

## Course Name/Number: 6th Grade Health Education Curriculum Map

| Unit  | Essential Questions   | Standards & Skills   | Common Assessments   | Learning Activities  | Resources/Technology   | Unit Reflection   |
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| <b>Name:</b><br><b>Nutrition/Physical Health</b><br><br><b>Quarter:</b> Q1-4<br><br><b>Length (Days):</b> 7-10 days | <p>What are other children eating in different cultures?</p> <p>In order to achieve lifetime wellness, what should I plan for?</p> <p>What type of changes is our body going through?</p> <p>How does food influence a person's wellness ?</p> <p>What are food allergies and how do we identify products?</p> <p>What are the proper ways to have good hygiene?</p> <p>What impact does substances have on our body?</p> <p>How does sleep impact our day to day life?</p> <p>What is lifelong activity, how do we create good habits to achieve it?</p> | <p><b>National Standards:</b></p> <p>HES 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health.</p> <p>HES 5 – Students will Demonstrate the ability to use decision-making skills to enhance health.</p> <p>HES 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.</p> | <p><b>Formative:</b> Reading articles, worksheets, groups projects, self reflections. Review games, think-pair-shares, and group discussions with notes.</p> <p><b>Summative:</b> Unit assessment and an end of quarter assessment</p> <p><b>Mini summative</b> assessment- google forms</p> | <p>Students will create their own myplate to enhance their understanding of food choices and their body's.</p> <p>Students will assess their fitness level and learn how to promote lifelong activity.</p> <p>Students will be able to identify healthy/unhealthy food choices.</p> <p>They will read an article and identify life long activities in partners.</p> <p>Peardeck activity in class to identify active vs inactive life choices.</p> <p>Class discussion on dental hygiene and overall physical hygiene.</p> <p>Puberty and the growth of their body's. Worksheets</p> | <p>Google Classroom<br/>Quizlet<br/>Choices Magazine<br/>Myplate.gov<br/>Kids Health.org<br/>Edpuzzle<br/>Wordwall<br/>Pear Deck<br/>Blooket</p> | <p>Students will reflect on their own eating habits/activity level and if they will need to modify their lifestyle.</p> <p>Students will research the eating habits of children from other countries and compare them to our eating traditions.</p> <p>Students will recognize the impact hygiene has on their daily life/body. Brushing teeth, showering.</p> <p>Students will learn the impact of substances on their physical body.</p> <p>Students will identify the difference between active choices and inactive choices in life.</p> <p>Students will learn and discuss puberty and the changes the body goes through during adolescence.</p> |

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|   | <p><b>What is the difference between inactivity/activity? How does it impact our daily lives?</b></p>   |  |   | <p><b>with classroom discussion.</b></p> <p><b>Identify how substances can harm your physical health, through reading an article and classroom discussion.</b></p>   |   |  |
| <p><b>Name: Mental Health</b></p> <p><b>Quarter: Q1-4</b></p> <p><b>Length (Days):7-10 days</b></p> | <p><b>What are good signs of mental health?</b></p> <p><b>What are emotions and how can they be expressed in healthy ways?</b></p> <p><b>How does self esteem affect total health?</b></p> <p><b>How does stress impact the body?</b></p> <p><b>What is body image? How does it affect our Mental Health?</b></p> <p><b>How does our personality impact our views and strengths/weaknesses?</b></p> <p><b>What are values and how do they impact our mental health and relationship dynamics?</b></p> | <p><b>National Standards:</b></p> <p><b>HES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b></p> <p><b>HES 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b></p> <p><b>HES 8 – Students will Demonstrate the ability to advocate for personal, family and community health.</b></p> | <p><b>Formative:Reading articles, worksheets, groups projects, self reflections.</b></p> <p><b>Review games, think-pair-shares, and group discussions with notes.</b></p> <p><b>Summative: Unit assessment and an end of quarter assessment</b></p> | <p><b>Students will identify their different personality traits. Take a personality quiz.</b></p> <p><b>Students will identify their strengths and weaknesses. (Snowflake activity)</b></p> <p><b>Students will learn about self esteem and body image. Discussing the effect their environment has on it.</b></p> <p><b>Students will watch inside out and relate character emotions with their own thoughts and experiences.</b></p> <p><b>Students will read a kids health article and answer questions regarding stress, self esteem. Then will have a group discussion on those topics.</b></p> <p><b>Students will identify emotional boom cards</b></p> | <p><b>Kidshealth.org</b></p> <p><b>Second Step Quizlet</b></p> <p><b>Google classroom</b></p> <p><b>Choice Magazine</b></p> <p><b>Edpuzzle</b></p> <p><b>Blooket</b></p> <p><b>Wordwall</b></p> | <p><b>Students will engage in classroom discussions on various topics that support our mental health.</b></p> <p><b>Students will complete multiple reflection assignments on emotions and using coping techniques.</b></p> <p><b>Students will identify stress triggers and how to cope in a healthy way.</b></p> <p><b>Students will identify their values and how it impacts their life.</b></p> <p><b>Students will identify their personality strengths and weaknesses.</b></p> |

