



Quarter	Unit	Instructional Guide	Benchmarks	Blocks*
First Quarter	Personal Health & Health Related Skills	Health Triangle – Physical, Mental/Emotional, Social	HE.6.C.1.2 HE.6.C.1.6 HE.6.B.5.3	4
		Making Decisions & Setting Goals	HE.6.B.5.1 HE.6.B.5.5 HE.6.B.6.2 HE.6.B.6.3 HE.6.B.6.4 HE.6.P.7.2 HE.6.P.8.3	2
		Nutrition & Physical Activity	HE.6.C.1.4 HE.6.C.1.8 HE.6.C.2.1 HE.6.C.2.7 HE.6.B.3.1 HE.6.B.3.3 HE.6.B.5.1 HE.6.B.5.2 HE.6.B.6.1 HE.6.B.6.2 HE.6.B.6.3 HE.6.P.8.1	12
Second Quarter	Body Systems	Skeletal System	HE.6.C.1.5	1
		Muscular System	HE.6.C.1.5	1
		Nervous System	HE.6.C.1.5	1
		Circulatory System	HE.6.C.1.5	1
		Respiratory System	HE.6.C.1.5	1
		Digestive & Excretory Systems	HE.6.C.1.5	1
		Endocrine System	HE.6.C.1.5	1
		Immune System	HE.6.C.1.5	1
	First Aid	CPR/AED Training	HE.6.C.2.3 HE.6.B.3.4 HE.6.B.5.4	3
	Non-Communicable Diseases	Cancer	HE.6.C.1.3 HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	2



		Heart Disease and Circulatory Problems	HE.6.C.1.5 HE.6.C.1.7 HE.6.C.1.8 HE.6.B.3.3 HE.6.P.7.2	1
		Diabetes – Type I & Type II	HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	1
		Arthritis	HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	1
		Allergies	HE.6.C.1.3 HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	1
		Asthma	HE.6.C.1.3 HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	1
Third Quarter	Substance Abuse Prevention	Tobacco, Marijuana, & Vaping	HE.6.C.1.5 HE.6.C.1.6 HE.6.C.1.7 HE.6.C.1.8 HE.6.C.2.8 HE.6.B.3.1 HE.6.B.3.3 HE.6.B.5.1 HE.6.B.5.5 HE.6.P.7.1 HE.6.P.8.2 HE.68.SUA.1.1 HE.68.SUA.1.4 HE.68.SUA.1.5 HE.68.SUA.1.8 HE.68.SUA.2.3 HE.68.SUA.2.4 HE.68.SUA.3.3 HE.68.SUA.3.4 HE.68.SUA.4.1 HE.68.SUA.4.2 HE.68.SUA.5.3	2
		Alcohol	HE.6.C.1.5 HE.6.C.1.6 HE.6.C.1.7 HE.6.C.1.8 HE.6.C.2.8 HE.6.B.3.1 HE.6.B.3.3 HE.6.B.5.1 HE.6.B.5.5 HE.6.P.7.1 HE.6.P.8.2 HE.68.SUA.1.1 HE.68.SUA.1.2 HE.68.SUA.1.3 HE.68.SUA.2.2 HE.68.SUA.3.2 HE.68.SUA.4.1 HE.68.SUA.4.2	2



