



Quarter	Unit	Instructional Guide	Benchmarks	Blocks*
First Quarter	Personal Health/Health Skills	Health Triangle – Physical, Mental/Emotional, Social	HE.6.C.1.2 HE.6.B.5.3	1
		Nutrition and Physical Activity	HE.6.C.1.2 HE.6.C.1.4 HE.6.C.1.8 HE.6.C.2.1 HE.6.C.2.2 HE.6.C.2.3 HE.6.C.2.4 HE.6.C.2.5 HE.6.C.2.7 HE.6.C.2.9 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 HE.6.P.8.4	2
	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.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.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.B.3.4 HE.6.B.5.2 HE.68.SUA.1.6 HE.68.SUA.1.7 HE.68.SUA.3.5	1
		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.3.4 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.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	1	
		Mental Health	Understanding & Managing Your Emotions & Stress	HE.6.C.1.2 HE.6.C.1.4 HE.6.C.2.9 HE.6.B.4.3 HE.6.B.6.1 HE.6.B.6.3 HE.6.P.7.2	1
			Mental & Emotional Disorders	HE.6.C.1.2 HE.6.C.1.4 HE.6.C.2.9 HE.6.B.3.4 HE.6.B.4.2 HE.6.B.4.3 HE.6.B.5.5 HE.6.P.7.2	1
			Suicide Prevention	HE.6.C.1.4 HE.6.B.3.4 HE.6.B.4.4 HE.6.B.5.1 HE.6.B.5.4	2
			Bullying, Cyberbullying & Internet Safety	HE.6.C.1.4 HE.6.C.2.2 HE.6.C.2.4 HE.6.C.2.5 HE.6.C.2.6 HE.6.C.2.8 HE.6.B.3.3 HE.6.B.4.3 HE.6.B.4.4 HE.6.B.5.3 HE.6.B.5.4 HE.6.B.6.2 HE.6.P.7.2 HE.6.P.8.1 HE.6.P.8.2	2
			Building Healthy Relationships	HE.6.C.2.1 HE.6.C.2.2 HE.6.B.4.1 HE.6.B.4.2 HE.6.B.4.3 HE.6.B.4.4 HE.6.P.7.1 HE.6.P.7.2	2
		Second Quarter	Family Life *This Unit is eligible for the “Opt-Out” Waiver	Puberty	HE.6.C.1.2 HE.6.C.1.4 HE.6.C.1.5
Reproductive Systems	HE.6.C.1.6 HE.6.P.7.1 HE.6.P.7.2			3	
Abstinence & Teen Pregnancy Prevention	HE.6.C.1.4 HE.6.C.1.8 HE.6.B.5.2 HE.6.B.5.3			2	



			HE.6.B.5.5 HE.6.P.7.2	
	Communicable Diseases *This Unit is eligible for the “Opt-Out” Waiver	Preventing the Spread of Disease	HE.6.C.1.3 HE.6.C.1.5 HE.6.C.1.6 HE.6.C.1.8 HE.6.C.2.4 HE.6.B.6.2 HE.6.P.7.2 HE.6.P.8.2	3
		Common Communicable Diseases	HE.6.C.1.5 HE.6.C.1.6 HE.6.C.2.4 HE.6.C.2.7 HE.6.B.3.4 HE.6.B.6.2 HE.6.P.7.1 HE.6.P.8.1	2
		STDs & HIV/AIDS	HE.6.C.1.4 HE.6.C.1.5 HE.6.C.1.6 HE.6.C.1.8 HE.6.C.2.2 HE.6.B.3.4 HE.6.B.5.1 HE.6.B.5.5 HE.6.P.7.1 HE.6.P.8.2	2
	First Aid	CPR/AED/First Aid Training	HE.6.C.2.3 HE.6.B.3.4 HE.6.B.5.1 HE.6.B.5.4 HE.6.B.6.1 HE.6.P.8.2	2

Quarter One	Unit One						
	Concept: Personal Health Skills						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Health Triangle – Physical, Mental/Emotional, Social	1 Day	HE.6.C.1.2 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 emotions, physical and overall health are interrelated.	Write to explain - utilizing writing prompt(s) OR small group discussion (Examples could include: Write down three strategies that you could take to improve and maintain your personal health. Choose one strategy from each side of the health triangle. List steps you could take to carry out your plan.)
	Module #2						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Nutrition and Physical Activity	2 Days	HE.6.C.1.2 HE.6.C.1.4 HE.6.C.1.8 HE.6.C.2.1 HE.6.C.2.2 HE.6.C.2.3 HE.6.C.2.4 HE.6.C.2.5 HE.6.C.2.7 HE.6.C.2.9 HE.6.B.5.1 HE.6.B.5.2 HE.6.B.6.1	Analyze nutrition information to identify healthier options. Assess personal barriers to healthy eating and physical activity.	<ul style="list-style-type: none"> • Health benefits of healthy eating, hydration, and being physically active. • Federal guidelines for diet and 	What are the main messages conveyed by MyPlate when reminding consumers to make healthful food choices and participate in regular physical activity?	Write to explain - utilizing writing prompt(s) (Examples could include: How does choosing healthful foods show that you are taking responsibility for personal health behavior?) OR small group discussion OR

