

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Sixth Grade Health Curriculum

Approved by BOE November 2016

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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.

Course Overview

Sixth grade health will allow students the opportunity to reflect and better understand what it means to be socially, emotionally and physically healthy. While focusing on self-management and relationship management they will have the knowledge and skills to make good decisions. The units will provide students with the tools necessary for a future of wellness as it pertains their emotional health, stress management skills, drug abuse prevention, good nutrition and leading a healthy and active lifestyle as a citizen our school and community.

Pacing Guide

Unit Title	# of Weeks
Introduction to Health	4
Emotional Health	5
Character Education	6
Substance Abuse Prevention	6
Nutrition	4
Fitness	4
Community and Environmental Health	4
Family Health and Sexuality	4

New Milford Public Schools

Sixth Grade Health Curriculum

<p>Committee Member(s):</p> <p>Mariann Schirizzo Denise Duggan Christine Benson</p> <p>Unit Title: Introduction to Health</p>	<p>Course/Subject:</p> <p>Sixth Grade Health</p> <p>Grade Level: 6</p> <p># of Sessions: 3</p>
<p>Identify Desired Results</p>	
<p>Common Core Standards</p>	
<ul style="list-style-type: none"> • W.6.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. • SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.6.1c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 	
<p>Enduring Understandings</p> <p>Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions</p> <p>Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Understanding what it means to be healthy allows students to recognize healthy and unhealthy behaviors. • Understanding how to set goals helps one achieve social, emotional and physical health. 	<ul style="list-style-type: none"> • What does it mean to be healthy? • What choices make a person healthy?
<p>Expected Performances</p> <p>What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Students will be able to explain health and unhealthy behaviors. • Students will be able to discuss aspects of social, emotional and physical health. • Students will be able to recognize how to set an achievable goal. <p>Students will be able to do the following:</p>	

<ul style="list-style-type: none"> • How to set SMART Goals • Demonstrate the four steps to healthy decision making • Students will practice in small groups how to determine healthy behaviors in given situations. 	
Character Attributes	
<ul style="list-style-type: none"> • Cooperation • Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> • SmartBoard 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will introduce the Health Triangle, which includes all aspects of wellness - emotional, social and physical health. • Teacher will facilitate a whole group discussion. • Teacher will distribute appropriate handouts to complete self-reflections. • Teacher will introduce the Goal-Setting template. • Teacher will introduce the Decision Making Model. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will brain storm in pairs and then share in a whole group setting. • Students will create a healthy person using the health triangle. • Students will self-reflect on their own wellness. • Students will set an achievable goal based on S.M.A.R.T. Goal Model. • Students will practice healthy behavior scenarios using the Decision Making Model.

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Self-Reflection Role: Students Audience: peers Situation: self-reflection	<ul style="list-style-type: none"> • Completed healthy person reflection • Completed Goal-Setting template • Completed Decision Making Model

Product or Performance: Healthy person;
goal-setting template; decision chart
Standards for Success: teacher rubric

Suggested Resources

- www.HealthTeacher.com
- www.BrainPop.com
- www.worksheetplace.com
- Colorado Education Initiative coloradoedinitiative.org
- Health Skills Models: www.rmc.org/healthskills

**New Milford Public Schools
Sixth Grade Health Curriculum**

<p>Committee Member(s):</p> <p>Mariann Schirizzo Denise Duggan Christine Benson</p> <p>Unit Title: Emotional Health</p>	<p>Course/Subject:</p> <p>Sixth Grade Health</p> <p>Grade Level: 6</p> <p># of Sessions: 4</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • W.6.1b - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • W.6.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. • SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.6.1c - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Understanding the importance of having a positive self-esteem. • Understanding the negative factors that impact my mental and emotional health. 	<ul style="list-style-type: none"> • What does it mean to be mentally and emotionally healthy? • What factors in life affect my mental and emotional health?

Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Students will know how to define the concepts of mental and emotional health. • Students will know how to differentiate aspects of positive and negative self-image. • Students will know the symptoms of anxiety and stress. • Students will know how to self-advocate and access resources to deal with negative feelings of mental and emotional health. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Students will be able to create a definition of what they believe are concepts of mental and emotional health • Students will list signs and symptoms of anxiety and stress. • Students will apply the concept of positive self-image to their own lives. • Students will identify school and community resources. 	
Character Attributes	
<ul style="list-style-type: none"> • Respect • Honesty 	
Technology Competencies	
<ul style="list-style-type: none"> • SmartBoard • Internet Access 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will define the various types of stress. • Teacher will show a BrainPop video on stress management. • Teacher will facilitate a whole group discussion on how to manage stress. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will explore various stations dealing with stress posted around the room. • Students will watch a brief video that explores how a person is affected both physically and emotionally when faced with stress. • Students will discuss positive ways to manage stress.
Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS	Application that is functional in a classroom context to evaluate student achievement of desired results

(one per marking period)	
<p>Goal: To establish a strong self-esteem and be able to self-advocate when in need of social/emotional support</p> <p>Role: Student</p> <p>Audience: 6th grade students</p> <p>Situation: Classroom</p> <p>Product or Performance: Completion of all class assignments and active participation in role plays and discussions.</p> <p>Standards for Success: Based on teacher created rubrics.</p>	<ul style="list-style-type: none"> • Visual evidence based on actual classroom and student engagement (see Sill Work Grading Rubric)
Suggested Resources	
<ul style="list-style-type: none"> • www.healthteacher.com • ETR Associates HealthSmart Middle School • Ballard, Michelle. "Mental Health Scenarios." PE Central: Health Lesson Ideas. 2002. • www.kidshealth.org • The Anxiety Workbook for Teens by LISA M. SCHAB, LCSW 	

**New Milford Public Schools
Sixth Grade Health Curriculum**

<p>Committee Member(s):</p> <p>Mariann Schirizzo Denise Duggan Christine Benson</p> <p>Unit Title: Character Education</p>	<p>Course/Subject:</p> <p>Sixth Grade Health</p> <p>Grade Level: 6</p> <p># of Sessions: 4</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • W.6.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. • 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. • SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Understanding the importance of being positively in the school community. • Understanding to use technology in positive ways and the 	<ul style="list-style-type: none"> • What does it mean to be a positive member of the school community? • How does society influence our ability to impact the lives of others?

consequences of negative usage.	
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Expected Performances What students should know and be able to do

<p>Students will know the following:</p> <ul style="list-style-type: none"> • Students will know the six pillars of character education exemplified in our school. • Students will know the student handbook consequences for misuse of technology on others. • Students will know the impact of negative use of technology. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Students will be able to list the six pillars of character education. • Students will research and apply information about each pillar. • Students will be made aware of the school rules on technology use. • Students will acknowledge the impact of negative technology use as it affects others within the school community.

Character Attributes

<ul style="list-style-type: none"> • Respect • Honesty
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Technology Competencies

<ul style="list-style-type: none"> • Individual Computer stations or chrome books • SmartBoard
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Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will introduce the Pillars of Character and various situations. • Teacher will introduce and explain the webquest activity and student rubric expectations. • Teacher will show a video on a case of cyberbullying. • Teacher will facilitate class discussion on video. • Teacher will bring in Resource Officer to discuss consequences of cyberbullying. • Teacher will compose situations for student role play. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will be exposed to the 6 Pillars of Character using stations around the room. • Students will complete a webquest. • Students will apply the Decision Making Model to situations pertaining to the 6 Pillars of Character/role play. • Students will view an actual interview of someone who was a victim of cyberbullying. • Students will complete video discussion questions. • Students will analyze the potential consequences of cyberbullying.
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	<ul style="list-style-type: none"> Students will complete a worksheet using situations pertaining to cyberbullying.
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Students will be able to discuss the characteristics necessary that display good character.</p> <p>Role: The student</p> <p>Audience: Peers</p> <p>Situation: Classroom</p> <p>Product or Performance: Completion of all assignments.</p> <p>Standards for Success: Passing grade for the unit/completion of all assignments.</p>	<ul style="list-style-type: none"> Presentation to the class on Web Quest material.
Suggested Resources	
<ul style="list-style-type: none"> http://www.teacherwebquest.com/GA/Uophx/PillarsofCharacterEducation/photo1.aspx www.BrainPop.com © http://worksheetplace.com "What's the Risk"; "Proceed with Caution"; "Responsible Social Networking" www.onguardonline.gov www.Commonsensemedia.org 	