		Drugs & Medicines	HE.6.C.1.2 HE.6.C.1.6 HE.6.C.2.8 HE.6.B.3.1 HE.6.B.3.3 HE.6.B.3.4 HE.6.B.5.1 HE.6.B.5.2 HE.68.SUA.1.6 HE.68.SUA.1.7 HE.68.SUA.3.5	2
		Drug Use, Misuse and Abuse	HE.6.C.1.2 HE.6.C.1.6 HE.6.C.1.8 HE.6.C.2.9 HE.6.B.3.3 HE.6.B.3.4 HE.6.B.5.1 HE.6.B.5.3 HE.6.B.5.5 HE.68.SUA.1.1 HE.68.SUA.3.1 HE.68.SUA.4.1	1
		Staying Drug Free	HE.6.C.1.6 HE.6.C.1.8 HE.6.C.2.1 HE.6.C.2.2 HE.6.C.2.3 HE.6.C.2.6 HE.6.C.2.8 HE.6.C.2.9 HE.6.B.3.3 HE.6.B.4.2 HE.6.B.5.2 HE.6.B.6.2 HE.6.B.6.3 HE.6.P.7.1 HE.6.P.7.2 HE.6.P.8.1 HE.68.SUA.2.1 HE.68.SUA.2.3	1
			HE.68.SUA.3.6 HE.68.SUA.4.1 HE.68.SUA.5.2 HE.68.SUA.5.6	
Mental Health & Social Health		Understanding Your Emotions	HE.6.C.2.9 HE.6.B.4.1	2
		Managing Stress	HE.6.B.6.1	2
		Mental & Emotional Disorders	HE.6.B.3.3 HE.6.B.3.4 HE.6.B.5.5	2
		Suicide Prevention	HE.6.C.1.4 HE.6.B.3.3 HE.6.B.5.2	2
		Bullying, Cyberbullying & Internet Safety	HE.6.C.2.5 HE.6.C.2.6 HE.6.C.2.8 HE.6.B.3.3	2



		Social Health & Building Healthy Relationships	HE.6.C.2.1 HE.6.C.2.2 HE.6.B.3.3 HE.6.B.4.1 HE.6.B.4.2 HE.6.B.4.3 HE.6.B.4.4 HE.6.B.6.2 HE.6.P.7.1 HE.6.P.7.2 HE.6.P.8.4	2
Fourth Quarter	Family Life *This Unit is eligible for the " Opt-Out " Waiver	Puberty	HE.6.C.1.4 HE.6.B.3.3	4
		Reproductive Systems	HE.6.C.1.4	3
		Abstinence & Teen Pregnancy Prevention	HE.6.C.1.8 HE.6.B.5.1 HE.6.B.5.2	1
	Communicable Diseases *This Unit is eligible for the " Opt-Out " Waiver	Preventing the Spread of Disease	HE.6.C.1.4 HE.6.C.1.5 HE.6.C.1.6 HE.6.C.2.4	3
		Common Diseases	HE.6.C.1.5 HE.6.B.3.3 HE.6.B.3.4	3
		STDs & HIV/AIDS	HE.6.C.1.8 HE.6.B.3.3 HE.6.B.3.4 HE.6.B.5.1	4

Quarter One	Unit One						
	Concept: Personal Health & Health Related Skills						
	Module # 1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Health Triangle – Physical, Mental/Emotional, & Social Health	4 blocks	HE.6.C.1.2 HE.6.C.1.6 HE.6.B.5.3	Identify the dimensions of health. Differentiate health and wellness.	<ul style="list-style-type: none"> • Health • Wellness • Mind-Body Connection 	Explain how all three sides of your health triangle are connected.	Write to explain – use writing prompt(s) or scenario(s), OR use small group discussion, OR project to represent your own health triangle.
	Module # 2						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Making Decisions & Setting Goals	2 blocks	HE.6.B.5.1 HE.6.B.5.5 HE.6.B.6.2 HE.6.B.6.3 HE.6.B.6.4 HE.6.P.7.2 HE.6.P.8.3	Identify consequences related to making decisions. Describe the difference between long- and short-term goals and the importance of both.	<ul style="list-style-type: none"> • Making health-related decisions. • H.E.L.P. (Healthful, Ethical, Legal, Parent approval) • Setting Goals • Long Term Goals • Short Term Goals 	Explain the importance of considering the outcome/ consequences or a decision prior to making the decision and/or setting goals.	Write to explain – use writing prompt(s) or scenario(s) requiring the use of H.E.L.P., OR use small group discussion, OR goal-setting activity to include short term goals that lead to the long term goal.

