NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

6th Grade Health

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New Milford Board of Ed

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

6th Grade Health

6th Grade Health emphasizes the importance of overall well-being for growth, development and student success. A pivotal moment in time for these students who are entering adolescence, this course is designed to help the 6th grade community attain the skills and knowledge to be valuable members of society. Covering aspects of physical, social, and mental health, students will use different 21st century skills throughout the course to become lifelong learners. This class meets once per 6 day cycle for 45 minutes.

Pacing Guide

Unit Title	# Of Weeks
Introduction to Health	4
Stress / Mental-Emotional Health	5
Character Education / Cybersafety	6
Substance Abuse Prevention	6
Nutrition	4
Physical Fitness / Exercise	4
Environmental Health	4
Adolescent Health / Puberty/ Sexuality	4

Unit 1: **Introduction to Health**

Stage 1 Desired Results		
ESTABLISHED GOALS	*Transfer*	
National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	*Students will be able to independently use their learning to…* *Apply decision making skills real-world scenarios that students may encounter* *Analyze different results based on decisions made*	
1.8.1 - Analyze the relationship between healthy behaviors and personal health. 1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	*Meaning*	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will keep considering…*
National Health Education Standard 6: Students will use goal-setting skills to enhance health 6.8.3 - Apply strategies and skills needed to attain a personal health goal. 6.8.4 - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. **CCSS.ELA-LITERACY.WHST.6-**	- The dimensions of wellness can be linked and have an impact on one another - Setting goals helps one achieve social, emotional and physical health. - It is important to keep the dimensions of wellness balanced - SMART goals can help students achieve their goals for the future - SMART goals can be applied for short and long term time frames	- What does it mean to be healthy? - What choices make a person healthy? - How does each dimension of wellness apply to one's overall well-being? - What is the single most important part of being well? - How can setting a smart goal help us for our future? - How does the decision making process guide us towards healthy outcomes?

8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS.ELA-LITERACY.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.	- *There are large number of decisions to make throughout the day* - *There are multiple components of making a decision* - *If a decision does not work in their favor, they can learn and make a better choice next time* - *There dimensions of wellness with a focus on physical, social, and mental/emotional health* - *Different aspects of wellness can be linked to one another and how that can impact overall well-being*	

Acquisition		
	Students will know…	*Students will be skilled at…*
	- *Healthy and unhealthy behaviors* - *Socially, mentally, and physically healthy behaviors* - *The dimensions of wellness* - *Actions to address the dimensions of wellness* - *Personal achievable health goal.*	- Articulating and writing SMART Goals - Realizing how SMART goals can help students reach a certain objective - Identifying healthy choices and how those choices can impact their health - Addressing being physically, socially, and mentally healthy - Being able to make good decisions in real

		life situations
	- *Daily decisions*	- Applying the decision making process to choices they have made in their life
	- *The decision making acronym of IODE*	- Analyzing decisions before making them

Code	Evaluative Criteria	Assessment Evidence

		PERFORMANCE TASK(S): *Students will show that they really understand evidence of…*
A , M,	- Google forms to demonstrate full understanding	G- Successfully completing a SMART goal R- Completing the SMART goal form for an objective they want to accomplish by the end of the year A- Themselves, peers, family at home S- Something to accomplish in or outside of school
	- Rubrics provided on Google Classroom	
M, T, A	- Worksheets are completed	P- A totally complete SMART goal that can be applied to a real life situation
A, M	- A fill in the blank worksheet will be completed that coincides with a slideshow about decisions	S- If each part of the SMART goal is completed successfully
A, M	- Effectively explains each component of IODE when being applied to a situation	G: Use the acronym IODE (Identify options, decide, evaluate) to make a decision in a hypothetical situation
A	- Successfully defines each component of writing a smart goal	R: The role of the student will be to problem solve the situation at hand A: Teacher and Peers
A, M	- Google forms, documents and slides are completed based on the criteria in the rubric	S: There will be situations provided to the students, or they can apply IODE to a time in their life as well. P: Students will write a brief paragraph explaining how they were able to apply IODE to a decision they had to make in their life S: Each part of IODE is explained clearly in their response
A	- Correctly identifies three ways to improve on each component of wellness	G: To identify different ways to be healthy across multiple dimensions of wellness R: To personally asses their own interests and activities A: Themselves, the teacher
A, M, T	- Able to explain the link between different aspects of wellness and decision making	S: They are applying the aspects of wellness to their own lives P: A worksheet / google document will be completed to identify these activities