**New Milford Public Schools
Sixth Grade Health Curriculum**

<p>Committee Member(s):</p> <p>Mariann Schirizzo Denise Duggan Christine Benson</p> <p>Unit Title: Drug Abuse Prevention</p>	<p>Course/Subject:</p> <p>Sixth Grade Health</p> <p>Grade Level: 6</p> <p># of Sessions: 4</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • W.6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. • SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • L.6.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Students will understand the negative consequences of drug misuse and abuse. • Students will understand the risk factors for drug misuse and abuse and select protective factors to 	<ul style="list-style-type: none"> • How can substance misuse and abuse affect personal health? • How can knowing how to avoid drug misuse and abuse improve personal health?

avoid negative consequences.	
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Students will know the negative consequences of alcohol misuse and abuse. • Students will be able to identify the potentially fatal consequence of inhalant abuse. • Students will know the steps of the refusal skills needed to avoid drug misuse and abuse. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Students will be able to role play age appropriate situations dealing with drug misuse and abuse. • Students will practice and illustrate for the class what is involved in using the refusal skills when exposed to situations involving drug misuse and abuse. • Students will discuss the negative health effects of inhalant and alcohol abuse. 	
Character Attributes	
<ul style="list-style-type: none"> • Respect • Honesty 	
Technology Competencies	
<ul style="list-style-type: none"> • SmartBaord • Internet access • Video 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will design a pre-test to be used in class • Teacher will show a PowerPoint containing information and video about inhalant abuse. • Teacher will facilitate a game on the consequences of drug abuse. • Teacher will help students create an origami notebook to better understand the concepts related to alcohol abuse. • Teacher will generate situations to be used for role plays in class. • Teacher will invite the SRO to speak in class. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will take a pre-test to determine prior knowledge on inhalants and alcohol use. • Students will watch a documentary video on the consequences of inhalant abuse. • Students will read information on real life situations on inhalant abuse. • Students will complete a game showing them what can happen to them if they abuse inhalants. • Students will create a notebook that will

	<p>help them learn about the dangers of alcohol abuse.</p> <ul style="list-style-type: none"> • Students will practice refusal skills from situations given in class.
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Assessments	
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Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Students will know the skills necessary to refuse substances.</p> <p>Role: Student</p> <p>Audience: Peers</p> <p>Situation: Classroom</p> <p>Product or Performance: Complete role plays using refusal skills taught in class</p> <p>Standards for Success: Participation in role plays according to rubric</p>	<ul style="list-style-type: none"> • Students will complete a homework worksheet on inhalants found in the household.

Suggested Resources

<ul style="list-style-type: none"> • www.drugfreeworld.org "Truth About Drugs Documentary" • DVD – Health For children Drug Use and Abuse • Scholastic, Inc. "Heads Up Real News about Drugs and Your Body"; 2003. • Human Relations Media – Inhalants Exposed • Glencoe Health, Student Edition; McGraw-Hill; 11 edition (January 3, 2006)
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**New Milford Public Schools
Sixth Grade Health Curriculum**

<p>Committee Member(s):</p> <p>Mariann Schirizzo Denise Duggan Christine Benson</p> <p>Unit Title: Nutrition</p>	<p>Course/Subject:</p> <p>Sixth Grade Health</p> <p>Grade Level: 6</p> <p># of Sessions: 2</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • W.6.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. • SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.6.1c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Students will understand the impact that food choices have on their health. • Students will understand how to access information that will improve their eating habits. 	<ul style="list-style-type: none"> • How does food affect one's health? • What practices and resources can help one make healthy food choices?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Students will be able to analyze resources that provide information on the foods that they consume. • Students will know the negative and positive consequences of their nutrition habits. 	