				Use goal setting skills to enhance health.			
Module #3							
Performance Task							
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Nutrition & Physical Activity	12 blocks	HE.6.C.1.4 HE.6.C.1.8 HE.6.C.2.1 HE.6.C.2.7 HE.6.B.3.1 HE.6.B.3.3 HE.6.B.5.1 HE.6.B.5.2 HE.6.B.6.1 HE.6.B.6.2 HE.6.B.6.3 HE.6.P.8.1	Analyze nutrition information to identify healthy options. Identify and Assess personal barriers and influences on healthy eating and physical activity.	<ul style="list-style-type: none"> Health benefits of making good diet/nutrition choices, hydration, & being physically active. MyPlate Recommended federal guidelines for diet & physical activity. Potential dangers of poor diet & lack of physical activity. 	What are the main messages conveyed by MyPlate for consumers to make healthy food choices and participate in regular physical activity?	Write to explain - use writing prompt(s) or scenario(s), OR use small group discussion, OR goal-setting activity. www.chooseMyPlate.gov Ex: Analyze Food Labels in small groups, use smart devices to analyze daily physical activity, create a healthful eating plan, or analyze your own food log.

Quarter	Unit Two
	Concept: Physical Health & Body Systems
	Module # 1
	Performance Task

Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Skeletal System	1 block	HE.6.C.1.5	Analyze how the skeletal system supports and protects the body.	<ul style="list-style-type: none"> • bones • joints • connective tissues 	Describe two functions of the skeletal system.	Write to explain – use writing prompt(s), OR use small group discussion, OR group/individual unit projects. Examples: Wanted Posters or Life size body systems with details & problems. ** Ask for permission to post your finished product in a school hallway.
Module # 2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Muscular System	1 block	HE.6.C.1.5	Identify skeletal, cardiac, smooth muscles and their function.	<ul style="list-style-type: none"> • voluntary • involuntary 	Explain how muscles work.	Write to explain – use writing prompt(s), OR use small group discussion, OR group/individual unit projects. Examples: Wanted Posters or Life size body systems with details & problems.
Module # 3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Nervous System	1 block	HE.6.C.1.5	Analyze how the Nervous System sends	<ul style="list-style-type: none"> • Central • Peripheral 	Explain how your brain and your	Write to explain – use writing prompt(s), OR use small group

			messages throughout the body.		nerves tell your body what to do.	discussion, OR group/individual unit projects. Examples: Wanted Posters or Life size body systems with details & problems.
Module # 4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Circulatory System	1 block	HE.6.C.1.5	Describe how blood flows throughout your body and what purpose this serves.	<ul style="list-style-type: none"> • heart • veins • arteries • capillaries • blood cells 	Describe how your circulatory system is a transportation system inside your body.	Write to explain – use writing prompt(s), OR use small group discussion, OR group/individual unit projects. Examples: Wanted Posters or Life size body systems with details & problems.
Module # 5						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Respiratory System	1 block	HE.6.C.1.5	<p>Identify the function of the respiratory system.</p> <p>Describe how healthful choices can affect your respiratory system.</p>	<ul style="list-style-type: none"> • lungs • diaphragm • bronchi 	Your whole body depends on having a healthy respiratory system. What can you do to protect your respiratory system?	Write to explain – use writing prompt(s), OR use small group discussion, OR group/individual unit projects. Examples: Wanted Posters or Life size body systems with details & problems.
Module # 6						

Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Digestive & Excretory Systems	1 block	HE.6.C.1.5	Describe how your body processes, uses, and then eliminates the foods you eat	<ul style="list-style-type: none"> • saliva • enzymes • kidneys • colon • hydration 	Explain how making healthful food choices will affect your digestive and excretory systems.	Write to explain – use writing prompt(s), OR use small group discussion, OR group/individual unit projects. Examples: Wanted Posters or Life size body systems with details & problems.
Module # 7						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Endocrine System	1 block	HE.6.C.1.5	Analyze the importance of the endocrine system to regulating your body functions	<ul style="list-style-type: none"> • glands • hormones • metabolism • Diabetes 	The body is made up glands and organs that allow it to function. Describe how a problem with the endocrine system could affect the day-to-day functioning of the body.	Write to explain – use writing prompt(s), OR use small group discussion, OR group/individual unit projects. Examples: Wanted Posters or Life size body systems with details & problems.
Module # 8						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Immune System	1 block	HE.6.C.1.5	Analyze how your body's immune system helps	<ul style="list-style-type: none"> • immunity • white blood cells • pathogens 	Name three ways the body develops immunity against diseases.	Write to explain – use writing prompt(s), OR use small group discussion, OR

