

**HEALTH (Grade 6) | Curriculum Map and Pacing Guide**

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| <p><b>COURSE DESCRIPTION:</b></p> <p>The goal of health education is to support students in making health decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the concept of study is relevant to a healthy lifestyle.</p> | <p><b>Duration:</b></p> <p>Approximately 20 days of instruction offered in a 9-week rotation with P.E.</p> |
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| <b>HEALTH AND WELLNESS (approx. 4 days)</b>  |  |   |  |
|--|--|---|--|
| National Standards<br><for grade band 6-8>   | Ohio Legislation<br><for grade band of K-6>  | Student Learning Targets  | Learning Activities and Instructional Resources  |
| <p><b>National Health Standards ( 2007):</b></p> <p><b>1.8.1.</b> Analyze the relationship between healthy behaviors and personal health.</p> <p><b>1.8.2.</b> Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p><b>1.8.3.</b> Analyze how the environment affects personal health.</p> <p><b>1.8.5.</b> Describe way to reduce or prevent injuries and other adolescent health problems.</p> <p><b>1.8.6.</b> Describe how appropriate health care can promote personal health.</p> <p><b>2.8.5.</b> Analyze how the messages from media influence health behaviors.</p> <p><b>2.8.6.</b> Analyze the influence of technology on personal and family health.</p> | <p>Nutritive value of foods</p> <p>Harmful effects of drugs and legal restrictions of drugs and tobacco</p> <p>Prescription opioid abuse prevention, epidemic, abuse and addiction, heroin</p> | <ul style="list-style-type: none"> <li>▪ Identify the four parts of health (social, mental, emotional and physical).</li> <li>▪ Explain how the four parts of health affect your wellness.</li> <li>▪ Explain how heredity influences your health.</li> <li>▪ Explain how the environment affects your health.</li> <li>▪ Explain the relationship between your lifestyle and your health.</li> <li>▪ Identify life skills that can improve my health.</li> <li>▪ Identify four ways that using life skills can help me.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Health Triangle Project</li> <li>▪ Personal Health Assessment</li> <li>▪ Health and wellness PPT, discussion and guided notes</li> <li>▪ Activity: Social Environment</li> <li>▪ Video: “Media and Health”</li> </ul> |

| MAKING GOOD DECISIONS (approx. 4 days)  |  |   |   |
|---|--|---|---|
| National Standards<br><for grade band 6-8>  | Ohio Legislation<br><for grade band of K-6>  | Student Learning Targets  | Learning Activities and<br>Instructional Resources  |
| <p><b>National Health Standards ( 2007):</b></p> <p><b>1.8.7.</b> Describe the benefits and barriers to practicing healthy behaviors.</p> <p><b>2.8.2.</b> Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p><b>2.8.3.</b> Describe how peers influence healthy and unhealthy behaviors.</p> <p><b>2.8.8.</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>2.8.9.</b> Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p><b>4.8.1.</b> Apply effective verbal and nonverbal communication skills to enhance health.</p> <p><b>6.8.2.</b> Develop a goal to adopt, maintain, or improve a personal health practice.</p> <p><b>6.8.4.</b> Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> | <p>Nutritive value of foods</p> <p>Harmful effects and legal restrictions of drugs, including alcohol and tobacco</p> <p>Prescription opioid abuse prevention, epidemic, abuse and addiction, heroin</p> <p>Personal safety and assault prevention</p> <p><i>Note: ORC 3313.60 states that a student in grades K-6 may be excused from taking instruction in personal safety and assault prevention upon written request from the student's parent or guardian</i></p> | <ul style="list-style-type: none"> <li>▪ Describe what contributes to a good decision-making.</li> <li>▪ Identify three things that influence your decision making.</li> <li>▪ Identify the “steps in making good decisions” (e.g., identify decision; gather relevant information; identify alternatives; weigh evidence; choose among alternatives; take action; review decision and consequences).</li> <li>▪ Distinguish between positive and negative peer pressure.</li> <li>▪ Demonstrate “five refusal skills” (i.e., give reasons for saying no; use body language to match words; show concern for others trying to persuade you; suggest something else; take action).</li> <li>▪ Explain the importance of a support system.</li> <li>▪ Distinguish between short-term and long-term goals.</li> <li>▪ Describe the relationship between goals and success.</li> <li>▪ Know and explain how interests and values influence goals.</li> <li>▪ Explain why changing goals is sometimes okay.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Read “Teen Brain” and complete worksheet</li> <li>▪ Decision-making PPT, discussion and guided notes</li> <li>▪ Decision-making process worksheet</li> <li>▪ Decision-making process cartoon strip</li> <li>▪ Video: “Dream Goal”</li> <li>▪ Goal setting PPT, discussion and guided notes</li> <li>▪ Activity: Dream Goal and S.M.A.R.T. Goal</li> <li>▪ Refusal skills PPT, discussion and guided notes</li> <li>▪ Activity: Refusal Skills Role Play</li> </ul> |