		S: Students will be able to identify at least three activities for mental/emotional, physical, and social
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* *Whole class discussions* *Sharing what was completed in a google breakout room* *Taking a poll on different information* *Completing a google Jam*

Stage 3 – Learning Plan

Code	Pre-Assessment
A	Students will complete a pre-assessment on google forms
M	Students will participate in a whole class discussion about each of a the different topics in the unit
A, T	Students will fill out a document explaining how a healthy person feels, acts, and what a healthy person does

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
A, M, T	- The student's ability to correctly identify what a healthy person and what a not healthy person does through a worksheet and a whole class discussion	- Completion of assignments on google classroom
A, T	- Students will apply strategies to improve physical, and/or mental, and/or social well-being to improve wellness	- Whole class discussions - Student discussions while working in groups
M	- The student's ability to effectively write a SMART goal by listing each component of the process in order to self reflect	- Checking in on breakout rooms or google jamboards
A	- Teacher will lead a presentation about decisions	- Successful Completion of worksheets while in class
A, T	- Identify different challenges that will impede their ability to complete the goal	- Student - Teacher discussions while students working
A	- Identify resources that can help them achieve their goal	
A	- Teacher will facilitate discussion on the different aspects of a SMART goal	
A	- Students will be able to define the acronym IODE (Identify options, decide, evaluate)	
A	- Students will fill out a google form / a worksheet that connects to a google slide presentation that is presented by the teacher	
A, T	- The students ability to apply the decision making process to a situation in their lives and and a hypothetical realistic situation	
T	- The class's ability to make a healthy triangle together	

M, A, T T	- Students will identify a link between how some components of the health triangle can be connected to each other on the board - Students will create a healthy person using the health triangle.
M, A, T	- Students will set an achievable goal based on S.M.A.R.T. Goal Model.
M, A A T	- Students will practice healthy behavior scenarios using the Decision Making Model. (IODE) - Teacher will provide decision making scenarios - Students will brainstorm in pairs/groups and share about their decision scenario

Unit 2: **Stress / Mental-Emotional Health**

Stage 1 Desired Results	
ESTABLISHED GOALS **National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.8.6 - Explain how appropriate health care can promote personal health. **National Health Education Standard 3:** students will demonstrate the ability to access valid information, products, and services to enhance health. 3.8.4 - Describe situations that may require professional health services. **National Health Education Standard 7**: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	***Transfer*** *Students will be able to independently use their learning to…* Identify the importance of self-esteem and how it impacts our health Identify ways to boost self -esteem and different factors that impact it Recognize causes of stress in one's life
	Meaning
	UNDERSTANDINGS *Students will understand that…* Self -esteem can have an important influence on their overall-well being There are different influences that can impact one's self-esteem Specific negative factors can impact my mental and emotional health. There are both good and bad causes of stress There are healthy and unhealthy ways to	ESSENTIAL QUESTIONS *Students will keep considering…* How can one's self esteem impact their life? What does it mean to be mentally and emotionally healthy? What can influence one's self esteem\\? What factors in life affect my mental and emotional health? What are the best ways to help reduce and relieve stress?

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	relieve stress	
	Acquisition	
	Students will know…	*Students will be skilled at…*
CCSS.ELA-LITERACY.WHST.6-8.1.B - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.WHST.6-8.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic. | Concepts of mental health and self-esteem

Things, such as images, on the internet may not be what they seem.

Symptoms and causes of anxiety and stress.

Resources to deal with negative feelings of mental and emotional health.

