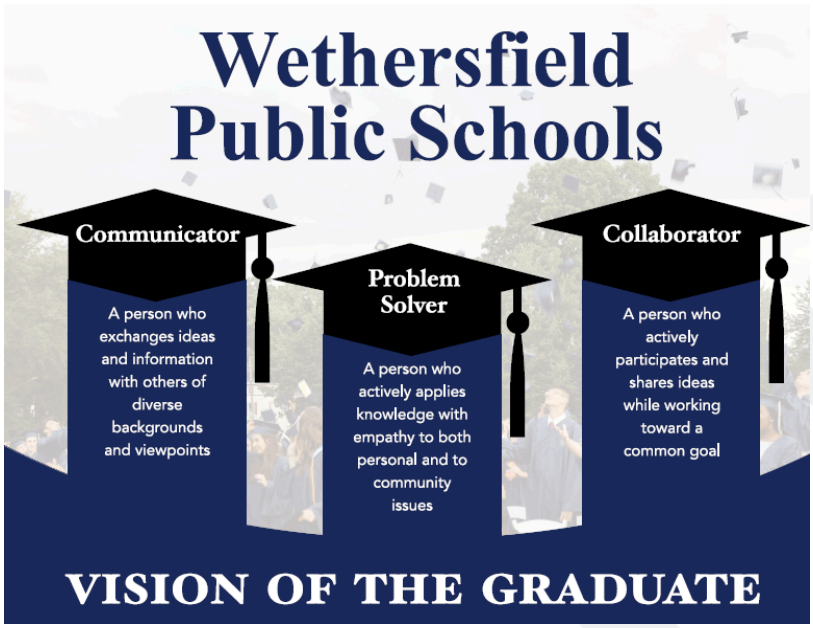


Grade 6-Health Curriculum Overview

Grade 6 begins with a brief unit on digital citizenship and online safety. This unit will emphasize appropriate online and in-person student interactions and be reinforced throughout the year. This includes understanding what a bystander and upstander are online and in-person, protecting oneself from phishing schemes, and creating healthy boundaries with technology.

Unit 2 continues the focus around healthy boundaries with an emphasis on mental and emotional health. Topics include defining healthy mental and emotional health characteristics, identifying safe and trusted adults, differentiating between healthy and unhealthy relationships, and developing positive stress management strategies. These strategies will be necessary as students learn about their changing bodies both physically and emotionally throughout adolescence.

Unit 3 specifically focuses on the physical changes that occur during puberty. Ideas around how personal hygiene, physical activity, and diet can impact an individual physically as well as emotionally are discussed throughout the unit. Healthy physical boundaries are defined around the idea of consent; everyone has a right to tell others not to touch their body when they do not want to be touched.

Unit 4 concludes the year with reproductive health and wellness. Reproductive health topics include the risks and prevention of communicable diseases; exclusively how HIV/AIDS affects the immune system. Reproductive organs and their functions will be discussed, including menstruation, sperm production, and fertilization. Conception will be discussed as the joining of sperm and egg and not the development of a fetus. Other fertilization methods will be mentioned.

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Unit 1: Responsible Citizenship

Grade(s)	6
Unit Title and Purpose	Responsible Citizenship The purpose of this unit is to promote responsible citizenship in a safe and respectful community both in person and online.
Timeframe	September, 5-10 days

Unit Priority Standards

Content Standard:
SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.
SAAP 1.8.8 Explain the role of bystanders in escalating, preventing, or stopping violence,or supporting the victim.

Skills Standards:
IC 4.2.8 Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.

Unit Supporting Standards

Content Standards:
SAAP 1.4.8 Explain the term affirmative consent and what it looks like in words and/or actions.
(6th-grade students are responsible for understanding the concept of respecting personal space and boundaries but are not responsible for the specific vocabulary term (affirmative consent).

Skills Standards:
AI 3.1.8 Analyze the validity and reliability of health information, products, and services.
AI 3.4.8 Access valid and reliable health information from home, school, or community.

SM 7.1.8 Explain the importance of being responsible for one's personal health behaviors.
SM 7.2.8 Analyze personal practices and behaviors that reduce or prevent health risks.
SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.
SM 7.4.8 Make a commitment to practice healthy behaviors.