			defend against infections.	<ul style="list-style-type: none"> • Antigens • Antibodies • vaccines 		group/individual unit projects. Examples: Wanted Posters or Life size body systems with details & problems.
Unit Three						
Concept: First Aid						
Module # 1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
CPR / AED Training	3 blocks	HE.6.C.2.3 HE.6.B.3.4 HE.6.B.5.4	Use “CPR in Schools” Training Kits	<ul style="list-style-type: none"> • Adult Hands-Only CPR • How & When to use an AED • How to identify and help a choking victim When to call 911	A common reason people give for not doing CPR is they are afraid they will do it incorrectly. How would you respond to this statement?	Participate in American Heart Association “CPR in Schools” training.
Unit Four						
Concept: Non-Communicable Diseases						
Module # 1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Cancer	2 blocks	HE.6.C.1.3 HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	Describe the difference between malignant and benign tumors. Analyze and develop a plan	<ul style="list-style-type: none"> • tumor • benign • malignant • carcinogen • biopsy • ABCD’s • Skin cancer 	Why is it important to diagnose and treat cancer as early as possible?	Write to explain – use writing prompt(s) (Examples could include: Write about healthful behaviors that will reduce your risks of developing cancer.) OR

			to reduce your risk of developing cancer. Recognize how heredity can affect personal health.			use small group discussion/small group projects (Examples could include: Create a poster/one pager that provides other students with tips on how to stay healthy and reduce their risk of developing different types of cancer.)
Module # 2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Heart Disease & Circulatory Problems	1 block	HE.6.C.1.5 HE.6.C.1.7 HE.6.C.1.8 HE.6.B.3.3 HE.6.P.7.2	Explain how body systems are impacted by hereditary factors and infectious agents. Recognize how heredity can affect personal health.	<ul style="list-style-type: none"> • heart attacks • hypertension 	Describe how your healthful choices and heredity affect your heart.	Write to explain – use writing prompt(s) (Examples could include: Write about healthful behaviors that will reduce your risks of developing heart disease.) OR small group discussion: (Examples could include: Create a poster/one pager that provides other students with tips on how to stay healthy and reduce their risk of developing heart disease.)
Module # 3						
Performance Task						

Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Diabetes – Type 1 & Type 2	1 block	HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	Identify the difference between type 1 and type 2 diabetes. Recognize how heredity can affect personal health.	<ul style="list-style-type: none"> insulin glucose pancreas type 1 type 2 	What is the most common form of diabetes and what can people do to manage the disease?	Write to explain – use writing prompt(s) (Examples could include: Write about healthful behaviors that will reduce your risks of developing TYPE 2 Diabetes. OR Create a poster/one pager that shows a clear understanding of the difference between Type 1 & Type 2 Diabetes.) OR small group discussion (Examples could include: Create a poster/one pager that provides other students with tips on how to stay healthy and reduce their risk of developing TYPE 2 Diabetes.)
Module # 4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Arthritis	1 block	HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	Analyze two types of arthritis and identify the differences between them.	<ul style="list-style-type: none"> arthritis osteoarthritis rheumatoid arthritis 	What are some ways to manage the symptoms of arthritis?	Write to explain – use writing prompt(s) (Examples could include: Write about healthful behaviors that will reduce your risks of developing arthritis.)