Different stress relieving strategies | Recognizing causes of both good and bad stress

Using school and community resources to provide assistance with mental and emotional health

Identifying and eliminating factors that will lower self esteem

Identifying and utilizing factors that will improve self-esteem

Practicing healthy stress relieving strategies

Recall different ways to relieve stress in a healthy way |

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
		PERFORMANCE TASK(S): *Students will show that they really understand evidence of…*
M,A M.A A M, T, A	- The google slideshow will be informative and creative - Students make a slideshow in alignment with the rubric - At least three facts are given about how stress can impact the body - At least three ways are provided on how to reduce stress	G: To make a stress relieving resource guide R: A doctor prescribing ways to help relieve stress A: "Patients", their peers S: A 6th grader has gone to the student who is a doctor for help because they are stressed and need a resource to help them learn how to alleviate stress P: A google slideshow will be made S: The questions in the assignment are answered and the rubric is followed
M,T, A M,T,A M, T	- Students will fill out a self-evaluation about self esteem - At least two positive affirmations are provided on their own self-esteem worksheet - Students will write at least one positive comment about 5 different peers in the classroom	G: For students to raise their own, and each other's self esteem by writing positive affirmations down on on a piece of paper R: Acting as themselves to boost their own and other's self esteem A: Their peers, themselves, the teacher S: Students will be able to view themselves in a positive light to raise their self esteem P:A document to refer to if the student is feeling down, they look at this so they can raise their spirits S: Students are able to write two positive things about themselves, and one about 5 peers in the classroom

	OTHER EVIDENCE:
	Students will show they have achieved Stage 1 goals by…
	- *Taking a brainpop quiz* - *Answering exit slips and do-nows* - *Student self-reflection and assessment*

Stage 3 – Learning Plan

Code	*Pre-Assessment*
T	- Students will engage in a class discussion about mental and emotional health
A	- Students will take a self-evaluation about their self-esteem
M,A	- Students will be asked for their prior knowledge regarding causes of stress and defining good and bad stress.

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
		- Teacher will walk around the class to provide guidance and feedback during different activities
T	- Students will list two things that they like about themselves in a self-esteem worksheet to self-reflect	
A	- Teacher will provide students with an example of a positive affirmation	- Teacher will leave private comments and grades on Google Classroom
		- Students will have an opportunity to revise
M,T,A	- Students will walk around the class and write one thing they like about someone else on a self esteem	- Google Classroom presentations, google

	worksheet	docs, and forms
	- Teacher will walk around the room to observe what students are writing	- Small group / whole class discussions to provide thorough feedback
T,A	- Students will make a google slideshow answering questions about their self-esteem such as what is their biggest accomplishment,	- Student self reflections
M,T,A	- Students will make stress relieving fortune tellers that they can use to help manage stress	
T,A	- Students will engage in a "carousel" type of activity where they list stressors in their daily life	
M,A	- Students will fill out a worksheet about stress and revise answers based on feedback	
A	- Teacher will demonstrate how to make a fortune teller and provide assistance to students	
A	- The class will engage in various discussions about stress and self esteem which will be lead by the teacher	

Unit 3: **Character Education / Cybersafety**

Stage 1 Desired Results		
ESTABLISHED GOALS	*Transfer*	
National Health Education Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	*Students will be able to independently use their learning to…* Distinguish which attitudes and actions make someone a positive member of the school community. Critique or analyze personal behaviors for the effect they have on those around them Identify who and when to get support from when presented with a cyberbully situation.	
National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	*Meaning*	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will keep considering…*
7.8.1 - Explain the importance of assuming responsibility for personal health behaviors. **CASEL Competency of Responsible Decision Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.	- It is simple to display the six pillars of character - Being a positive member of the school community can influence others - They display the pillars of character everyday - Being kind and displaying care can provide mental health benefits - It may be easier for one to bully others online instead of in person - There are correct ways to handling a cyberbullying situation - Because of the increase of technology, cases of cyberbullying have increased	- *What does it mean to be a positive member of the school community?* - *Why is it important to display the six pillars of character?* - *Which pillar of character is the most important?* - *What makes up a person of good character?* - *How can someone improve on their character?* - *What kind of impact will cyberbullying have on the victim?* - *What is the correct response to a cyberbully?*