Essential Questions

- How do I find a healthy balance between my digital life and my "real life"?

Performance Expectations

Skills	Essential Knowledge/Concepts
● *Students will be able to:* ● *Use strategies to manage their online information and keep it secure from online risks such as identity thieves and phishing.* ***Privacy & Security*** ● Identify similarities and differences between their online and offline identities. **Digital**	● Students will demonstrate knowledge of: ○ The benefits and risks of using digital/social media. ○ The ways in which they can be upstanders vs. bystanders. ○ How individual actions - both positive and negative - can impact their friends and their

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Footprint & Identity ● *Use intrapersonal and interpersonal skills to identify and avoid negative communication and communities and build and strengthen positive online communication and communities in the digital world.* ***Relationships & Communication*** ● *Reflect on their rights and responsibilities as creators in online spaces where they consume, create, and share information.* ***Creative Credit & Copyright*** ● *Respond to and prevent cyberbullying situations and explore how individual actions - both positive and negative - can impact their friends and their broader communities.* ***Cyberbullying, Digital Drama & Hate Speech*** ● *Identify and use strategies for staying safe on the internet while benefiting from the powerful capabilities of the digital world.* ***Internet Safety*** ● *Reflect on their lives as consumers of digital media and explore how to balance media use and online interactions in healthy ways.* ***Media Balance & Well-Being***	broader communities.

Materials & Resources

Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Lesson 1 ● Students will reflect on their common online and offline activities. ● Students will identify ways to "unplug" to maintain a balance between online and offline activities. ● Students will use a Digital Habits Checkup routine to create a personal challenge to achieve more media balance. Lesson 2 ● Students will compare and contrast identity theft with other kinds of theft. ● Students will describe different ways that identity theft can occur online.	**Lessons: From Common Sense Media** https://www.commonsense.org/education/digital-citizenship/lesson/finding-balance-in-a-digital-world ● Lesson 1 - Finding Balance in a Digital World | Common Sense Education ● Lesson 2 - Don't Feed the Phish | Common Sense Education ● Lesson 3 - Who Are You Online? | Common Sense Education ● Lesson 4 - Chatting Safely Online | Common Sense Education

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- Students will use message clues to identify examples of phishing.

Lesson 3
- Students will analyze how well they know the people they interact with online.
- Students will reflect on what information is safe to share with different types of online friends.
- Students will learn to recognize red flag feelings and use the Feelings & Options thinking routine to respond to them.

Lesson 4
- Students will reflect on how easily drama can escalate online.
- Students will identify de-escalation strategies when dealing with digital drama.
- Students will reflect on how digital drama can affect not only oneself but also those around us.

Lesson 5
- Students will reflect on how easily drama can escalate online.
- Students will identify de-escalation strategies when dealing with digital drama.
- Students will reflect on how digital drama can affect not only oneself but also those around us.

- Lesson 5 - Digital Drama Unplugged | Common Sense Education

Teacher SEL Resources:
- Reference Rethink Ed "Being an Upstander"
- From "Be Internet Awesome": https://beinternetawesome.withgoogle.com/en_us/
- From Bystander to Upstander (Students identify and learn ways to respond to bullying online).
- That's Not What I Meant (students learn the importance of asking, "How might others see this differently?"; could be a great beginning of the year, getting to know you activity).
- Mind Your Tone (Students consider ways to communicate positively online).
- Who Are You Really? (Students understand that the people online may not be who they say they are).
- Teen Mental Health: MedlinePlus

Brainpop Resource Videos:
- Social Media
- Online Safety- (online life *is* real life)
- Cyberbullying
- Digital Etiquette- Mind your manners
- Malware
- Information Privacy

Game:
- Google's "Be Internet Awesome" Interland Game Platform (**Interland** is an adventure-packed online game that puts the key lessons of digital citizenship and safety into hands-on practice.)

Academic Vocabulary

Bystander	Upstander	Digital Footprint	Social Media	Citizenship

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		print		
Risks (Healthy and Unhealthy)	Phishing/Identity Theft	Escalation	Prevention	Victim
Bully	Cyberbully	Digital Media	Data privacy	

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Unit 2: Mental and Emotional Health

Grade(s)	6
Unit Title and Purpose	Mental and Emotional Health The purpose of this unit is to help students understand, identify, and use healthy ways to build relationships and manage stress.
Timeframe	Dec./Jan.