			Recognize how heredity can affect personal health.			<p>OR small group activity (Examples could include: Create a poster/one pager that provides other students with tips on how to stay healthy and reduce their risk of developing arthritis.)</p> <p>OR compare & contrast two types of arthritis.)</p>
Module # 5						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Allergies	1 block	HE.6.C.1.3 HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	Describe the difference between allergies and allergens.	<ul style="list-style-type: none"> • allergy • allergen • histamine 	What are three ways the body responds to allergens and what are three ways to manage it?	<p>Write to explain – use writing prompt(s) (Examples could include: Write about healthful behaviors that will reduce your risks of developing allergies and/or reduce your symptoms of allergies.)</p> <p>OR small group activity (Examples could include: Create a poster/one pager that provides other students with tips on how to stay healthy and reduce their allergy symptoms & risks.)</p>
Module # 6						
Performance Task						

	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Asthma	1 block	HE.6.C.1.3 HE.6.C.1.7 HE.6.B.3.3 HE.6.P.7.2	Identify common triggers of asthma symptoms and how to manage the condition.	<ul style="list-style-type: none"> • asthma • bronchodilator • triggers 	An asthma attack can be life threatening. What are two ways you can help a friend who is suffering from an asthma attack?	Write to explain – use writing prompt(s) (Examples could include: Write about healthful behaviors that will reduce your risks of developing asthma and/or controlling asthma symptoms.) OR small group activity (Examples could include: Create a poster/one pager that provides other students with tips on how to stay healthy and reduce their risk of developing asthma and/or controlling symptoms.)

Quarter Three	Unit Five						
	Concept: Substance Abuse Prevention						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Tobacco, Marijuana, & Vaping	2 blocks	HE.6.C.1.5 HE.6.C.1.6 HE.6.C.1.7 HE.6.C.1.8 HE.6.C.2.8	Compare & Contrast products.	<ul style="list-style-type: none"> • short- & long-term consequences. • Social norms 	What are factors that can determine the likelihood of use	Write to explain - utilizing writing prompt(s) (Examples could include: Explain the

		HE.6.B.3.1 HE.6.B.3.3 HE.6.B.5.1 HE.6.B.5.5 HE.6.P.7.1 HE.6.P.8.2 HE.68.SUA.1.1 HE.68.SUA.1.4 HE.68.SUA.1.5 HE.68.SUA.1.8 HE.68.SUA.2.3 HE.68.SUA.2.4 HE.68.SUA.3.3 HE.68.SUA.3.4 HE.68.SUA.4.1 HE.68.SUA.4.2 HE.68.SUA.5.3	Identify short- and long-term consequences.		and subsequent illness?	differences and similarities of the different forms of tobacco.) OR Compare and contrast. OR Small group activity.
Module #2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Alcohol	2 blocks	HE.6.C.1.5 HE.6.C.1.6 HE.6.C.1.7 HE.6.C.1.8 HE.6.C.2.8 HE.6.B.3.1 HE.6.B.3.3 HE.6.B.5.1 HE.6.B.5.5 HE.6.P.7.1 HE.6.P.8.2 HE.68.SUA.1.1 HE.68.SUA.1.2 HE.68.SUA.1.3 HE.68.SUA.2.2 HE.68.SUA.3.2 HE.68.SUA.4.1 HE.68.SUA.4.2	Identify short- and long-term consequences.	<ul style="list-style-type: none"> • short- & long-term consequences • Social norms 	What are factors that can determine the likelihood of use and subsequent illness?	Write to explain - utilizing writing prompt(s) OR Small group activity (Examples could include: Design a poster noting potential physical, social, & mental/emotional effects (long- & short-term) of alcohol use.)