CCSS.ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	- Anyone / everyone can be cyberbullied - Recognizing how critical thinking skills are useful both inside & outside of school (casel)	- *What are the consequences for the cyberbullying perpetrator?* - *How can you support someone who has been cyberbullied?* - *How can someone be safe online?*
	Acquisition	
CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	*Students will know…* - The six pillars of character - The influence of the six pillars of character on society and their role models - Which pillars of character they use in their daily lives - The definition of cyberbullying - The leading causes of cyberbullying - The percentage of students who are cyberbullied and the age group? - Which kind of cyberbullying happens the most - Cyberbullying could potentially cause more harm than regular bullying - Reasons why there has been increase in cyberbullying over recent years	*Students will be skilled at…* - Displaying the six pillars of characters in their daily life - Explaining how the six pillars of character can impact their life and others in a positive way - Identifying ways to respond to a cyberbullying situation such as taking a screenshot and reporting it to a trusted adult and the school - Knowing what to tell a friend who is being cyberbullied - Knowing how to be safe online

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
		PERFORMANCE TASK(S): *Students will show that they really understand evidence of…*
T, A	- Students will answer questions by thinking critically about different real life situations	G: Students will work in groups compete against each other in a jeopardy style in fashion to test their six pillars of character knowledge
A	- Jeopardy questions are answered correctly	R: Jeopardy contestant A: The teacher and peers S: Jeopardy meets at the intersection of pop culture and knowledge. To make it about the six pillars of character will allow students to take the knowledge learned from this game and apply it to their lives.
M, T	- Presentations are visually appealing with valid information	P: A jeopardy style game S: The correct answers will be given if the students can not get them correct
M, T, A	- Information from reliable resources will be used to completely explain student thinking	G: To create a cyberbullying safety presentation R: The role of the student is a cyberbullying specialist who was brought in to teach the SMS community about the impacts it has and how to stop the problem
T, A	- Respond to an unsafe situation online involving a cyberbully	A: The audience will be class and the teacher S: Cyberbullying is prevalent among middle school students so this situation could be applied to their own and their friend's lives
M,T,A	- Questions in a google document, presentation or worksheet are answered with explanations	P: A google slideshow S: A rubric will be given for grading criteria

		OTHER EVIDENCE:
		-Visual evidence based on actual classroom and student engagement - Google classroom assessments - Worksheets about the topics - Self reflection about which pillar of character they exhibit the most, and which one they need to develop

Stage 3 – Learning Plan

Code	Pre-Assessment
M **T** **T**	- Class discussions about the topics in the unit - Review of answers on a google form pre-test - Class polls regarding the different topics

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
		- Review of assignments - Discussions of Questions and scenarios - Monitoring google classroom work in real time - Exit Slips / closure questions
A	● Students will be able to analyze cyberbullying data	
A	● Teacher will present cyberbullying data to students	
M	● Students making a presentation about one of the pillars of character	
A	● Teacher will show examples of presentation	

A	examples	
	● Teacher will facilitate a jeopardy game	
T, A	● Student's ability to reflect on experiences and specific examples of the six pillars of character	
A	● Teacher will facilitate discussion on cyberbullying	
M,T,A	● Students make a presentation about cyberbullying	
T,A	● Students answer questions about an example of a cyberbullying scenario and revise answers based on a class discussion	

Unit 4: **Substance Abuse Prevention**

Stage 1 Desired Results		
ESTABLISHED GOALS **National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.8.8 - Examine the likelihood of injury or illness if engaging in unhealthy behaviors. 1.8.9 - Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. **National Health Education Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4.8.2 - Demonstrate refusal and negotiation skills that avoid or reduce health risks.	*Transfer*	
	Students will be able to independently use their learning to… - *Develop logical arguments against the use of inhalants and alcohol and explain why they are dangerous* - *Explain why to avoid unhealthy substances* - *Apply different refusal skills in a given scenario*	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* - Alcohol use can impact the body in many ways - Alcohol use can have both short and long term side effects - Different types alcohol impact the body differently - Inhalants are easy accessible household products - Using inhalants can induce immediate fatal side effects - There are a variety of strategies to say no to an unhealthy situation	ESSENTIAL QUESTIONS *Students will keep considering…* - How can substance misuse and abuse affect personal health? - What is it about these substances that makes them dangerous? - How can knowing how to avoid drug misuse and abuse improve personal health? - Which refusal strategies work best? - What is most concerning about alcohol and inhalant abuse? - What might influence someone to abuse these substances?