- Students will be able to recognize healthy choices about the foods they are exposed to while eating outside the home.

Students will be able to do the following:

- Students will read and calculate nutrition information on a food label.
- Students will recognize and discuss what happens to the body when exposed to both healthy and unhealthy eating habits.
- Students will create a healthy meal when confronted with menus from various restaurants.

Character Attributes

- Honesty
- Respect
- Cooperation

Technology Competencies

- SmartBoard
- Internet Access

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will provide students with food labels from various foods.
- Teacher will provide a food diary.
- Teacher will show a video on healthy eating.
- Teacher will provide fast food restaurant menus.

Learning Activities:

- Students will analyze food labels
- Students will track and analyze their personal eating habits.
- Students will watch a video on healthy eating.
- Students will make healthy food choices from various fast food restaurants.

Assessments

Performance Task(s)

Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)

Other Evidence

Application that is functional in a classroom context to evaluate student achievement of desired results

Goal: Students will know how to make healthy food choices

Role: Student

Audience: Peers

Situation: Classroom

- Students will provide teacher with completed food diaries using MyFitnessPal.
- Students will complete a Food Choice Factors worksheet.

<p>Product or Performance: Completed a healthy fast food menu</p> <p>Standards for Success: Successful completion of all assignments according to teacher rubrics.</p>	
Suggested Resources	
<ul style="list-style-type: none">• www.HealthTeacher.com• MyFitnessPal App/website• www.USDA.gov - Eat.Right.Now. Fast Food Frenzy	

**New Milford Public Schools
Sixth grade Health Curriculum**

<p>Committee Member(s):</p> <p>Mariann Schirizzo Denise Duggan Christine Benson</p> <p>Unit Title: Fitness</p>	<p>Course/Subject:</p> <p>Sixth Grade Health</p> <p>Grade Level: 6</p> <p># of Sessions: 3</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. • L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Students will understand the connection between exercise and wellness. • Students will understand how to set achievable exercise goal for life long wellness. 	<ul style="list-style-type: none"> • What role does exercise play in physical fitness? • How does goal setting influence personal fitness levels?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Students will know the five components of physical fitness. 	

- Students will be able to explain each part of the F.I.T.T. principle.
- Students will know how to measure their own fitness level.

Students will be able to do the following:

- Students will calculate their own BMI.
- Students will analyze their own fitness levels using the F.I.T.T. technique.
- Students will formulate an achievable fitness goal.
- Students will create an individual fitness plan using the parameters discussed in this unit.

Character Attributes

- Cooperation
- Compassion
- Respect

Technology Competencies

- SmartBoard
- Internet Access

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will show video on the importance of physical activity. • Teacher will role model for students how to calculate BMI • Teacher will design and facilitate in-class fitness assessment. • Teacher will create inventory of the F.I.T.T. inventory • Teacher will provide article on the components of fitness and facilitate class discussion. • Teacher will evaluate personal goals and workout plans for safety and completeness. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will view a video on the importance of regular physical activity. • Students will calculate their own BMI. • Students will complete an in-class fitness assessment. • Students will complete a fitness inventory based on the F.I.T.T. principle. • Students read an article about the five components of fitness. • Students create a personal workout program to achieve their fitness goal.
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Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> • Students will create S.M.A.R.T. fitness

<p>Goal: Create an achievable personal fitness workout plan.</p> <p>Role: Students</p> <p>Audience: Peers</p> <p>Situation: Classroom</p> <p>Product or Performance: Calculate BMI and personal fitness inventory</p> <p>Standards for Success: Completion of all assignments based on teacher rubrics.</p>	<p>goals for lifelong wellness.</p>
Suggested Resources	
<ul style="list-style-type: none"> • www.BrainPop.com • http://www.kyrene.org/staff/asanti/component%202.html; • http://tms.ecol.net/fitness/fitbasic.htm 	