Unit Priority Standards

Content Standards:

HR 1.4.8 Differentiate between healthy and unhealthy relationships.
HR 1.11.8 Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.

MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies.
MEH 1.7.8 Discuss how emotions change during adolescence.

Unit Supporting Standards

Content Standards:

HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.).
HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).
HR 1.7.8 Describe healthy ways to express affection, love, and friendship.

MEH 1.6.8 Describe characteristics of a mentally and emotionally healthy person.
MEH 1.8.8 Describe characteristics of positive mental and emotional health.
MEH 1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings.
MEH 1.10.8 Describe a variety of appropriate ways to respond to stress when angry or upset.
MEH 1.12.8 Explain the importance of a positive body image.
MEH 1.15.8 Describe personal stressors at home, in school, and with friends.
MEH 1.17.8 Identify trusted adults and resources for assistance.

Skills Standards:

INF 2.1.8 Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
INF 2.2.8 Explain how personal values and beliefs influence personal health practices and behaviors.
INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, and community, along with media and technology, affect personal health practices and behaviors.

DM 5.3.8 Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.
DM 5.4.8 Distinguish between healthy and unhealthy alternatives of a health-related decision.
DM 5.5.8 Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
DM 5.6.8 Choose a healthy alternative when making a health-related decision.

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Essential Questions

- What and how do different factors influence how I feel about myself and how I behave?
- Why is it important to have trusted adults to discuss issues related to relationships, growth and development, and health?
- What are characteristics of healthy relationships?
- How can I reduce negative stressors?

Performance Expectations:

Skills	Essential Knowledge/Concepts
● Students will distinguish characteristics of healthy vs. unhealthy relationships. ● Students will identify trusted adults in their lives and the importance of talking to those trusted adults. ● Students will identify stressors in their lives and healthy ways to deal with stressors. ● Students will recognize how emotions change during adolescence.	● Students will demonstrate knowledge of: ○ Healthy vs. unhealthy relationships. ○ Benefits of confiding in trusted adults in their lives. ○ Stressors and coping strategies. ○ Emotional changes during adolescence.

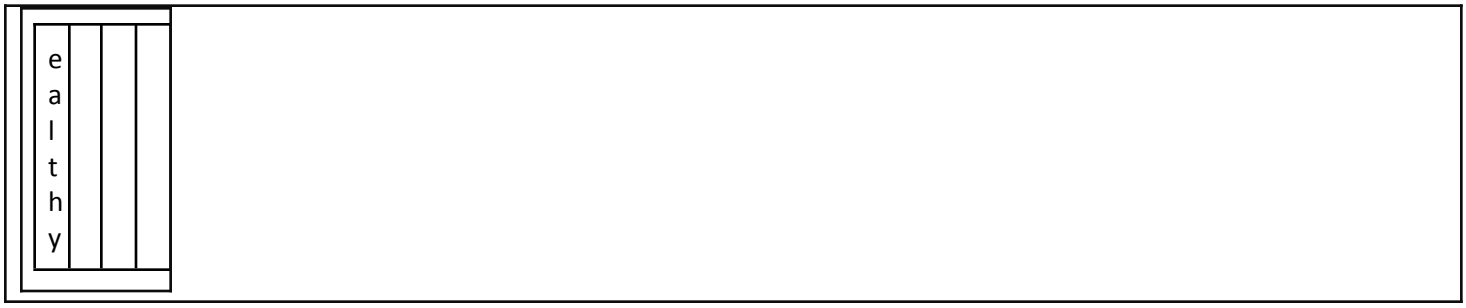
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Student Resources: ● KidsHealth- Talking about Feelings ● KidsHealth-Stress ● KidsHealth-What to do When you Feel Stressed ● KidsHealth-Stress and Coping ● KidsHealth-Body Image and Self Esteem **G6 Unit2 Mental-Emotional Health** ● Talking to Your Parents? ● Managing Strong Emotions ● Remember to Relax ● Feeling Frazzled ● Top Ways to Relieve Stress ● Changes Checklist ● My Changing Feelings ● Stress Mail Assignment ● Healthy vs. Unhealthy Risks	**Lessons:** ● Managing Stress Slides ● Using Calming Strategies to Manage Stress ● Setting Appropriate Boundaries ● Dealing with Changes ● Asking for help ● Taking Chances: Healthy vs. Unhealthy Risks **Teacher Resources:** ● What is Stress? **Brainpop Resource Videos:** ● BrainPop - Stress **Teacher SEL Resources:** ● Rethink Ed “Managing Stress” ● Rethink Ed “Making Stress Work for You” ● Rethink Ed “My Support System”