| CCSS.ELA-LITERACY.SL.6.1. A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	*Acquisition*	
	Students will know…	*Students will be skilled at…*
	- The impacts of alcohol on different parts of the brain - The impacts of alcohol on different organs of the body - The size of a standard drink - The short and long term changes that can happen to one's body when engaging in inappropriate drug use - That many household products can be abused as inhalants - The situations use can use refusal - strategies - Different refusal strategies to help them avoid an unhealthy situation	- Using knowledge to make decisions - Handling an unhealthy situation by applying refusal skills - communicating effectively - Advocating for healthy behaviors - Analyzing pieces of information about a topic - Discussing the side effects of alcohol and inhalant abuse - Transferring knowledge from a video to a situation and a worksheet

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
M, A T M,A M	- Students are able to answer the questions about alcohol correctly based on the information given - Students provide realistic phrases based on refusal skills - Students are able to explain accurately how alcohol impacts the body - Rubrics, google documents and worksheets will be provided for assignments	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* G: To analyze data on how alcohol use/abuse, which is a common practice, effects the body and the brain R : Students are to read and fill out a "fast facts" worksheet A : The students themselves and the teacher S: Students will inevitably be faced with making a decision about alcohol, it is important to know how it affects our body P: A worksheet that was a variety of different questions along with a class discussion S: The different variety of questions are answered correctly
T	- Persuasive arguments will be used when practicing refusal skills	G: To use refusal skills in a given unhealthy situation R: To engage in a role play scenario acting out the ability to use refusal skills A: The class and the teacher S: Any situation where they want to say no to avoid health risks P: A script will be completed with a realistic situation and dialogue with the option to act it out S: Students follow the a given rubric and use at least one refusal skill
M.T,A	- Small group and whole class discussions about inhalant use	G: Students will know the dangers of inhalant use R: Students will watch a video as a class about teenagers who

		have had experience with inhalants and respond to a specific question A: Themselves, their peers, the teacher P: Students will answer a specific question about inhalants as it relates to the video and be able to have a class discussion S: Students are able to answer the question they were given, and also be able to share that information with a peer or the class.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* - *Completing a homework worksheet on inhalants found in the household.* - *Connecting a refusal skill to a pillar of character*

Stage 3 – Learning Plan	
Code **M** **A**	***Pre-Assessment*** - Questions will be given on a pre-assessment earlier in the year - A class discussion about the topics in the unit

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring:
M,T,A M,A A T M,A A M M,T,A A	- *The ability to make a persuasive anti-alcohol abuse poster with facts* - *Teacher will show examples* - *The ability to analyze documents to extract information* - *Creating their own phrases by using refusal skills* - *Analyzing a video about inhalants* - *Teacher will Review a True and false worksheet about alcohol facts so students can revise answers* - *Filling out a google document about alcohol* - *Teacher will facilitate unhealthy scenarios with refusal skills that students can use in real life* - *Practicing "polite doubt" to use when in an unhealthy situation*	 - Reviewing work as a class - Checking in on group and individual work - Individual/class/group discussions - Students showcasing and presenting their work to peers and the teacher

Unit 5: **Nutrition**

Stage 1 Desired Results		
ESTABLISHED GOALS **National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.8.7 - Describe the benefits of and barriers to practicing healthy behaviors. **National Health Education Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.8.1 - Explain the importance of assuming responsibility for personal health behaviors. **CCSS.ELA-LITERACY.WHST.6-8.2.B** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	***Transfer***	
	Students will be able to independently use their learning to… - Identify how the 6 essential nutrients can impact health. - Explain what makes a food healthy - Explain the importance of taking personal responsibility for one's health - Make healthy food choices when eating out .	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* - Reading a food label is important for good health - While sugar tastes good and has multiple purposes, it can have bad health effects on the body - Each of the 6 essential nutrients play a certain role for our health - There are different ways to get essential nutrients - There are healthy and unhealthy choices when eating out	ESSENTIAL QUESTIONS *Students will keep considering…* - What makes a food healthy? - What is the best source for an essential nutrient? - How does food affect our health? - Which of the six essential nutrients is most important? - What influences us to make healthy food decisions? - How can reading or not reading a label affect our health?
	Acquisition	
	Students will know…	Students will be skilled at…