**UNDERSTANDING DRUGS (approx. 4 days)**

| National Standards<br><for grade band 6-8>  | Ohio Legislation<br><for grade band of K-6>  | Student Learning Targets  | Learning Activities and<br>Instructional Resources  |
|---|--|---|---|
| <p><b>National Health Standards ( 2007):</b></p> <p><b>1.8.1</b> Analyze the relationship between healthy behaviors and personal health.</p> <p><b>1.8.5</b> Describe way to reduce or prevent injuries and other adolescent health problems.</p> <p><b>1.8.6</b> Describe how appropriate health care can promote personal health.</p> <p><b>1.8.7</b> Describe the benefits and barriers to practicing healthy behaviors.</p> <p><b>1.8.8</b> Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p><b>1.8.9</b> Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p><b>2.8.7</b> Explain how perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>2.8.8</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>2.8.9</b> Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p><b>3.8.1</b> Analyze the validity of health</p> | <p>Harmful effects and legal restrictions of drugs, including alcohol and tobacco</p> <p>Prescription opioid abuse prevention, epidemic, abuse and addiction, heroin</p> | <ul style="list-style-type: none"> <li>▪ Explain how drugs affect people.</li> <li>▪ Describe how reactions to drugs vary.</li> <li>▪ Compare the terms “drug” and “medicine.”</li> <li>▪ Explain the difference between prescription and over-the-counter medicines.</li> <li>▪ List three things you can do to use medicine safely.</li> <li>▪ Describe the dangerous effects of illegal drugs.</li> <li>▪ List health problems caused by illegal drugs.</li> <li>▪ Explain the difference between misuse and abuse.</li> <li>▪ Discuss the physical, mental and financial costs of abusing drugs.</li> <li>▪ Describe how drugs can affect decision-making.</li> <li>▪ Explain how a drug addiction can form.</li> <li>▪ Describe how difficult it is to quit using drugs once a person is addicted.</li> <li>▪ Explain how to avoid drug environments to stay drug free.</li> <li>▪ List at least four ways to deal with problems without using drugs.</li> <li>▪ Describe how you could refuse an offer to try drugs.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Drugs PPT, discussion and guided notes</li> <li>▪ Activity: Be a Wise Consumer:             <ul style="list-style-type: none"> <li>- Read the fine print</li> <li>- Compare brand name and store brand</li> </ul> </li> <li>▪ Activity: Expiration Dates (possible effects of using medicine after the expiration date)</li> <li>▪ Activity: Hidden Home Hazards (safe medicine storage)</li> <li>▪ Role Play Activity/Skit: The costs of abusing drugs and how drugs affect decision-making</li> <li>▪ Activity: Ad Campaign (develop slogans for ant-drug campaign)</li> </ul> |