Academic Vocabulary

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Stressor	Stress	Adolescence	CopingStrategies/CopingMechanisms
RisksHealthy/Unh	Emotions		

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Unit 3: Physical Health and Puberty

Grade(s)	6
Unit Title and Purpose	Physical Health and Puberty The purpose of this unit is to understand the physical changes that occur during puberty and the ways to care for our bodies to keep them healthy through personal hygiene practices, diet, and physical activity.
Timeframe	Late March/Early April

Unit Priority Standards

Content Standards:

HEPA 1.2.8 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.

OWDP 1.1.8 Describe the benefits of good hygiene practices.

SH 1.11.8 Explain the significance of the physical changes in puberty.

SAAP 1.6.8 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.

Skills Standards:

SM 7.1.8 Explain the importance of being responsible for one's personal health behaviors.
SM 7.2.8 Analyze personal practices and behaviors that reduce or prevent health risks.
SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.
SM 7.4.8 Make a commitment to practice healthy behaviors.

Unit Supporting Standards

Content Standards:

HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category.
HEPA 1.4.8 Summarize the benefits of consuming adequate amounts of water.
HEPA 1.5.8 Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight.

SH 1.12.8 Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity.

SAAP 1.4.8 Explain the term affirmative consent and what it looks like in words and/or actions.

SIP 1.8.8 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.

Skill Standards:

AV 8.1.8 State a health-enhancing position, supported by accurate information, to improve the health of others.
AV 8.2.8 Persuade others to make positive health choices.
AV 8.3.8 Collaborate with others to advocate for healthy individuals, families, and schools.
AV 8.4.8 Demonstrate how to adapt positive health-related messages for different audiences.

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Essential Questions

- What changes do bodies go through during puberty?
- How do personal hygiene, diet, and physical activity contribute to overall health?
- How can people recognize, clearly communicate, and respect their own boundaries and the boundaries of others?
- How do the changes bodies go through during adolescence influence how I feel about myself and how I behave?

Performance Expectations:

Skills	Essential Knowledge/Concepts
● Practice positive personal hygiene practices ● Set personal physical health goals. ● Practice setting and respecting personal boundaries.	● Physical, mental, and social benefits of healthy eating habits, hygiene, and physical activity; especially during puberty. ● Define consent as it relates to setting and respecting personal boundaries. (physical) ● Explain that everyone has a right to tell others not to touch their body when they do not want to be touched.

Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
● Consent and Healthy Boundaries handout ● Healthy Eating handout	● My Plate ● Puberty Slides ● ReThinkEd - Healthy Boundaries Lesson **Videos:** ● How the Endocrine System Works **<u>Brainpop Resource Videos:</u>** ● Adolescence ● Personal Hygiene ● Puberty ● Acne ● Growth ● Skin ● How Soap Works ● Endocrine System

Academic Vocabulary

Hormon	Hygien	Bounda	Consen	Pubert

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es	e	ries	t	y
Adolescence	Fats	Proteins	Carbohydrates	PituitaryGland
Hypothalamus	Acne	Estrogen	Testosterone	GrowthSpurt
MoodSwing	Perspiration	Gender		

The following terms and definitions may be referenced if/when brought up:

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[1]cisgender -adj. cis·gen·der (sis-ˈjen-dər): of, relating to, or being a person whose gender identity corresponds with the sex the person was identified as having at birth.
transgender - adj. trans·gen·der (tran(t)s-ˈjen-dər): of, relating to, or being a person whose gender identity differs from the sex the person was identified as having at birth.
gender non-binary - adj. non·bi·na·ry ˌ(nän-ˈbī-nə-rē): not binary: relating to or being a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female
gender identity - noun. a person's internal sense of being male, female, some combination of male and female, or neither male nor female
[2]gender expansive - adj. (dʒen.dəɹ.ɪkˈspæn.sɪv)having a gender identity or gender expression (= a way of showing your gender identity) that is not limited to one gender.

