

Grade 6 Health Education Scope and Sequence

Unit Theme	Unit Focus	Focus Standards	Concepts	Resource	Extensions
Introduction	The six units of 6 th grade health class include: Mental/Emotional Health; Alcohol, Tobacco, and Other Drugs; Sexual Health; Safety; Nutrition; and Anatomy.	DCPS state standards for 6 th grade health class are listed for each unit.	<ul style="list-style-type: none"> Key concepts illustrate what students should take away from each unit, as related to the focus standards. 	The unit overviews for each unit can be referenced for more specific lists of resources.	Each unit has some overlay with themes from different subjects, including ELA and Mathematics, which are highlighted with references to DCPS state standards and Common Core standards.
1 Mental/Emotional Health	This unit centers on the multiple dimensions of health, including mental health, and how they are interrelated. It also examines factors that influence health. Students will explore how societal messages influence their own perceptions and behaviors.	<p>6.1.1 Discuss how mental, emotional, social and physical health components are interrelated; and describe how problems in one dimension can influence another.</p> <p>6.1.2 Compare and contrast positive and negative responses to criticisms and disappointment.</p> <p>6.2.1 Identify agencies that specialize in working with young people and provide services for teenagers.</p> <p>6.4.1 Describe ways in which relationships among parents and children change during adolescence, including the relative impact of peer and parental influences.</p>	<ul style="list-style-type: none"> Dimensions of health; Factors that influence health; Mental health Decision making Verbal and non-verbal communication skills 	Mental Health Unit Overview	
2 Alcohol, Tobacco, and Other Drugs	This unit explores the effects of substance abuse and identifies strategies to resist using alcohol, tobacco, and other drugs. This unit also helps students develop strategies and identify choices on a range of health issues to prevent drinking and driving in order to maintain personal, family, and community health.	<p>6.1.16 Identify internal and external factors that influence the decision of young people to use or not use alcohol or drugs.</p> <p>6.1.17 Demonstrate ways of refusing tobacco, alcohol, and other drugs from peers and ways of sharing preventative health information.</p>	<ul style="list-style-type: none"> Peer pressure; Decision Making Model Refusal Skills 	LifeSkills III	
3 Sexual Health	In this unit, students will identify and explain sexual feelings common to adolescents and learn about pregnancy. This unit also introduces students to the definitions of healthy relationships and sexual orientation.	<p>6.1.6 Explain that people, regardless of biological sex, gender, ability, sexual orientation, gender identity and culture have sexual feelings and the need for love, affection, and physical intimacy.</p> <p>6.1.7 Identify sexual feelings common to young adolescents; differentiate between having sexual</p>	<ul style="list-style-type: none"> Abstinence; Parenting; Pregnancy and disease prevention methods; Healthy and unhealthy 	Sexual Health Resource Lessons	

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		<p>feelings and acting on them.</p> <p>6.1.8 Describe the signs and symptoms of pregnancy and the potential challenges faced by adolescent parents and their families; and explain that sometimes women become pregnant when they do not want or are unable to care for a child.</p> <p>6.1.9 Describe the causes and symptoms of, and myths about, HIV.</p> <p>6.1.10 Explain the benefits of abstinence; postponing sexual behavior; and setting limits on sexual behavior.</p>	<p>relationships;</p> <ul style="list-style-type: none"> • Puberty, growth and development; • Sexual orientation 		
4 Safety	<p>This unit builds on personal safety to include consideration of others' safety. Students will explore causes and characteristics of injuries. Students will also practice conflict-resolution strategies and procedures such communication skills that promote personal safety and help address conflict.</p>	<p>6.3.1 Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents, and describe the health risks associated with feelings of immortality.</p> <p>6.5.2 Explain alternatives to gang-related behaviors and acts of violence.</p> <p>6.5.3 Advocate for and defend healthy conflict-resolution strategies.</p>	<ul style="list-style-type: none"> • Gangs • Conflict resolution; • Bullying; • Injury prevention; • Personal safety; 	Safety Unit Overview	
5 Nutrition	<p>In this unit, students learn about how nutrients affect the body. Students will learn how to make healthy food choices and plan healthy meals.</p>	<p>6.1.14 Compare food choices based on nutrient content and value, calories, and cost to create a healthy meal plan.</p> <p>6.1.15 Describe the effect of nutrients on the functioning of human body systems, with particular attention to diet needs during the adolescent growth spurt.</p>	<ul style="list-style-type: none"> • Nutritional choices • Meal planning • Nutrients 	<p>Team Nutrition's <i>Empowering Youth</i> Michael Pollan's <i>Food Rules</i></p>	
6 Disease Prevention/ Anatomy	<p>In this unit, students will learn how to properly handle food to prevent food-borne illness. Students will also learn the importance of practicing healthy behaviors.</p>	<p>6.1.12 Develop strategies for proper food-handling and storage to prevent food-borne illness.</p> <p>6.1.13 Explain the importance of practicing health-promoting behaviors, such as wellness check-ups, breast and testicular exams, and early identification of potential problems.</p>	<ul style="list-style-type: none"> • Body systems; • Food safety 		