Module #3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Drugs & Medicine	2 blocks	HE.6.C.1.2 HE.6.C.1.6 HE.6.C.2.8 HE.6.B.3.1 HE.6.B.3.3 HE.6.B.3.4 HE.6.B.5.1 HE.6.B.5.2 HE.68.SUA.1.6 HE.68.SUA.1.7 HE.68.SUA.3.5	Identify short- and long-term effects of various types of drugs/medicines.	<ul style="list-style-type: none"> Types of Drugs and their effects 	Explain why all medicines are drugs, but not all drugs are medicines.	Write to explain - utilizing writing prompt(s) OR Compare and contrast. OR Small group activity (Examples could include: Do a Socratic Seminar/ Classroom debate on: Do you think all drugs should be legal or illegal? OR What is your position on using marijuana for medicinal purposes.)
Module #4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Drug Use, Misuse, & Abuse	1 block	HE.6.C.1.2 HE.6.C.1.6 HE.6.C.1.8 HE.6.C.2.9 HE.6.B.3.3 HE.6.B.3.4 HE.6.B.5.1 HE.6.B.5.3 HE.6.B.5.5 HE.68.SUA.1.1 HE.68.SUA.3.1 HE.68.SUA.4.1	Describe the differences between Drug Use, Misuse, and Abuse. Describe situations when professional health services may be required.	<ul style="list-style-type: none"> Physical, mental / emotional, & social consequences of drug use Characteristics of dependency & addiction 	How can we identify signs of trouble related to Drug use?	Write to explain - utilizing writing prompt(s) OR Compare and contrast. (site text evidence) OR Small group activity. Example: Provide descriptions of individual situations and separate into

						Use, Misuse, & Abuse columns.
Module #5						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Staying Drug Free	1 block	HE.6.C.1.6 HE.6.C.1.8 HE.6.C.2.1 HE.6.C.2.2 HE.6.C.2.3 HE.6.C.2.6 HE.6.C.2.8 HE.6.C.2.9 HE.6.B.3.3 HE.6.B.4.2 HE.6.B.5.2 HE.6.B.6.2 HE.6.B.6.3 HE.6.P.7.1 HE.6.P.7.2 HE.6.P.8.1 HE.68.SUA.2.1 HE.68.SUA.2.3 HE.68.SUA.3.6 HE.68.SUA.4.1 HE.68.SUA.5.2 HE.68.SUA.5.6	Identify trouble. Practice Refusal Skills.	<ul style="list-style-type: none"> Refusal Skills 	What are ways that someone could support others who want to stop using alcohol, tobacco, or other drugs?	Write to explain - utilizing writing prompt(s) OR Compare and contrast. (site text evidence) OR Small group activity. OR Devise examples of skills that could be used in various situations.
Unit Six						
Concept: Mental & Emotional Health						
Module # 1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Understanding & Managing your emotions	2 blocks	HE.6.C.2.9 HE.6.B.4.1	Differentiate between positive	<ul style="list-style-type: none"> Feelings Emotions are normal 	Everyone has feelings and should experience	Write to explain – use writing prompt(s), OR use

			and negative feelings. Identify the influence of media, peers, culture, values, attitudes, and beliefs about individual health practices and behaviors.	<ul style="list-style-type: none"> Changes in emotions and feelings during puberty 	a variety of emotions. How do your values, beliefs, and the people around you influence your emotions?	small group discussion, OR project to encourage to express feelings in appropriate ways.
Module # 2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Managing Stress	2 blocks	HE.6.B.6.1	Identify characteristics of stress and effective stress management strategies	<ul style="list-style-type: none"> Stress vs distress The Fight-or-Flight Response 	How does stress effect your physical, mental/emotional and social health and how are these effects related?	Small group: Devise examples of situations that might cause stress OR Write to explain - utilizing writing prompt(s) (Examples could include: Outlining strategies you might use for managing stress in these situations)
Module # 3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Mental & Emotional Disorders	2 blocks	HE.6.B.3.3 HE.6.B.3.4 HE.6.B.5.5	Identify examples and characteristics of	<ul style="list-style-type: none"> Anxiety Disorders 	A student's teacher has assigned a	Write to explain – (Examples could include: Outlining