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[1] https://www.merriam-webster.com
[2] https://dictionary.cambridge.org/

Unit 4: Reproductive Health & Wellness

Grade(s)	6
Unit Title and Purpose	Reproductive Health & Wellness The purpose of this unit is to understand the functions of the reproductive systems and communicable diseases; specifically how HIV/AIDS affects the immune system.
Timeframe	Late March/Early April

Unit Priority Standards

Content Standards:

*__Note__: ***Focus in 6th grade regarding STDs will only be on HIV/AIDS.***
Abstinence is the only prophylactic method taught in grade 6.

SH 1.3.8 Describe reproductive body parts and their functions.
SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception.
SH 1.5.8 Determine the benefits of being sexually abstinent.
SH 1.6.8 Explain how the most common STDs* and HIV are transmitted. ***__Note__: Focus in 6th grade will only be on HIV/AIDS.***
SH 1.7.8 Describe the usual signs and symptoms of common STDs* and HIV and explain that some are Asymptomatic. ***__Note__: Focus in 6th grade will only be on HIV/AIDS.***
SH 1.9.8 Summarize ways to decrease the spread of STDs* and HIV by not having sex, using condoms consistently and correctly if having sex*, not touching blood, and not touching used hypodermic needles.
__Note__: Focus in 6th grade will only be on HIV/AIDS and abstinence, not condom usage.

OWDP 1.2.8 Explain the difference between infectious, noninfectious, acute, and chronic diseases and the importance of seeking treatment.

Unit Supporting Standards

Content Standards:

SH 1.2.8 Explain sexual activity and their associated risks. ***__Note:__ This is limited to sexual intercourse and its role in fertilization, and transmission of HIV/AIDS***

SH 1.8.8 Summarize which STDs* can be cured and which can be treated. ***__Note__: Focus in 6th grade will only be on HIV/AIDS.***

OWDP 1.4.8 Summarize the symptoms of someone who is sick or getting sick and how that may prevent daily activities.

OWDP 1.5.8 Summarize modes of transmission and health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact.

Skills Standards:

AV 8.1.8 State a health-enhancing position, supported by accurate information, to improve the health of others.
AV 8.2.8 Persuade others to make positive health choices.
AV 8.3.8 Collaborate with others to advocate for healthy individuals, families, and schools.
AV 8.4.8 Demonstrate how to adapt positive health-related messages for different audiences.

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Essential Questions

- What changes do bodies go through during puberty?
- What can people do to keep their immune system healthy?
- What can people do to prevent the spread of germs that cause infectious diseases?

Performance Expectations:

Skills	Essential Knowledge/Concepts
● Use accurate vocabulary to describe body parts	● Identify major reproductive organs and their functions, including menstruation and sperm production. ● Understand fertilization methods. ● Understand abstinence and its role in maintaining sexual health. ● Define the terms communicable (infectious) and non-communicable (non-infectious) diseases, and identify ways to prevent disease transmission, specifically of HIV/AIDS. ● Identify signs and symptoms of HIV/AIDS. ● Differentiate between gender identity and sex assigned at birth

Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Discussion Note-taking	● Puberty Slides ● Male Reproductive Slides ● Female Reproductive Slides ● Fertilization/Reproduction Slides **Videos**: ● Inside Puberty: What Are the Stages of Puberty? ● 10 Things to Expect, Puberty for Girls ● Am I Normal? For Girls ● 10 Things to Expect, Puberty for Boys ● What Boys Want to Know About Puberty ● The Menstrual Cycle ● Female Fertility Animation ● Fertilization ● Flu Attack! How a Virus Invades Your Body ● How Your Immune System Works **<u>Brainpop Resource Videos:</u>** ● Menstrual Cycle ● Hormones ● Immune System ● AIDS ● Reproductive System ● Sex Determination ● Vaccines

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Academic Vocabulary

Ovaries
Cervix

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Tampon
Scrotum
Cowper’s Gland
Nocturnal Emissio Wet Dream

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Immune System

Pathogen

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