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|  |   |  |   | and relate each emotion to their story/themselves.  |   |  |
| <b>Name: Social Health</b><br><br><b>Quarter:Q1-4</b><br><br><b>Length (Days):7-10 days</b>                          | <p>How do my health choices affect personal wellness and the wellness of others?</p> <p>How do our personal values and characteristic traits influence interactions with others?</p> <p>How are healthy relationships developed and maintained?</p> <p>What are family structures and how can they relate to them?</p> <p>What are peers? How does peer pressure impact our social relationships?</p> <p>What is bullying? How does it impact ourselves/our peers?</p> <p>What are social cues and how does it affect our com</p> | <p><b>National Standards:</b><br/>HES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>HES 2 - Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p> | <p><b>Formative:</b>Reading articles, worksheets, groups projects, reflections. Webquest and notes.</p> <p><b>Summative:</b> Unit assessment and an end of quarter assessment</p> | <p>Students will identify peer pressure and practice techniques on how to handle real life situations.</p> <p>Students will learn about bullying and cyberbullying.</p> <p>Students will learn the importance of healthy relationships and establishing boundaries.</p> | <p>Kidshealth.org</p> <p>Second Step</p> <p>Google classroom</p> <p>Quizlet</p> | <p>The students participate in various activities that allow them to self reflect on their current relationships.</p> <p>These activities allow students to learn from their interactions and become more prepared for future situations with others.</p> <p>Students will learn how family dynamics and structures have an impact on their everyday life.</p> <p>Students will learn about bullying and how to advocate for themselves.</p> |
| <b>Name: SEL</b><br><b>Quarter: Q1-4</b><br><b>Length (Days): 7-10 days (intertwined into the other major units)</b> | <p>How can you learn to like yourself and others?</p> <p>How will we implement these techniques into our everyday lives?</p>  | <p><b>National Standards:</b></p> <p>HES 8 – Students will Demonstrate the ability to advocate for personal, family and community health.</p>  | <p><b>Formative:</b> Classroom activities, slide presentation with worksheet.</p> <p>Choices Article</p>  | <p>The students will participate in group based activities.</p> <p>The students will participate in peer sharing and discussion.</p>  | <p>Second Step Program</p> <p>Scholastic Choices</p>                            | <p>The students will have a brainstorm activity and an end of class reflection activity that correlates with the current SEL topic we're discussing in class.</p>  |

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|  | <p>How will we strive to maintain a balanced health triangle (total well- being)?</p> <p>How do we accept people with differences?</p> <p>How do we support people in our school that might learn differently?</p> | <p>HES 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health</p> | <p>Summative: Concepts assessed on end of the quarter assessment.</p> | <p>The students will participate in self reflection and decision making.</p> <p>The students will read an article about someone experiencing a different lifestyle and complete comprehensive short answers.</p> |  | <p>During the activities, students will make decisions that will promote healthy choices.</p> <p>Students will analyze different peoples lives and how they can relate to them.</p> |
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**Course Name/Number: 7th Grade Health Education  
Curriculum Map**