			<p>anxiety and mood disorders.</p> <p>Describe healthful ways of dealing with emotions.</p> <p>Describe situations when professional health services may be required.</p>	<ul style="list-style-type: none"> Mood Disorders 	<p>presentation to the class. The student is very nervous and is having trouble sleeping. Is the student's fear helpful or harmful? Explain Why.</p>	<p>strategies you might use for dealing with emotions in these situations. OR Small group: Devise examples of situations that might cause anxiety or nervousness</p>
Module # 4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Suicide Prevention	2 blocks	HE.6.C.1.4 HE.6.B.3.3 HE.6.B.5.2	<p>Demonstrate how thoughts & feelings can determine behavior.</p> <p>Identify risk factors Recognize warning signs.</p> <p>Determine situations where help is required.</p> <p>Demonstrate ways to ask for help.</p>	<ul style="list-style-type: none"> Risk factors Warning Signs Locating Resources Getting Help 	<p>What course of action should someone take if they believe that someone they know is experiencing suicidal ideation?</p>	<p>Write to explain – utilizing writing prompt(s). OR Devise examples of situations that would require assistance, OR small group discussion on appropriate actions.</p>
Module # 5						

Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Bullying, Cyberbullying & Internet Safety	2 blocks	HE.6.C.2.5 HE.6.C.2.6 HE.6.C.2.8 HE.6.B.3.3	Compare & Contrast the characteristics of bullying, cyberbullying, and harassment. Identify types of bullying. List potential effects of bullying and Cyberbullying. Identify ways to stay safe online.	<ul style="list-style-type: none"> • Bullying • Cyberbullying • Internet Safety & Social Media • Harassment • Bystanders • Angry Feelings vs. Angry behavior 	If you, or a friend, are the target of bullying what are some strategies you could use to stop the bullying when it's happening?	Write to explain – utilizing writing prompt(s), OR Devise examples of situations that would require assistance. (Examples include: A friend of yours has been receiving humiliating text messages about her weight. What advice would you give her on handling this cyberbullying? Write a “To Do” list of strategies for your friend.
Module # 6						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Social Health & Building Healthy Relationships	2 blocks	HE.6.C.2.1 HE.6.C.2.2 HE.6.B.3.3 HE.6.B.4.1 HE.6.B.4.2 HE.6.B.4.3 HE.6.B.4.4 HE.6.B.6.2 HE.6.P.7.1 HE.6.P.7.2 HE.6.P.8.4	Describe the different types of relationships that a person may develop. Identify healthy communication skills.	<ul style="list-style-type: none"> • Verbal & Non-Verbal Communication • Body language • "I" Messages • Qualities in Healthy Relationships: Honesty, Trust, Respect, Reliability, 	What are some examples of ways you can use good communication skills with your family? With your friends?	Write to explain – utilizing writing prompt(s) OR Small Group: Devise a list of positive characteristics of healthy relationship vs. unhealthy relationship.

					loyalty, sympathy <ul style="list-style-type: none"> • Assertive, Passive, & Aggressive communication • Positive & Negative Peer Pressure 		(Examples include: Imagine you have a friend who wants to copy your HW. Use “I” messages to respond.)
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Unit Seven							
*This Unit is eligible for the “Opt-Out” Waiver							
Concept: Family Life							
Module #1							
Performance Task							
Quarter Four	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Puberty	4 blocks	HE.6.C.1.4 HE.6.B.3.3	Identify physical, mental emotional and social changes during puberty.	<ul style="list-style-type: none"> • Adolescence • Puberty • Heredity • Hormones • Common changes specific to males & females 	How do you think the changes you experience during adolescence help you prepare for adulthood?	Write to explain - utilizing writing prompt(s) (Examples include: Why do you think teens go through puberty at different rates?) OR Small group activity (Examples include: How are relationships with parents or friends likely to change during the teen years? OR Caring for your body during puberty is important. Design a

