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<th>Strand</th>
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| **Personal Health/ Mental Health** | ♦ Self-concept and responsible decision-making  
♦ Effects of behaviors on self and others  
♦ Communication skills  
♦ Stereotypes and prejudices  
➢ Mental wellness  
♦ Taking responsibility for my own personal hygiene | ♦ Know how to choose and implement a short-term goal plan (1.F)  
♦ Understand importance of and how to practice honesty, non-violence, and respect, and how it contributes to good character (1.K)  
♦ Identify personal learning style and study habits for successful learning (1.L)  
♦ Know the three styles of decision making: inactive, proactive, and reactive (1.N)  
♦ Know methods for communicating important issues with a significant adult (1.O)  
♦ Be able to describe digestion and the digestive system (1.C)  
♦ Know how body systems work and influence each other (1.D)  
♦ Study and present on non-violent leadership  
♦ Participate in the annual (www.dosomething.org)  
♦ Create a realistic situational decision making styles inactive and reactive styles  
♦ Students create a “Pet place in a private place identifies a significant issues”  
♦ Review 3 health determinants and discuss what medical update and medical history forms are, work with a partner to create personal forms  |
|  | Essential Questions: Who am I today and who do I hope to be in the future? | ♦ Study and present on non-violent leadership  
♦ Participate in the annual (www.dosomething.org)  
♦ Create a realistic situational decision making styles inactive and reactive styles  
♦ Students create a “Pet place in a private place identifies a significant issues”  
♦ Review 3 health determinants and discuss what medical update and medical history forms are, work with a partner to create personal forms  |
| **Human Growth and Sexuality** | ♦ Digestion  
♦ Body systems working together  
➢ Puberty  
➢ Abstinence  
➢ Reproduction | ♦ Be able to describe digestion and the digestive system (1.C)  
♦ Know how body systems work and influence each other (1.D)  
♦ Working in pairs, students use Diagrams to describe |
## Making, Safety, Growth and Development

**Essential Questions:**
- How do all the parts of the body work together?
- Why is abstinence the best choice for teens?
- Understand why abstinence is the safest behavior for preventing STD/HIV and pregnancy (2.F)
- Describe the elements of a healthy relationship (2.M)
- Identify physical, emotional and social changes associated with puberty (3.C)
- Understand fertilization and the birth process (3.I)
- Read the Surgeon General's Report. Design a P.S.A. addressing the health issues presented
- Students will create a "Health Behavior Contract" identifying a Life Skill, the effect of the Skill on health, My Plan to Develop Skill, Facts I Learn by Working on my Plan, and How My Plan Worked evaluation
- Do a family intake history. Have the class graph the results and discuss implications
- Read about various funeral and mourning ceremonies among different cultures. Compare and contrast the similarities and differences

## Grade 6 Second Report Card Period

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<td><strong>Tobacco, Alcohol and Other Drugs</strong>&lt;br&gt;Decision Making, Health Advocacy</td>
<td>♦ Demonstrating refusal skills&lt;br&gt;♦ Choosing friends who are drug free&lt;br&gt;♦ Pressures to experiment with harmful substances&lt;br&gt;♦ AOD and sexual activity</td>
<td>♦ Use a variety of resistance skills to avoid drugs and alcohol use and practice abstinence (1.J)&lt;br&gt;♦ Know state laws and school policies regarding drugs and alcohol to include age requirements and penalties (5.H)</td>
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<tr>
<td><strong>Consumer and Environmental Health</strong>&lt;br&gt;Decision making, Safety, Accessing Information, Health Advocacy</td>
<td>♦ Characteristics of health quackery&lt;br&gt;♦ Strategies used to advertise products&lt;br&gt;♦ Role of media in our lives&lt;br&gt;♦ Various cultures and social groups and risk behaviors&lt;br&gt;♦ Peer pressure&lt;br&gt;➢ Components of the environment&lt;br&gt;➢ Types of pollution&lt;br&gt;➢ Actions to prevent and control pollution</td>
<td>♦ Describe different medical systems across cultures (1.G)&lt;br&gt;♦ Identify the impact of media and culture on risk taking behaviors among teens (2.D)&lt;br&gt;♦ Know the difference between myth and fact; analyze health claims to detect quackery and identify motivation of individuals to believe claims (4.C)&lt;br&gt;♦ Describe ways to evaluate health products (4.J)&lt;br&gt;♦ Critique media messages to distinguish and identify commercial intent (5.A)&lt;br&gt;♦ Recognize the variety of careers related to family health and safety (5.C)&lt;br&gt;♦ Identify local agencies that as advocate for individual, family and community health (5.F)</td>
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How does culture impact on medical systems?
What is pollution and what is my role in preventing it?

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<td>Nutrition and Physical Activity</td>
<td>• Availability and preparation of food; fresh/frozen/canned&lt;br&gt;• Fast food&lt;br&gt;• Computing caloric needs&lt;br&gt;➢ Activity weight loss/weight gain</td>
<td>• Identify nutrition habits of teens and know effect on physical, emotional, and intellectual health (1.A)&lt;br&gt;• Understand the importance of storage temperature control, food preparation conditions that create a safe working environment for food production (1.B)&lt;br&gt;• Identify changing nutritional and physical activity needs of people of all ages (3.B)&lt;br&gt;➢ Understand the correlation between weight loss/weight gain and physical activity&lt;br&gt;• Know how to perform basic first aid for common injuries (2.J)&lt;br&gt;• Know how to identify, prevent and care for common and sports related injuries of teens (2.O)&lt;br&gt;• Develop injury prevention and management strategies for personal and family health (2.B)&lt;br&gt;• Demonstrate ways to avoid and reduce threatening situations (2.A)&lt;br&gt;• Describe emergency medicine as a career (2.L)&lt;br&gt;• Identify laws of schools and communities which affect health and safety (5.I)&lt;br&gt;• Identify risky behaviors among teens and describe ways to reduce risks related to adolescent health problems (2.C)&lt;br&gt;• Know techniques for avoiding threatening and bully situations (2.N)&lt;br&gt;➢ Understand relationship between family history of disease and risk for disease (1.H)&lt;br&gt;➢ Know a variety of behavior strategies to prevent major diseases (1.J)</td>
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|   | ➢ Understand the Fight or Flight Response to stress (1.V)  
   | ➢ Know why yearly health check-ups and early detection of health problems can save lives (4.E) |