**UNDERSTANDING DRUGS (approx. 4 days)**

| National Standards<br><for grade band 6-8>   | Ohio Legislation<br><for grade band of K-6> | Student Learning Targets | Learning Activities and<br>Instructional Resources |
|--|---|--------------------------|--|
| <p>information, products, and services.</p> <p><b>3.8.2</b> Access valid health information from home, school, and community.</p> <p><b>3.8.4</b> Describe situations that may require professional health services.</p> <p><b>4.8.2</b> Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>5.8.1</b> Identify circumstances that can help or hinder healthy decision making.</p> <p><b>5.8.4</b> Distinguish between health and unhealthy alternatives to health-related issues or problems.</p> <p><b>5.8.5</b> Predict the potential short-term impact of each alternative on self and others.</p> <p><b>5.8.6</b> Choose healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>5.8.7</b> Analyze the outcomes of a health-related decision.</p> <p><b>7.8.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>7.8.3</b> Demonstrate behaviors that avoid or reduce health risks to self and others.</p> <p><b>8.8.2</b> Demonstrate how to influence and support others to make positive health choices.</p> |   |                          |  |

## BEXLEY CITY SCHOOLS

### UNDERSTANDING DRUGS (approx. 4 days)

| National Standards<br><for grade band 6-8>  | Ohio Legislation<br><for grade band of K-6> | Student Learning Targets | Learning Activities and<br>Instructional Resources |
|---|---|--------------------------|--|
| 8.8.3 Work cooperatively to advocate for health individuals, families, and schools. |   |                          |  |

### EATING RESPONSIBLY (approx. 3 days)

| National Standards<br><for grade band 6-8>   | Ohio Legislation<br><for grade band of K-6> | Student Learning Targets   | Learning Activities and<br>Instructional Resources   |
|--|---|--|--|
| <p><b>National Health Standards ( 2007):</b></p> <p><b>3.8.1.</b> Analyze the validity of health information, products, and services.</p> <p><b>3.8.3.</b> Determine the accessibility of products that enhance health.</p> <p><b>3.8.5.</b> Locate valid and reliable health products and services.</p> <p><b>5.8.4.</b> Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>5.8.7.</b> Analyze the outcomes of a health-related decision.</p> | Nutritive value of food                     | <ul style="list-style-type: none"> <li>▪ Describe how nutrition affects overall health.</li> <li>▪ Explain how the body uses food.</li> <li>▪ Describe each of the six classes of essential nutrients (i.e., carbohydrate, protein, lipid/fat, water, vitamins, and minerals).</li> <li>▪ Identify foods that are good sources of each nutrient.</li> <li>▪ Identify the food groups shown on the <a href="http://MyPlate.com">MyPlate.com</a> symbol.</li> <li>▪ Demonstrate how to determine nutrition from a food label.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Nutrition/<a href="http://MyPlate.com">MyPlate.com</a> PPT, discussion and guided notes</li> <li>▪ Activity: Yesterday’s Food Diary (reflection on yesterday’s food)</li> <li>▪ Activity: Quiz - What Is a Serving Size?</li> <li>▪ Video: “What Is a Serving Size?”</li> <li>▪ Activity: Food Group Scramble</li> <li>▪ Activity: Reading Food Labels</li> </ul> |

### SELF-ESTEEM AND BODY IMAGE (approx. 5 days)

| National Standards<br><for grade band 6-8>   | Ohio Legislation<br><for grade band of K-6> | Student Learning Targets   | Learning Activities and<br>Instructional Resources   |
|--|---|--|--|
| <p><b>National Health Standards ( 2007):</b></p> <p><b>2.8.2.</b> Describe the influence of culture on health beliefs, practices, and behaviors.</p> | Personal safety and assault prevention      | <ul style="list-style-type: none"> <li>▪ Explain the effects of self-esteem on one’s life.</li> <li>▪ Identify characteristics of high and low self-esteem.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Self-esteem and body image PPT, discussion and guided notes</li> <li>▪ Activities: Self-Esteem</li> </ul> |