| Unit  | Essential Questions  | Standards & Skills   | Common Assessments   | Learning Activities   | Resources/Technology  | Unit Reflection   |
|---|--|--|--|---|---|---|
| <p>Name:Nutrition</p> <p>Quarter: Q1-4</p> <p>Length (Days):7-10 days</p> | <p>What are the functions of the 6 key nutrients in maintaining health?</p> <p>Why is proper nutrition important to having life long health?</p> <p>What are food allergies and what foods can they be found in?</p> <p>What effects do chronic and acute diseases have on our lives? (including cancer)</p> | <p>National Standards:</p> <p>HES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>HES 2 - Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health.</p> | <p>Formative: Reading articles, worksheets, groups projects, self reflections.</p> <p>Summative: Unit assessment and end of quarter assessment</p> | <p>The students will learn the six key nutrients through various activities during class.</p> <p>The students will learn the impact that each nutrient has for their total well being.</p> <p>They will discover the different lifestyle habits people choose when eating and how they could incorporate that into their future.</p> <p>The students will identify food allergies and what happens to the body if someone is experiencing a reaction.</p> | <p>Google Classroom</p> <p>Quizlet</p> <p>Quizizz</p> <p>Choices Magazine</p> <p>Edpuzzle</p> <p>Flipgrid</p> | <p>At the end of the unit the students will have the knowledge to incorporate the six key nutrients in a proper eating plan.</p> <p>They will have explored the different options of eating types (vegan,vegetarian, pescatarian, etc).</p> <p>They will learn about the various food allergies within the six key nutrients.</p> <p>They will be able to identify an acute or chronic illness. The risk factors and various types.</p> |

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|  |   |  |   | Students will read about chronic and acute diseases and discuss them (cancer included).  |  |  |
| <b>Name: Mental Health</b><br><br><b>Quarter: Q1-4</b><br><br><b>Length (Days):7-10 days</b>         | <p>What are mental health challenges?</p> <p>What are the different types of mental health challenges?</p> <p>What are warning signs for depression and suicide?</p> <p>How can we support someone struggling with their mental health?</p> <p>What resources do we have to care/treat our mental health?</p> | <p><b>National Standards:</b></p> <p>HES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>HES 2 - Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors</p> <p>HES 8 – Students will Demonstrate the ability to advocate for personal, family and community health.</p> | <p><b>Formative:</b> Reading articles, worksheets, groups projects, self reflections.</p> <p><b>Summative:</b> Unit Assessment and end of quarter assessment.</p> | <p>Students will learn about several different mental health challenges.</p> <p>They will learn about the stigma surrounding mental health and the proper channels to receive help.</p> <p>They will learn about the facts, warning signs of suicide and how we can help prevention.</p> | <p>Google Classroom</p> <p>Quizlet</p> <p>Quizizz</p> <p>Choices Magazine</p> <p>Edpuzzle</p> <p>Flipgrid</p>                        | <p>The students will complete reflection assignments throughout the unit.</p> <p>They will have bell ringers and exit slips that allow them to reflect on our current topic.</p>                                     |
| <b>Name: Human Sexuality Health</b><br><br><b>Quarter:Q1-4</b><br><br><b>Length (Days):7-10 days</b> | <p>What are the physical,emotional and social changes of puberty?</p> <p>What are responsible sexual choices?</p> <p>What are the negative consequences of taking risks while being sexually active?</p> <p>What is the reproductive process for males and females?</p>                                       | <p><b>National Standards:</b></p> <p>HES 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health</p> <p>HES 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk</p>  | <p><b>Formative:</b> Reading articles, worksheets, groups projects, self reflections.</p> <p><b>Summative:</b> Unit Assessment and end of quarter assessment.</p> | <p>Students will identify the changes happening during puberty.</p> <p>They will identify the reproductive parts and roles each system plays in the process of pregnancy.</p> <p>The risks and precautions of becoming sexually active.</p> <p>Discuss how they handle these new</p>     | <p>Google Classroom</p> <p>Quizlet</p> <p>Quizizz</p> <p>Choices Magazine</p> <p>Kidshealth.org</p> <p>Amaze.org</p> <p>Edpuzzle</p> | <p>Open discussion and students identifying the changes they are currently going through.</p> <p>Question box option that allows reflection and class discussion without students having to identify themselves.</p> |