CCSS.ELA-LITERACY.WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	- There are six essential nutrients - The nutrients are essential because our body does not make them and we need them to survive - Sugar does play a role in helping make food, but can have bad health effects - The different components to reading a food label - The top 10 healthy foods according to a reliable source - There are healthy and unhealthy choices when eating out	- Reading food label to help them make healthy decisions - Identifying resources to consume different essential nutrients - Making healthy food decisions when eatings out - Avoiding foods that are high in sugar - Locating what foods and substances have the 6 essential nutrients - Identify if a food is healthy or not based on the contents and the amount of them

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
M,A M,T,A	- Students fill out their nutrition label chart accurately and completely - Students are able to explain if their food was healthy or not with evidence for the nutrition label	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* G: To analyze a food label to see if the food is healthy choice or not R: Students will fill out a blank food label worksheet and answer questions based on that information A: The teacher, their peers, themselves S: There are food labels on almost anything, this assignment will help students read them accurately P: A blank food label template that also has open ended questions S: The template is filled out completely and accurately
M,A A	- Students fill out a chart with all of the six essential nutrients completely and accurately - Students are able to list benefits to the six essential nutrients and how to attain them	G: To identify what the six essential nutrients are and why they are healthy for our bodies R: Students will fill out a chart about the six essential nutrients that coincides with a google slides and powerpoint presentation A: The teacher, themselves, their peers S: The body needs the six essential nutrients to survive and function. This assignment will help them know what the essential nutrients are how they help us P: A blank chart template S: The chart is filled out completely with accurate information

	OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* - Filling out a google form about different sugar facts - Making healthy food choices from different restaurants - Making a list of the top 10 healthy foods

Stage 3 – Learning Plan	

Code M T T,A	***Pre-Assessment*** - Google form pre-test - Class discussion - Review of personal practices

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
M,T,A A M, A M, A	- Being able to fill out a food label worksheet - Exploring an interactive food label - Teacher will lead a presentation about the 6 essential nutrients - Completing a chart about the six essential nutrients	- Maintain proximity control around the classroom - Provide feedback on google classroom and in person - Entry and exit slips - Group discussions - Review of assignments - Asking review questions - Comparing different food labels and charts

M,A	- Explaining what goes into making healthy food decisions when eating out - because going out to eat is something that a lot of people do
T	- Using a resource to identify facts about sugar as students often consume foods that are high in sugar
M	- Transferring information from a list about the top 10 healthy foods
A	- Teacher will facilitate a discussion about different foods and their nutritional labels
M,T,A	- Engaging in a jeopardy review game about different information from the unit

Unit 6: **Physical Fitness / Exercise**

Stage 1 Desired Results

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ESTABLISHED GOALS

National Health Education Standard 1:

1.8.1 - Analyze the relationship between healthy behaviors and personal health.

1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence

National Health Education Standard 7:
7.8.2   Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

CCSS.ELA-LITERACY.WHST.6-8.1.B

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible

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<p align="center"><i>Transfer</i></p>

Students will be able to independently use their learning to…
-

- Apply knowledge to help improve their overall fitness levels
- Explain how the different components of fitness effect wellness
- Explain that being physically active can help different body systems and how that can help students in their daily lives
- Advocate for a healthy lifestyle

<p align="center"><i>Meaning</i></p>

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UNDERSTANDINGS
Students will understand that…
-

- Exercise and maintaining levels of fitness can improve overall wellness
- There are different ways to exercise based on interest and ability
- Being active can improve multiple body systems
- Exercise can help improve academic performance
- There are different components of being physically fit

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ESSENTIAL QUESTIONS
Students will keep considering…

- Which component of fitness is the most important?
- How does exercise impact my life?
- How is exercise connected to other dimensions of wellness?
- What are different ways to exercise?
- How can different exercises help me in my daily life?
- Why is exercise important?

