https://www.youtube.com/watch?v=jvKw_V3e36g What Would Your Kids Do- Peer Pressure Clip https://www.youtube.com/watch?v=_bz5v4887uQ 	<ul style="list-style-type: none"> •Group Discussion •Role Play/Skits •Quiz 	<p>3 Classes</p>
<p>NYS:</p>	<p>Decision Making</p>	<ul style="list-style-type: none"> •Advocacy 	<ul style="list-style-type: none"> •Prentice Hall 	<ul style="list-style-type: none"> •Group Scenarios 	<p>3 Classes</p>

<p>1, 2, 3</p> <p>NHES:</p> <p>2.8.1</p> <p>2.8.2</p> <p>2.8.3</p> <p>4.8.4</p> <p>2.8.5</p> <p>2.8.6</p> <p>2.8.7</p> <p>2.8.8</p> <p>2.8.9</p> <p>2.8.10</p> <p>3.8.1</p> <p>3.8.2</p> <p>3.8.3</p> <p>3.8.4</p> <p>3.8.5</p> <p>5.8.1</p> <p>5.8.2</p> <p>5.8.3</p> <p>5.8.4</p> <p>5.8.5</p> <p>5.8.6</p> <p>5.8.7</p>	<p>Types of Decision Makers</p> <p>Decision Making Process (D.E.C.I.D.E)</p>	<ul style="list-style-type: none"> •Self - Management • Accessing Information •Analyzing Influences •Decision Making 	<p>“HEALTH” textbook</p> <ul style="list-style-type: none"> •Wellness & Lifeskills Workbook •“Intro to Health” Powerpoint 	<ul style="list-style-type: none"> •Verbal...discussion •Journal Writing •Worksheets •Quiz 	
<p>NYS:</p> <p>1, 2, 3</p> <p>NHES:</p> <p>6.8.1</p> <p>6.8.2</p>	<p>Goal Setting</p> <p>Goal Setting Strategy</p> <p>Goal Steps</p> <p>Short and Long Term Goals</p> <p>Importance of Goal Setting</p>	<ul style="list-style-type: none"> •Self - Management • Accessing Information 	<ul style="list-style-type: none"> •Prentice Hall “HEALTH” textbook •Wellness & Lifeskills Workbook 	<ul style="list-style-type: none"> •Classwork Sheets •Journal Entry •Goal Interview Assignment •Quiz 	<p>2 Classes</p>

<p>6.8.3 6.8.4</p>		<ul style="list-style-type: none"> •Analyzing Influences •Goal Setting •Decision Making 	<ul style="list-style-type: none"> •“Intro to Health” Powerpoint 		
<p>NYS: 1, 2, 3</p> <p>NHES: 4.8.1 4.8.2 4.8.3 4.8.4 7.8.3</p>	<p>Bullying/Bullying Prevention</p> <p>Internet Safety</p>	<ul style="list-style-type: none"> •Advocacy •Self - Management • Accessing Information •Analyzing Influences •Interpersonal Communication •Decision Making 	<ul style="list-style-type: none"> •Wellness & Lifeskills Workbook •“Intro to Health” Powerpoint •www.stopbullying.gov •Differences-Anti Bullying PSA https://www.youtube.com/watch?v=rDrgVDe2gNI •Stop Bullying- Speak Up Presentation https://www.youtube.com/watch?v=bokjYnP eSuA&t=2s •Howard Grey https://www.youtube.com/watch?v=-y4xkpAm96M&t=5s 	<ul style="list-style-type: none"> •Journaling • Discussion •Self Assessment •Classwork Sheets 	<p>3 Classes</p>

NYS: 1, 2, 3 NHES: 1.8.1 1.8.2 1.8.3 1.8.4 1.8.5 1.8.6 1.8.7 1.8.8 1.8.9 2.8.1 2.8.2 2.8.3 2.8.4 2.8.5 2.8.6 2.8.7 2.8.8 2.8.9 2.8.10 3.8.2 3.8.3 3.8.4 3.8.5 4.8.1 4.8.2 4.8.3 4.8.4	Self Esteem Definition Factors that lead to a high self-esteem Factors that lead to low self-esteem Give & Receiving Compliments - Constructive Criticism Maaslow's Hierarchy of Needs Mark Sharenbroik's tips to enhancing self esteem:	•Self - Management • Accessing Information •Analyzing Influences •Interpersonal Communication	•Prentice Hall "HEALTH" textbook •Self Esteem Workbook •"Self Esteem" Powerpoint •Inside Out (Movie) •3 Tips to Boost Your Confidence - TedED https://www.youtube.com/watch?v=I_NYrWqUR40 •Maslow's Hierarchy of Needs Video https://www.youtube.com/watch?v=IETlvTNWhPg •MHN in Despicable Me https://www.youtube.com/watch?v=mLXpJm tzqTI •Constructive	•Discussion •Journal Writing •"I Am Activity" •Autobiography •Intrinsic Value Assignment • "I Wish" List •Coat of Arms •Affirmation Assignment •Name in a Box	10 Classes