						pamphlet that explains the kinds of care needed.)
Module #2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Reproductive Systems	3 blocks	HE.6.C.1.4	Examine anatomy and physiology of the male and female reproductive systems. Examine ways to care for the reproductive system(s).	<ul style="list-style-type: none"> • Parts of the male reproductive system. • Parts of the female reproductive system. • Caring for the reproductive system(s) 	What are the main functions of the male (2) and female (3) reproductive systems?	Write to explain - utilizing writing prompt(s) (Examples include: Identify ways to prevent problems with the reproductive system(s).) OR Small group activity (Examples include: create a list of ways to care for the male and female reproductive systems)
Module #3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Abstinence & Teen Pregnancy Prevention	1 block	HE.6.C.1.8 HE.6.B.5.1 HE.6.B.5.2	Identify stages of the Life Cycle. Examine the process of fertilization. Examine the benefits of	<ul style="list-style-type: none"> • Life Cycle • Ovum • Sperm • Menstrual Cycle • Fertilization • Abstinence 	What are the benefits of sexual abstinence for teens?	Write to explain - utilizing writing prompt(s) (Examples include: Samantha hopes to become a lawyer when she reaches adulthood. What skills can she develop now during her teens to help her achieve her goal?) OR

			sexual abstinence.			Small group activity (Examples include: create a list of consequences of teen pregnancy)
Unit Eight						
*This Unit is eligible for the “Opt-Out” Waiver						
Concept: Communicable Diseases						
Module # 1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Preventing the Spread of Disease	3 blocks	HE.6.C.1.4 HE.6.C.1.5 HE.6.C.1.6 HE.6.C.2.4	Identify the four main types of pathogens. Examine how most pathogens are spread. Identify ways to protect yourself and others from the spread of pathogens.	<ul style="list-style-type: none"> • Communicable vs non-communicable diseases • Pathogens • Hygiene • Contagious • Direct vs Indirect Contact 	How can preventative measures such as hand washing help keep a community free from communicable diseases?	Write to explain - utilizing writing prompt(s) (Examples include: Imagine that you wake up with a sore throat and headache. Your team is playing in the soccer finals today and you’re the starting goalie. What should you do, and why?) OR Small group activity (Examples include: create a brochure that explains to students how they can help keep themselves and others safe from the spread of pathogens. List at least five things students can do to keep themselves safe and five things

						students can do to keep others safe from the spread of pathogens.)
Module # 2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Common Communicable Diseases	3 blocks	HE.6.C.1.5 HE.6.B.3.3 HE.6.B.3.4	Identify common communicable diseases. Identify ways to protect yourself and others from the spread of pathogens. Describe situations when professional health services may be required.	<ul style="list-style-type: none"> • Contagious Period • Virus • Bacteria • Common Cold • Influenza • Pneumonia • Vaccines 	Why is it important to get treatment for disease such as strep throat?	Write to explain - utilizing writing prompt(s) (Examples include: Japan is a small country with lots of people. If someone is ill and must go out, he or she will wear a surgical mask. Why do you think they do this?) OR Small group activity (Examples include: Create a poster that provides students with tips on how to stay healthy and how to keep others healthy. Ask for permission to post your finished product in a school hallway.)
Module # 3						
Performance Task						
STDs & HIV/AIDS	4 blocks	HE.6.C.1.8 HE.6.B.3.3 HE.6.B.3.4 HE.6.B.5.1	Identify common STDs.	<ul style="list-style-type: none"> • Sexually Transmitted Diseases (STDs) 	Why is important to see a health care provider if someone thinks	Write to explain - utilizing writing prompt(s) (Examples include: Why might

			<p>Examine modes of transmission for STDs and HIV.</p> <p>Examine the effects of HIV/AIDS.</p> <p>Identify ways to prevent the spread of STDs (including HIV/AIDS).</p> <p>Describe situations when professional health services may be required.</p>	<ul style="list-style-type: none"> • Human Immunodeficiency Virus (HIV) • Acquired Immune Deficiency Syndrome (AIDS) • Opportunistic Infection • Carrier • Abstinence 	<p>they may have an STD (including HIV)?</p>	<p>drinking alcohol increase your risk of getting and STD (including HIV)?</p> <p>OR</p> <p>Small group activity (Examples include: Create a brochure or pamphlet about STDs and/or HIV and AIDS. Include basic facts about the disease(s) and explain how to avoid getting the disease. Include ways it can be transmitted and ways it cannot be transmitted.)</p>
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