



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Health (Grade 6)

Course Description:

The curriculum for this course is developed from the [Wisconsin Standards for Health Education](#). Sixth grade health is a required course and meets every other day opposite of physical education. The sixth grade health education program is an introduction to health and encourages the development of physical, mental/emotional and social health. The health education program is created to develop personal health goals and competency of vocabulary and skills needed to live a healthy lifestyle. Grades are determined by quizzes, tests, projects and daily participation. The list of mastery standards is what students should understand by the end of the school year.

Mastery Standards:

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

- Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. (1:3:A1)
- Describe the negative consequences of engaging in unhealthy behaviors. (1:3:A2)
- Analyze the relationships between healthy behaviors and personal health. (1:3:B1)

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

- Examine how external and internal factors can influence health behaviors. (2:3:A1)
- Examine how one's family, culture, and peers influence one's own personal health behaviors. (2:3:A3)
- Examine how media and technology influence one's own personal health behaviors. (2:3:A4)
- Examine how one's values and beliefs influence one's own personal health behaviors. (2:3:A5)

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

- Examine the outcomes of using effective and ineffective strategies of communication. (4:3:A2)
- Demonstrate refusal and limit setting skills that avoid health risk. (4:3:B1)
- Demonstrate effective conflict resolution skills. (4:3:B2)

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

- Demonstrate decision making in a health related situation. (5:3:B1)
- Predict the impact of each decision on self and others. (5:3:B2)

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

- Identify strategies and behaviors needed to maintain or improve health status. (6:3:A2)
- Develop goals to maintain or improve personal health status. (6:3:B2)

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

- Demonstrate health enhancing practices and behaviors that help maintain or improve the health of self and others. (7:3:B1)

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

- Develop an age appropriate definition of advocacy. (8:3:A1)
- Incorporate accurate information as it relates to a health enhancing position to advocate for self and others. (8:3:A3)

| Unit | Description of Unit and Learning Targets |
|---|--|
| Unit 1: Introduction to Health and Wellness <u>Essential Questions:</u> | Students will..... <u>Learning Targets:</u> |

| | |
|---|---|
| <ul style="list-style-type: none"> • What are the factors that influence health and wellness? | <ul style="list-style-type: none"> • Describe the interrelationship of physical, mental/emotional, and social health • Analyze the relationship between healthy behaviors and personal health • Analyze how peers, family, media and social environment influence perceptions and behaviors • Distinguish between health knowledge and health behavior |
| <p>Unit 2: Emotions and Behaviors</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can living your values help you lead a healthier and more productive life? • How can dealing with emotions help to effectively communicate with family, peers, and others? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Recognize the factors that influence personal values, beliefs and perceived norms • Describe how internal influences can play a role in health choices • Identify positive and negative emotions that can affect self-esteem • Distinguish between assertive, passive, and aggressive behavior |
| <p>Unit 3: Communication</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do effective communication skills help enhance health and wellness? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Define communication and the differences between verbal and nonverbal as well as one-way and two-way communications • Recognising the importance of body language in effective communication • Recognize the barriers that interfere with effective communication • Demonstrate refusal and negotiate skills to avoid or reduce health risks |
| <p>Unit 4: Decision Making and Problem Solving</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it important to gather information and consider the consequences before making a decision? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understanding the importance of gathering information and considering the consequences when making decisions • Demonstrate using the decision making process • Understanding decisions have long term effects • Recognize the role mind mapping can have in making decisions • Understand the importance of looking at things from a different perspective • Distinguish the difference between the right brain and left brain functions |
| <p>Unit 5: Alcohol, Tobacco, and Other Drugs</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can the use of drugs, alcohol and tobacco negatively affect personal health? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Recognize the difference between drug use and abuse • Demonstrate behaviors to avoid or reduce health risks to self and others • Identify differences between social and binge drinking and how binge drinking leads to troubling behavior • Identify short and long term effects of using alcohol, tobacco and other drugs • Recognize how peers, media and family impact our personal health |

| | |
|--|---|
| <p>Unit 6: Stress Management</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does stress impact your health and how can you effectively manage your stress? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand the terms stress, stressor, distress and eustress • Identify possible signs, symptoms, and triggers of depression • Discuss and practice stress reduction strategies to enhance health • Recognize signs of depression or suicidal behavior • Identify school and community resources for getting help when someone is depressed or suicidal |
| <p>Unit 7: Social and Antisocial Behavior</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can effective social skills enhance overall health and wellness? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze relationships to determine if they are healthy and positive • Predict short and long term consequences of unhealthy relationships • Recognize positive social skills that help teams lead healthy and successful lives |
| <p>Unit 8: Injury and Violence Prevention</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is the relationship between positive health behaviors and the prevention of injury, disease and premature death? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Examine how lifestyle choices can influence the length and quality of their life • Identify bullying behaviors and evaluate methods of bullying prevention • Recognize that there are no accidents and that almost all unintentional injuries can be prevented |
| <p>Unit 9: Physical Activity and Nutrition</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can understanding of the FITT principle contribute to a healthy lifestyle? • What are the dietary guidelines and how can you benefit from following them? • How do the six main nutrients enhance one's overall health? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Recognize how being physically active can benefit your mental, social and physical health • Differentiate between health related fitness and skill related fitness • Identify the components of the FITT Principle • Identify the dietary guidelines and understand the importance of following them • Identify the six main nutrients and their role for maintaining good health • Identify good sources of carbohydrates, proteins, fats, vitamins, and minerals |
| <p>Unit 10: Growth and Development</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do individuals change emotionally and socially during adolescence and how does one manage those changes? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • List and describe changes in the male and female body during puberty • Define abstinence and discuss the importance of the choice of abstinence • Understand the four major body systems and how they function • Demonstrate ways to communicate care, considerations and respect for self and others |