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|  | <p>What are the stages of pregnancy and how does that impact the body?</p> <p>What are sexually transmitted infections and how do they impact the body, mind and person?</p> <p>What is abstinence? How can we make a choice to sustain from sexual activity?</p> | HES 7 – Students will Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks   |  | changes and thoughts in a responsible way.   |   |   |
| <p>Name: Human Body Systems</p> <p>Quarter: Q1-4</p> <p>Length (Days): 7-10 days</p>                           | <p>How does each system function?</p> <p>Why is it important to identify specific functions of each body system?</p>  | <p>National Standards:</p> <p>HES 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>HES 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health.</p> | <p>Formative: Reading articles, worksheets, groups projects, self reflections.</p> <p>Summative: Unit Assessment and end of quarter assessment</p> | <p>Digestive system activity: Poop happens. Students receive a hands-on experience of their food traveling through their digestive system.</p> <p>Google slide presentation and notes guiding the opening facts of each system.</p> <p>Interactive lessons on the muscle and other parts of the systems.</p> | <p>Google Classroom</p> <p>Quizlet</p> <p>Quizizz</p> <p>Choices Magazine</p> <p>Edpuzzle</p> | <p>Applying the information to their own body and how it functions.</p> <p>Relating this new information to other classes, like physical education and how they can use their body in that setting.</p>   |
| <p>Name: SEL</p> <p>Quarter: Q1-4</p> <p>Length (Days): 7-10 days (intertwined into the other major units)</p> | <p>What coping techniques are we/can we use in our everyday life?</p> <p>How will we implement strategies and concepts into our everyday lives?</p> <p>How will this enhance healthy relationships?</p>   | <p>National Standards:</p> <p>HES 8 – Students will Demonstrate the ability to advocate for personal, family and community health.</p> <p>HES 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health</p>  | <p>Formative: Classroom activities, slide presentation with worksheet</p> <p>Summative: Concepts assessed on end of the quarter assessment.</p>    | <p>The students will participate in group based activities.</p> <p>The students will participate in peer sharing and discussion.</p> <p>The students will participate in self reflection and decision making.</p>  | <p>Second Step Program</p> <p>Scholastic Choices</p>  | <p>The students will have a brainstorm activity and an end of class reflection activity that correlates with the current SEL topic we're discussing in class.</p> <p>Students will analyze different peoples lives and how they can relate to them.</p> |

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|  |  |  |  | The students will read an article about someone experiencing a different lifestyle and complete comprehensive short answers. |  |  |
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**Course Name/Number: 8th Grade Health Education  
Curriculum Map**

| Unit  | Essential Questions   | Standards & Skills  | Common Assessments  | Learning Activities  | Resources/Technology  | Unit Reflection   |
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| <b>Name: Nutrition</b><br><br><b>Quarter: Q1-4</b><br><br><b>Length (Days): 7-10 days</b> | <p>What impact does the food industry and companies have on the foods we consume?</p> <p>How will being able to read a food label enhance your total well being in life?</p> <p>What effect does processed foods have on our overall health?</p> <p>What types of food is sugar found in? How does it affect our body?</p> <p>What is anaphylactic shock? If someone has a reaction to food, what can you do?</p> | <p><b>National Standards:</b></p> <p>HES 2 - Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health.</p> <p>HES 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.</p> | <p><b>Formative:</b> Reading articles, worksheets, groups projects, self reflections.</p> <p><b>Summative:</b> Unit Assessment and end of quarter assessment.</p> | <p><b>Marketing a product vlog:</b> Students receive a food product and they must try to convince the class to consume it.</p> <p><b>Partner food label activity:</b> Students pair up and dissect food labels together.</p> <p><b>Sugar project:</b> Students select a drink and make a presentation about the sugar amount and compare it to our “healthy standards”</p> | <p>Padlet</p> <p>Google Classroom</p> <p>Quizlet</p> <p>Quizizz</p> <p>Choices Magazine</p> | <p>While applying the information learned, the students will be able to process the food industry world and identify the trick in which they market products.</p> <p>The students will be able to read food labels and reflect on what they’re consuming.</p> |
| <b>Name: Communication</b>  | <p>How do I make decisions in regards to</p>  | <p><b>National Standards:</b></p>   | <p><b>Formative:</b> Reading articles, worksheets,</p>  | <p>Students participate in an activity called</p>  | <p>Padlet</p> <p>Google Classroom</p>   | <p>Students will be able to use the three forms</p>   |