<p>7.8.2 7.8.3</p>			<p>Criticism https://www.youtube.com/watch?v=9LHioNfNC8Y</p> <p>SHAQ - https://www.youtube.com/watch?v=nhWuI055gYo</p>		
<p>NYS: 1, 2, 3</p> <p>NHES: 2.8.1 2.8.2 2.8.3 2.8.4 2.8.5 2.8.6 2.8.7 2.8.8 2.8.9 2.8.10 4.8.1 4.8.2 4.8.3 4.8.4 5.8.1 5.8.2 5.8.3 5.8.4 5.8.5</p>	<p>Communication Healthy relationships and communication/conflict Resolution</p> <p>Definition of communication</p> <p>How messages are sent: verbal/nonverbal</p> <p>Passive and active listening</p> <p>Social skills that promote positive and productive interaction within relationships</p> <p>Ways that we communicate and pro's/con's of each</p> <p>I –statements vs. You -statements</p> <p>Conflict and conflict resolution</p>	<p>•Advocacy</p> <p>•Analyzing Influences</p> <p>•Interpersonal Communication</p> <p>•Decision Making</p>	<p>•Prentice Hall “HEALTH” textbook</p> <p>•Communication Workbook</p> <p>•“Communication” Powerpoint</p> <p>•Waterboy Clip https://www.youtube.com/watch?v=cu7A8LlzL1o</p> <p>•Bert & Ernie- Bad Communication https://www.youtube.com/watch?v=kjF4rKCR81o</p> <p>•Big Bang Theory : Active Listening</p>	<p>•Partner Practice</p> <p>•Role-Play Scenarios</p> <p>•Class Discussions</p> <p>• Self Assessment</p> <p>• Class/HW Assignments</p> <p>• Quiz</p>	<p>10 Classes</p>

<p>5.8.6 5.8.7 7.8.1 8.8.1 8.8.2 8.8.3 8.8.4</p>	<p>Review of behaviors used when communicating: (Assertiveness, passive, aggressive)</p> <p>Strategies that may be used to break through communication roadblocks TLC and BBQ techniques</p> <p>Mixed messages</p> <p>Anger management and hidden anger</p>		<p>https://www.youtube.com/watch?v=3_dAkDsBQyk Sheldon - Bad Listener https://www.youtube.com/watch?v=-O18rYBieww</p> <ul style="list-style-type: none"> •Everybody Loves Raymond : Active Listening <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=QotaTsVjAzE 2. https://www.youtube.com/watch?v=4VOubVB4CTU •Tinkerbell : Passive Listening https://www.youtube.com/watch?v=2J1dTgb6v3I 		
<p>NYS: 1, 2, 3 NHES: 1.8.1</p>	<p>Hygiene Care for Skin, Hair & Nails, Ears, Eyes & Teeth</p> <p>Puberty</p>	<p>•Advocacy</p> <p>•Self - Management</p>	<p>•Prentice Hall “HEALTH” textbook</p> <p>•“Personal Hygiene ” Powerpoint</p>		<p>10 Classes</p>

<p>1.8.5 1.8.6 1.8.7 3.8.1 3.8.2 7.8.1 7.8.2 7.8.3</p>		<ul style="list-style-type: none"> • Accessing Information • Analyzing Influences • Decision Making 	<ul style="list-style-type: none"> •Prentice Hall Health Note Taking Guide •Prentice Hall Health Teaching Resources Kidshealth.org Kids Health : How the Body Works (Youtube Clips) 		
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NYS Health Education Standards

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/healthpefaclearningstandards.pdf>

Standard 1: Personal Health and Fitness

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Standard 2: A Safe and Healthy Environment

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Standard 3: Resource Management

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

National Health Education Standards & Indicators (NHES)

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grades 6-8

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6-8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