		HE.6.B.6.2 HE.6.B.6.3 HE.6.P.8.1 HE.6.P.8.4	Identify influences on nutritional choices and degree(s) of physical activity.	physical activity. <ul style="list-style-type: none"> • MyPlate • Potential dangers of poor diet and physical inactivity. 		goal-setting activity www.chooseMyPlate.gov
Unit Two						
Concept: Substance Abuse Prevention						
Module # 1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Tobacco, Marijuana, & Vaping	2 Days	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.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	Compare and contrast. Identify short- and long-term consequences.	<ul style="list-style-type: none"> • Short- and 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) (Examples could include: Christina is at a party where another girl lights a cigarette (or begins vaping). When Bethany points out that this is bad for her health, the other girl shrugs. “I’m a strong person”, she says. “I can quit any time I want to.” How might Christina reply.) OR Compare and contrast. (Site text evidence) OR Small group activity.
Module #2						

Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Alcohol	2 Days	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.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"> Identify short- and 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) (Examples could include: Anthony was at a party where teens were taking about drinking. He was told that trying alcohol once won't hurt him. Explain whether this statement is accurate.) OR Small group activity.
Module #3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Drugs & Medicines	1 Day	HE.6.C.1.2 HE.6.C.1.6 HE.6.B.3.4 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) (Examples could include: What is the difference between using drugs as medicine and abusing drugs?) OR Compare and contrast (Site text evidence) OR Small group activity.
Module #4						
Performance Task						

Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Drug Use, Misuse and Abuse	1 Day	HE.6.C.1.2 HE.6.C.1.6 HE.6.C.1.8 HE.6.C.2.9 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.	<ul style="list-style-type: none"> Physical, mental/emotional and social consequences of drug use. Characteristics of dependency and addiction. 	How can we identify signs of trouble?	Write to explain - utilizing writing prompt(s) (Examples could include: Suppose a friend told you steroids were safe because they are sometimes used as medicine. How would you respond? Is this valid health information?) OR Compare and contrast (Site text evidence) OR Small group activity.
Module #5						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Staying Drug Free	1 Day	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.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	Identifying trouble.	<ul style="list-style-type: none"> Refusal skills 	What are ways that someone could support others who want to stop using alcohol or tobacco?	Write to explain - utilizing writing prompt(s) (Examples could include: How could suggesting a positive alternative to alcohol use help you stay substance free? Explain your answer.) OR Compare and contrast. (Site text evidence) OR Small group activity OR Devise examples of skills that could be used in various situations.

Unit Three						
Concept: Mental Health						
Module # 1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Understanding & Managing Your Emotions (Stress)	1 Day	HE.6.C.1.2 HE.6.C.1.4 HE.6.C.2.9 HE.6.B.4.3 HE.6.B.6.1 HE.6.B.6.3 HE.6.P.7.2	Differentiate between positive and negative feelings. Identify characteristics of stress and effective stress management strategies.	<ul style="list-style-type: none"> Feelings 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 # 2						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Mental & Emotional Disorders	1 Day	HE.6.C.1.2 HE.6.C.1.4 HE.6.C.2.9 HE.6.B.3.4 HE.6.B.4.2 HE.6.B.4.3 HE.6.B.5.5 HE.6.P.7.2	Identify examples and characteristics of anxiety and mood disorders. Describe healthful ways of dealing with emotions.	<ul style="list-style-type: none"> Anxiety disorders Mood disorders 	How can anxiety and depression interfere with a person's ability to function in their normal manor in daily life?	Small group: Devise examples of situations that might cause anxiety or nervousness OR Write to explain – (Examples could include: Outlining strategies you might use for dealing

						with emotions in these situations OR A student's teacher has assigned a presentation to the class. The student is very nervous and is having trouble sleeping. Is the student's fear helpful or harmful? Explain Why.)
Module # 3						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Suicide Prevention	2 Days	HE.6.C.1.4 HE.6.B.3.4 HE.6.B.4.4 HE.6.B.5.1 HE.6.B.5.4	Demonstrate how thoughts and feelings can determine behavior. Identify risk factors. Recognizing warning signs. Determining situations where help is required. Demonstrate ways to ask for help and assistance.	<ul style="list-style-type: none"> • Risk factors • Warning signs • Locating resources and getting help 	What course of action should someone take if they believe that someone is experiencing suicidal ideation?	Devise examples of situations that would require assistance OR Write to explain - utilizing writing prompt(s) (Examples could include: What course of action should you take if you have a friend exhibiting warning signs of suicide?)
Module # 4						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment

	Bullying, Cyberbullying & Internet Safety	2 Days	HE.6.C.1.4 HE.6.C.2.2 HE.6.C.2.4 HE.6.C.2.5 HE.6.C.2.6 HE.6.C.2.8 HE.6.B.3.3 HE.6.B.4.3 HE.6.B.4.4 HE.6.B.5.3 HE.6.B.5.4 HE.6.B.6.2 HE.6.P.7.2 HE.6.P.8.1 HE.6.P.8.2	<p>Compare and contrast the characteristics of bullying, cyberbullying and harassment.</p> <p>Identify types of bullying: physical, verbal, psychological</p> <p>List potential effects of bullying and cyberbullying.</p> <p>Identify ways to stay safe online.</p>	<ul style="list-style-type: none"> • Angry feelings vs angry behaviors • Bullying • Harassment • Cyberbullying • Bystanders • Social media 	<p>If you, or a friend, are a target of bullying, what are some strategies you could use to stop the bullying when it is happening?</p>	<p>Devise examples of situations that would require assistance</p> <p>OR</p> <p>Write to explain - utilizing writing prompt(s) (Examples include: Your cousin writes to tell you about a “really funny kid” who just came to his school. He explains that this new person gets a laugh by knocking other students’ books out of their hands. How would you explain to your cousin that this action is inappropriate behavior? AND/OR 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.</p>
	Module # 5						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
Building Healthy Relationships	2 Days	HE.6.C.2.1 HE.6.C.2.2 HE.6.B.4.1	Describe the different types of relationships that	<ul style="list-style-type: none"> • Verbal and nonverbal 	What are some examples of ways you can	Small group: Devise a list of positive characteristics of a	

			HE.6.B.4.2 HE.6.B.4.3 HE.6.B.4.4 HE.6.P.7.1 HE.6.P.7.2	a person may develop. Identify healthy communication skills.	communication. <ul style="list-style-type: none"> • Body language • “I” Messages • Honesty and trust • Respect • Reliability • Assertive, aggressive, and passive communication • Positive vs negative peer pressure 	use good communication skills with your family? With your friends?	healthy relationship vs that of an unhealthy relationship OR Write to explain - utilizing writing prompt(s) (Examples include: Imagine you have a friend who wants to copy your homework. Use “I” messages to respond)
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Quarter Two	Unit Four *This Unit is eligible for the “Opt-Out” Waiver						
	Concept: Family Life						
	Module #1						
	Performance Task						
	Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
	Puberty	4 Days	HE.6.C.1.2 HE.6.C.1.4 HE.6.C.1.5	Identify physical, mental emotional and social changes during puberty.	<ul style="list-style-type: none"> • Adolescence • Puberty • Heredity • Hormones • Common changes • Changes specific to males and 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 Days	HE.6.C.1.6 HE.6.P.7.1 HE.6.P.7.2	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	2 Days	HE.6.C.1.4 HE.6.C.1.8 HE.6.B.5.2 HE.6.B.5.3 HE.6.B.5.5 HE.6.P.7.2	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	

			sexual abstinence.			develop now during her teens to help her achieve her goal?) OR Small group activity (Examples include: create a list of consequences of teen pregnancy)
Unit Five						
*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 Days	HE.6.C.1.3 HE.6.C.1.5 HE.6.C.1.6 HE.6.C.1.8 HE.6.C.2.4 HE.6.B.6.2 HE.6.P.7.2 HE.6.P.8.2	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 	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	2 Days	HE.6.C.1.5 HE.6.C.1.6 HE.6.C.2.4 HE.6.C.2.7 HE.6.B.3.4 HE.6.B.6.2 HE.6.P.7.1 HE.6.P.8.1	Identify common communicable diseases. Identify ways to protect yourself and others from the spread of pathogens.	<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						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
STDs & HIV/AIDS	2 Days	HE.6.C.1.4 HE.6.C.1.5 HE.6.C.1.6 HE.6.C.1.8	Identify common STDs.	<ul style="list-style-type: none"> Sexually Transmitted Diseases (STDs) 	Why is important to see a health care provider if	Write to explain - utilizing writing prompt(s) (Examples include: Why might

		HE.6.C.2.2 HE.6.B.3.4 HE.6.B.5.1 HE.6.B.5.5 HE.6.P.7.1 HE.6.P.8.2	Examine modes of transmission for STDs and HIV. Examine the effects of HIV/AIDS. Identify ways to prevent the spread of STDs (including HIV/AIDS).	<ul style="list-style-type: none"> • Human Immunodeficiency Virus (HIV) • Acquired Immune Deficiency Syndrome (AIDS) • Opportunistic Infection • Carrier • Abstinence 	someone thinks they may have an STD (including HIV)?	drinking alcohol increase your risk of getting and STD (including HIV)? OR 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.)
Unit Six						
Concept: First Aid						
Module #1						
Performance Task						
Instructional Guide	Duration	Standards	Do	Know	EQ	Assignment
CPR/AED/First Aid Training	2 Days	HE.6.C.2.3 HE.6.B.3.4 HE.6.B.5.1 HE.6.B.5.4 HE.6.B.6.1 HE.6.P.8.2	“CPR in Schools” Training	<ul style="list-style-type: none"> • Adult Hands-Only CPR • Use of 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.