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| <p><b>&amp; Conflict Resolution</b><br/><b>Quarter: Q1-4</b></p> <p><b>Length (Days):7-10 days</b></p>                        | <p>my personal health and others around me?</p> <p>What is conflict? How do I resolve it in a healthy way?</p> <p>What are the basic forms of communication?</p> <p>How do I learn to stand for and communicate my beliefs to others?</p> <p>How do I effectively communicate to another person, within a group when conflict is happening?</p> <p>What is active listening? How does it impact my social relationships?</p> | <p>HES 2 - Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 5 – Students will Demonstrate the ability to use decision-making skills to enhance health.</p> | <p>groups projects, self reflections.</p> <p>Summative: Unit Assessment and end of quarter assessment.</p>  | <p>“speed conversations” where they rotate around the room to engage in conversations. Identify the types of communications and how to actively and appropriately communicate through all forms.</p> <p>How to use the decision making model to make a choice with healthy/positive consequences.</p> | <p>Quizlet<br/>Quizizz<br/>Choices Magazine<br/>Edpuzzle<br/>Flipgrid</p>                    | <p>of communication effectively. They will be able to take steps to acknowledging conflict, how to approach it, and how to find a solution.</p> <p>Implement the proper steps when trying to make a healthy decision.</p>  |
| <p><b>Name:</b><br/><b>Relationships/Human Sexuality</b></p> <p><b>Quarter:Q1-4</b></p> <p><b>Length (Days):7-10 days</b></p> | <p>What are the different types of relationships we experience in life?</p> <p>How do we identify if a relationship is healthy or unhealthy? What are the characteristics?</p> <p>How do we establish boundaries within all forms of our relationships?</p> <p>What is consent? How do we give people</p>  | <p>National Standards:</p> <p>HES 2 - Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors</p> <p>HES 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk</p>   | <p>Formative: Reading articles, worksheets, groups projects, self reflections.</p> <p>Summative: Unit Assessment and end of quarter assessment.</p> | <p>Red flag activity: Students will identify characteristics/statements that may be a warning sign of an unhealthy relationship.</p> <p>Love blog: Students post a statement about what love means to them. Then they read through everyone else’s and provide positive feedback.</p>                 | <p>Padlet<br/>Google Classroom<br/>Quizlet<br/>Quizizz<br/>Choices Magazine<br/>Edpuzzle</p> | <p>Form and maintain healthy relationships.</p> <p>Identify when someone or something is unhealthy in a relationship.</p> <p>Set boundaries allowing for space and communication for personal health and growth.</p> <p>Acknowledge the benefits of becoming</p> |



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|  | <p>consent on a daily basis?</p> <p>What is sexual abuse? Identify the different forms of sexual abuse in all kinds of relationships.</p>   | <p>HES 7 – Students will Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks</p>  |   | <p>Be an ally: Students learn how to be an “ally” to a community they don’t necessarily fit into.</p>   |   | <p>an ally for another person.</p>  |
| <p>Name: ATOD (Alcohol, Tobacco, Other Drugs)</p> <p>Quarter: Q1-4</p> <p>Length (Days): 7-10 days</p>         | <p>What is medicine? How does it affect our body?</p> <p>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</p> <p>Why does one person become an addict and another does not?</p> <p>What are steroids? What effects might they have on a person?</p> <p>What is a vape or e-cigarette?</p> | <p>National Standards:</p> <p>HES 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health</p> <p>HES 5 – Students will Demonstrate the ability to use decision-making skills to enhance health.</p> <p>HES 7 – Students will Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risk</p> | <p>Formative: Reading articles, worksheets, groups projects, self reflections.</p> <p>Summative: Unit Assessment and end of quarter assessment.</p> | <p>Students learn how to read medicine labels and identify certain aspects of taking medicine.</p> <p>Students learn about the drug use continuum and what it means to use legal or illegal substances.</p> <p>Identify the risk of their personal health if they decide to use/abuse substances.</p> | <p>Kidshealth.org</p> <p>Google Classroom</p> <p>Quizlet</p> <p>Quizizz</p> <p>Choices Magazine</p> | <p>The proper use of medicine for the body.</p> <p>The different effects substances have on their body and health.</p> <p>The risks involved in actively participating in substance use.</p> <p>The stages in which people become addicted to substances.</p> |
| <p>Name: SEL</p> <p>Quarter: Q1-4</p> <p>Length (Days): 7-10 days (intertwined into the other major units)</p> | <p>What coping techniques are we/can we use in our everyday life?</p> <p>How will we implement strategies and concepts into our everyday lives?</p> <p>How will this enhance our ability to succeed in the future?</p>  | <p>National Standards:</p> <p>HES 8 – Students will Demonstrate the ability to advocate for personal, family and community health.</p> <p>HES 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health</p>  | <p>Formative: Classroom activities, slide presentation with worksheet</p> <p>Summative: Concepts assessed on end of the quarter assessment</p>      | <p>The students will participate in group based activities.</p> <p>The students will participate in peer sharing and discussion.</p> <p>The students will participate in self reflection and decision making.</p>   | <p>Second Step Program</p> <p>Scholastic Choices</p>  | <p>The students will have a brainstorm activity and an end of class reflection activity that correlates with the current SEL topic we're discussing in class.</p> <p>Students will analyze different peoples lives and how they can relate to them.</p>       |