

6th Grade	Health	Curriculum					
Unit	Sub Topic	Standards Taught (MDE)	Strand	Objective	Assessment	Resources/Technol	Notes
What Is Health, Character, & Listening					Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback	Powerpoint	
Social & Emotional Health		1, 2, 3, 4, 5, 6, 7	4				
	Healthy Risks in Friendships	4.1.4.12		I can define risk. I can compare/contrast the difference between positive and negative risks. I can analyze a scenario as having a positive or negative risk involved. I can actively participate in small group discussions.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback Venn Diagram Match-Up	Work with counselor	
	Emotions	4.3.4.4; 4.1.4.13		I can list the four basic emotions. I can retell how to stay "COOL." I can demonstrate in a skit how I would stay calm.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback Role Play Participation	Role Play Scenarios; Poly Spots	

	Decision Making	4.6.4.6; 4.6.4.7		<p>I can describe four qualities of a good decision.</p> <p>I can demonstrate positive decision making skills.</p> <p>I can role play different decision scenarios respectfully and with maturity.</p>	<p>Monitor student work.</p> <p>Formative Assessment</p> <p>Non-Verbal &amp; Verbal Feedback Trio (3-2-1) Ticket</p>	<p>Multimedia Projector;</p> <p>PowerPoint; Notes Sheet; Scenarios</p> <p>Beach Ball</p>	
	Conflict Resolution	4.7.4.8; 4.7.4.9		<p>I can summarize different strategies to resolve a disagreement.</p> <p>I can recall information about communication and calming strategies.</p> <p>I can participate in a video discussion about conflict resolution.</p> <p>I can use conflict resolution strategies in a pretend situation.</p>	<p>Monitor student work.</p> <p>Formative Assessment</p> <p>Non-Verbal &amp; Verbal Feedback</p>	<p>"Resolving a Conflict"</p> <p>Worksheet</p> <p>Talking/Discussion</p> <p>Coins</p>	
	Stress Management	4.1.4.1; 4.3.4.4; 4.5.4.5		<p>I can define a stressor.</p> <p>I can list three ways to manage stress before, during, and after.</p> <p>I can rate my stressors from least to most.</p> <p>I can plan how to manage what stresses me out.</p>	<p>Monitor student work.</p> <p>Formative Assessment</p> <p>Non-Verbal &amp; Verbal Feedback</p> <p>Completed Stress Scale</p>	<p>Posterboard;</p> <p>Stress Scales; Cut outs of physical and emotional effects of stress</p>	
				4			
				4			
	<b>Nutrition &amp; Physical Activity</b>	1, 3, 4		1			

	Benefits of Healthy Eating & Physical Activity	1.1.1.1; 1.3.1.4; 1.3.1.6		<p>I can restate the three dietary guidelines.</p> <p>I can list the five food groups.</p> <p>I can decide what the most important reason is for me to eat healthy and be physically active.</p>	<p>Monitor student work.</p> <p>Formative Assessment</p> <p>Non-Verbal &amp; Verbal Feedback</p> <p>Health Tweet</p>	<p>Serving Size Examples; "To the Max: Understanding the New Dietary and Exercise Guidelines" Video; Multimedia Projector; Computer</p>	
	Body Image	1.1.1.3; 1.1.1.9; 1.3.1.8; 1.4.1.10		<p>I can respect other's perspectives about body image.</p> <p>I can have a positive attitude toward my body type.</p> <p>I can encourage others with a negative body image to think positive.</p> <p>I can use my prior knowledge about healthy eating and exercise.</p>	<p>Monitor student work.</p> <p>Formative Assessment</p> <p>Non-Verbal &amp; Verbal Feedback</p>	<p>Scenario Cards; A, B, C, D Voting Cards</p>	
	Strategies for Healthy Eating & Physical Activity	1.3.1.5; 1.3.1.6; 1.3.1.8		<p>I can identify at least three barriers to physical activity.</p> <p>I can evaluate what are the negative influences in my life to healthy eating and physical activity.</p> <p>I can contribute ideas on environmental influences.</p>	<p>Monitor student work.</p> <p>Formative Assessment</p> <p>Non-Verbal &amp; Verbal Feedback</p> <p>Discussion Participation</p>	<p>Posterboard; Talking/Discussion Coins</p>	

<b>Water Safety</b>	How to stay safe in our lakes	1,2		Students understand the dangers of water and how to avoid them. Rip currents, pier currents, etc..	youtube video on rip currents and water safety	Computer , projector	
<b>Alcohol, Tobacco, &amp; Other Drugs</b>		1, 2, 3, 4, 7, 8	2				
	Tobacco	2.1.2.2; 2.1.2.4; 2.1.2.13; 2.4.2.10		I can infer what negative health effects different forms of tobacco has on my health. I can describe the health risks associated with tobacco use. I can calculate the expense of smoking.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback Successful Completion of Online Tobacco Quiz	Discussion, white board projector	
	Alcohol	2.1.2.1; 2.1.2.4; 2.1.2.5; 2.3.2.8; 2.3.2.9; 2.4.2.10; 2.4.2.14; 2.7.2.11		I can describe the effects of alcohol on the body. I can name two ways to avoid riding with a drunk driver. I can analyze how drinking alcohol would impact my safety, relationships with family and friends, school, and success.	Monitor student work. Formative Assessment Non-Verbal & Verbal Feedback Active Participation in Centers	PowerPoint and video	

	Drugs	2.1.2.1; 2.1.2.3; 2.4.2.10; 2.4.2.14	<p>I can identify the difference between stimulants, depressants, and hallucinogens.</p> <p>I can explain to a friend what drugs can do to the body and how.</p> <p>I can analyze and evaluate reasons and influences of why people choose to try/use drugs.</p>	<p>Monitor student work.</p> <p>Formative Assessment</p> <p>Non-Verbal &amp; Verbal Feedback</p>	<p>PowerPoint and video</p>	
	Refusal Skills	2.1.2.4; 2.3.2.7; 2.7.2.11; 2.7.2.12; 2.8.2.16	<p>I can rank reasons of why it is important for me to say no.</p> <p>I can evaluate statements as the best way to refuse alcohol, tobacco, and drugs.</p> <p>I can recall different strategies to say "no."</p>	<p>Monitor student work.</p> <p>Formative Assessment</p> <p>Non-Verbal &amp; Verbal Feedback</p> <p>Score of 27-30 on Refusal Skills Quiz</p>	<p>Pyramid of Importance;</p> <p>Computers; Role Play Scenario Cards</p>	