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sources. **CCSS.ELA-LITERACY.WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research	Acquisition	
	Students will know…	*Students will be skilled at…*
	- Different ways to exercise - Exercise can impact the body in many ways - The different components to being physically fit - Different parts of the body are affected by exercise - The district's physical fitness scores compared to nearby districts by using edsight - The specific dimensions of fitness - The jobs of different body systems	- Researching information to help advocate for physical fitness - Using data to help reach a conclusion about fitness scores in the district - Identifying different activities to help with different part of being physically fit - Being able to link different exercises to different dimensions of wellness - Recalling how different components of fitness affect the body - Making the connection between exercise and wellness

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
M T,A M,T,A T A T	- Rubrics for both the google form and physical activity advocacy assignment - Written reflections for the advocacy assignment - Visually interesting slides for the physical advocacy assignment - Points made with valid information - Creative answers to open ended questions that require critical thinking - Accurately answer the Google Forms	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* G- to advocate for exercise opportunities to still be available in the school R- the student is trying to persuade administration to not eliminate PE, recess, and intramurals from the school A- Teacher, Peers, Administration, Stakeholders S - Not only is physical fitness important to being an overall healthy person, but being able to use research to help explain a point is important as well P - A google slide poster that has accurate information and is visually appealing S- A rubric will be provided G: For students to be able to read and analyze information about different body system to answer a google form correctly R: the student's role is to completely fill out a google form correctly A: Teacher S: A strong cardiovascular system and muscular system is important to have good overall wellness P: A google form S: Students will complete a google form with different types of questions

		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* - *classroom discussions* - *google forms* - *crossword activity about fitness*

Stage 3 – Learning Plan

Code	Pre-Assessment
M T M	- Google Form pre-test - Class discussion - Pre-assessment worksheet

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
M,T,A T,A M M,T	- Making an Google slide presentation advocating for exercise - Teacher will show fitness scores from other school districts in the state - Filling out a Google document / worksheet about the 4 components of fitness - Being able to compare the district's physical fitness	- Review and feedback of Google Classroom assignments in real time - Proximity control around the classroom - Individual and group discussions - Checking in on assignments - Observation of students and assignments

M	scores to nearby districts so students know how to improve - Answering google forms about the muscular and cardiovascular systems
M,A M,A T,A	- Filling out a physical fitness crossword - Teacher will review fitness worksheets completed by students - Being able to list different exercises that they can use in their lives and why these were chosen

Unit 7: **Environmental Health**

Stage 1 Desired Results		
ESTABLISHED GOALS **National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.8.3 - Analyze how the environment affects personal health. **National Health Education Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health 8.8.1 - State a health-enhancing position on a topic and support it with accurate information. **CCSS.ELA-LITERACY.W.6.1.A** Introduce claim(s) and organize the reasons and evidence clearly. **CCSS.ELA-LITERACY.W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and	*Transfer*	
	Students will be able to independently use their learning to… - Analyze how the environment affect personal health	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* - *Our ecological footprint can impact the environment* - *Pollution is a key contributing factors to health problems domestically and abroad* - *There are different ways to reduce our ecological footprint* - *There are different kinds of pollution including land, air, sea and noise*	ESSENTIAL QUESTIONS *Students will keep considering…* - *What will happen to the environment if we do not help protect it?* - *What are different kinds of pollution and how do they impact us?* - *How can students play a role in improving and protecting the environment?* - *How can we limit pollution?* - How do personal choices affect the environment in positive and negative ways?

research.	**Acquisition**	
	Students will know…	*Students will be skilled at…*
	- An ecological footprint - Ecological footprint reduction methods - Pollution of different varieties - The effects of different pollution on the environment - The effects of different pollution on personal health - The school's community role in being environmentally friendly	- Reducing their pollution and ecological footprint - Reading and analyzing an article about pollution - Using information to advocate for help keep the school and community environmentally healthy - Practicing healthy environment behaviors - Recalling and portraying information on how pollution can impact our bodies - Identifying and limiting different causes of pollution - Applying conservation strategies in their daily lives

Stage 2 – Evidence		
Code	**Evaluative Criteria**	**Assessment Evidence**
M,T,A M,T A, M T,A	- Students will make an engaging and accurate Google Slide presentation about how to be environmentally friendly - Students will brainstorm creative ways to reduce all kinds of pollution to add to their presentation - Students will answer questions by citing correct evidence from articles - Students will answer opened ended questions with explanations	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* G: Students will create a slideshow on how to be environmentally healthy R: The role of the student will be to create a presentation for the mayor and governor about ways to reduce the town's and the state's ecological footprint A: The audience will be the teacher, peers, the town mayor and the state governor S: People create waste almost everyday, this assignment helps teach students how to limit that P: A google slideshow S: A rubric will be followed G: Students will read and analyze different articles about air pollution R: The role of the students will be to answer questions about the articles and have a class discussion A: The audience will be the teacher and peers S:Air pollution has had a negative effect on earth and could impact the student's lives in the future P: A worksheet with discussion questions S: The questions will be reviewed to ensure accuracy

	OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by…* *Exit slips* *Google Forms* *Class discussions*

Stage 3 – Learning Plan		
Code	***Pre-Assessment***	
M T,A M	- Google Form pre-test - Class discussions - Class quiz and review	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…* M,T,A - Students being able to make a google slideshow about reducing their ecological footprint using information to the "mayor of the town" T,A - Students analyzing an article about air pollution and accurately answering questions about that article - Students brainstorming creative ways to reduce their ecological footprint in a class discussion	Progress Monitoring - Review of assignments - Post quiz - Proximity control - Individual student discussions

A A A, M	- Teacher will facilitate class discussions - Students being able to identify different causes of pollution in small group discussions - Teacher will help identify ways to be environmentally friendly at school and students can self-evaluate and revise their conservations methods at school	

Unit 8: **Adolescent Health / Sexuality/ Relationships**

Stage 1 Desired Results		
ESTABLISHED GOALS **National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health 1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. **National Health Education Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. **CCSS.ELA-LITERACY.W.6.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	*Transfer*	
	Students will be able to independently use their learning to… - Identify ways to cope with changes during puberty - Recognize healthy and unhealthy components of a relationship	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* - Our bodies go through changes during puberty - Male and female experiences during puberty are both different and similar - The parts of the reproductive system have very specific roles - Not all relationships are healthy - Setting boundaries in a relationship can be healthy - Puberty can be a challenging time, but everyone goes through it	ESSENTIAL QUESTIONS *Students will keep considering…* - How do relationships change during adolescence? - What information about the male and female reproductive system is necessary to help students understand physical and emotional changes of puberty? - How can I stay healthy during puberty? - Why is it important to learn about puberty and relationships? - How do I recognize healthy and unhealthy components of a relationship?

CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claims and reasons	Acquisition	
	Students will know…	*Students will be skilled at…*
	- The parts and function of both the male and female reproductive systems. - The changes that occur mentally, physically and emotionally during puberty. - The characteristics of positive and negative dating relationships.	- Mapping the correct sequence of the path of both male and female gametes. - Comparing and contrasting the changes that occur for males and females during puberty. - Reviewing scenarios in writing and on video that demonstrate positive and negative characteristics of dating relationships. - Identifying changes during puberty for males and females

	Stage 2 – Evidence	
Code	**Evaluative Criteria**	**Assessment Evidence**
M,T,A M,T,A	- Students effectively characterize healthy and unhealthy components of relationships - Questions and lists will be made and created based on information provided	PERFORMANCE TASK(S): *Students will show that they really understand evidence of…* G: Students will read a story about a realistic relationship R: The role of the student will be to analyze the relationship to identify healthy and unhealthy components A: The student and the teacher S: Students are faced with all kinds of relationships and friendships on a daily basis P: A class discussion and questions on a worksheet / google document S: Students are able to explain their reasoning with evidence
M,A A	- Students accurately list changes of puberty - Students identify changes in puberty for those who identify as male and female	G: Students will watch videos about the changes for males and females during puberty R: The role of the students will be to identify changes during puberty for males and females A: The teacher will be the audience S: Everyone goes through puberty so it is important to know the changes P: A Google document and/or worksheet S: The information is accurate and coincides with the video

		OTHER EVIDENCE:
		Students will show they have achieved Stage 1 goals by…
		Students ability to generate appropriate questions during the unit.

	Stage 3 – Learning Plan

Code	*Pre-Assessment*
M M,T	- Google Form pre-test - Class discussion

	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
		- Class discussions - Review of assignments - individual discussions - Feedback on google classroom work
M,T	- Students comparing and contrasting the changes of *m*ales and females going through puberty	
M,T,A	- Students analyzing realistic yet hypothetical relationships to characterize healthy and unhealthy components of that relationship of students of a similar age	
M,A	- Teacher will help facilitate discussion on changes during puberty for males and females	
A	- Teacher will help provide examples of healthy and unhealthy components of relationships	
A	- Students identifying roles of different parts of the male and female reproductive systems	