**SELF-ESTEEM AND BODY IMAGE (approx. 5 days)**

| National Standards<br><for grade band 6-8>  | Ohio Legislation<br><for grade band of K-6> | Student Learning Targets   | Learning Activities and<br>Instructional Resources  |
|---|---|--|---|
| <p><b>2.8.3.</b> Describe how peers influence healthy and unhealthy behaviors.</p> <p><b>2.8.8.</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b><u>National Sexuality Standards (2012):</u></b><br/> <b>PD.8.CC.1.</b> Describe the physical, social and emotional changes of adolescence.<br/> <b>PR.8.INF.1.</b> Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.</p> |   | <ul style="list-style-type: none"> <li>▪ Identify influences on self-esteem.</li> <li>▪ Describe how self-concept and self-esteem are different.</li> <li>▪ Identify keys to a healthy self-esteem.</li> <li>▪ Identify ways to build healthy self-esteem.</li> <li>▪ Explain why “perception of body image” is important.</li> <li>▪ Compare a healthy body image with an unhealthy body image.</li> <li>▪ Identify factors that influence body image.</li> <li>▪ Explain how people in can be positive and negative influences on body image.</li> </ul> | <p>Building:</p> <ul style="list-style-type: none"> <li>- I AM</li> <li>- We Are</li> <li>- Flip</li> <li>- The Interview</li> </ul> <ul style="list-style-type: none"> <li>▪ Video: “Dove Evolution”</li> <li>▪ Video: “Dr. Phil” (clip)</li> <li>▪ Video: “Body Image: Media vs. Mind” and worksheet</li> </ul> |

**District Instructional Resources:**

*Decision for Health: Student Edition Level Green* by Holt Rinehart Winston (2009)

*The Essentials of Teaching Health Education: Curriculum, Instruction and Assessment* by S. Benes and H. Alperin (2016) / SHAPE America – Society of Health and Physical Educators.

*Get Real! Comprehensive Sex Education That Works – Middle School (2<sup>nd</sup> Ed.)* (2015) / ETR Associates

## Open Source / Evidence-Based Recourses

Centers for Disease Control and Prevention (CDCP). Alcohol and public health. Retrieved April 17, 2019 from <https://www.cdc.gov>

Dove self-esteem project. Retrieved April 17, 2019 from <https://www.dove.com/us/en/dove-self-esteem-project.html>

Heroin and Opioid-Abuse Prevention Education (HOPE) – Start talking! Building a drug-free future (middle school lessons) – retrieved April 17, 2019 from <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum#60430-3---5>

National Institute on Drug Abuse for Teens (NIDA). Teens: Drug abuse and the brain. Retrieved April 17, 2019 from <https://teens.drugabuse.gov/>

Nemours Foundation / Kids Health® in the classroom. Retrieved April 17, 2019 from [https://classroom.kidshealth.org/?WT.ac=mhp\\_e\\_en](https://classroom.kidshealth.org/?WT.ac=mhp_e_en)

Positive choices: Drug and alcohol information. Retrieved April 17, 2019 from <https://positivechoices.org.au/>

Scholastic. Over-the-counter medicine safety, grades 5-8 Retrieved April 17, 2019 from <http://www.scholastic.com/otc-med-safety/>

U.S. Department of Agriculture (USDA). Choose MyPlate.gov. Retrieved April 17, 2019 from <https://www.choosemyplate.gov/>

U.S. Drug Enforcement Administration (DEA). Get smart about drugs: A DEA resource for parents, educators and caregivers. Retrieved April 17 from <https://www.getsmartaboutdrugs.gov/>

## National Standards and Ohio Health Legislation:

Future of Sex Education Initiative. (2011). *National sexuality education standards: Core content and skills, K-12*. Retrieved Jan. 8, 2019 from <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

HB367 – Opioid abuse prevention. Retrieved March 25, 2019 from <http://education.ohio.gov/Topics/Learning-in-Ohio/Health-Education/Opioid-Abuse-Prevention>

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2<sup>nd</sup> Ed.). Washington, DC: The American Cancer Society. Retrieved April 17, 2019 from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Ohio Department of Education (ODE). K-6 Health education curriculum/Ohio legislative requirements – retrieved Jan. 8, 2019 from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Health-Education/K-6-Health-Education-Curriculum.pdf.aspx>

**Other Resources:**

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine.

Loy, M. (2011). *Children and stress: 100+ creative activities to help kids manage stress*. Duluth, MN: Whole Person Associates.

Ohio Department of Education (ODE). Career connections framework (2012). Retrieved April 17, 2019 from <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Connections-Framework>