**New Milford Public Schools
Sixth Grade Health Curriculum**

<p>Committee Member(s):</p> <p>Mariann Schirizzo Denise Duggan Christine Benson</p> <p>Unit Title: Environmental Health</p>	<p>Course/Subject:</p> <p>Sixth Grade Health</p> <p>Grade Level: 6</p> <p># of Sessions: 3</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • W.6.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. • 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. • SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Students will understand how we impact our planet by our individual ecological footprint. • Students will understand how to impact our school community in a 	<ul style="list-style-type: none"> • How do personal choices affect the environment in positive and negative ways • How do we all play a part in protecting the environment?

positive environmental manner.	
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Students will know the impact negative environmental choices have on our health. • Students will understand the concept of “ecological footprint”. • Students will know how their individual footprint affects the planet. • Students will determine what measures the school community is using to be environmentally conscious. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Students will research the concept of “ecological footprint”. • Students will identify their own ecological footprints. • Students will assess measures used in our school community that positively impact our environment, and suggest further methods of improvement. 	
Character Attributes	
<ul style="list-style-type: none"> • Cooperation • Respect • Compassion • Respect 	
Technology Competencies	
<ul style="list-style-type: none"> • Individual Student computers or chrome books • Smart Board • Video 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will facilitate discussion on natural resources and environmental pollution. • Teacher will create guided questions for video on environmental health. • Teacher will review article questions. • Teacher will create a scavenger hunt on the school’s environmental health initiatives. • Teacher will present a showcase on positive changes that can happen in our school community 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will review natural resources and sources of environmental pollution. • Students will view a video on environmental health and complete guided discussion questions. • Students will read an article about pollution and identify positive and negative effects of various types of pollution. • Students will research outcomes for our planet when resources are misused.

environmental health.	<ul style="list-style-type: none"> • Students will assess how our school manages environmental health. • Students will brainstorm ways to reduce pollution in their school and community.
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Assessments	
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Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
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<p>Goal: Students will understand how personal choices can impact the health of our environment.</p> <p>Role: Student</p> <p>Audience: Peers</p> <p>Situation: Classroom</p> <p>Product or Performance: Present a plan to improve school environment.</p> <p>Standards for Success: successful completion of all in class activities</p>	<ul style="list-style-type: none"> • Presentation to the school community on positive environmental changes.
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Suggested Resources

<ul style="list-style-type: none"> • http://history1900s.about.com/od/1950s/qt/greatsmog.htm • www.EPA.gov • www.Environment.Nationalgiographic.com/environment • www.teenhealthandwellness.com • Kidshealth.org • Health for Children DVD Environmental Health

**New Milford Public Schools
Sixth Grade Health Curriculum**

<p>Committee Member(s):</p> <p>Mariann Schirizzo Denise Duggan Christine Benson</p> <p>Unit Title: Family Health and Sexuality</p>	<p>Course/Subject:</p> <p>Sixth Grade Health</p> <p>Grade Level: 6</p> <p># of Sessions: 3</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • W.6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. • SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • L.6.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Students will understand the anatomy and physiology of the male and female reproductive system. • Students will be able to differentiate the impact puberty has on male and 	<ul style="list-style-type: none"> • What information about the male and female reproductive system is necessary to help students understand physical and emotional changes of puberty? • What strategies are necessary to

<p>female genders.</p> <ul style="list-style-type: none"> • Students will understand the importance of setting boundaries in relationships. 	<p>help students make positive decisions regarding their sexuality?</p> <ul style="list-style-type: none"> • What do students need to know in order to set boundaries in relationships?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Students will know the parts and function of both the male and female reproductive systems. • Students will know the changes that occur mentally, physically and emotionally during puberty. • Students will identify characteristics of positive and negative dating relationships. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Students will map the correct sequence of the path of both male and female gametes. • Students will list and discuss the various changes that occur during puberty female. • Students will compare and contrast the changes that occur for males and females during puberty. • Students will enact scenarios that demonstrate positive and negative characteristics of dating relationships. 	
<p>Character Attributes</p>	
<ul style="list-style-type: none"> • Respect • Compassion 	
<p>Technology Competencies</p>	
<ul style="list-style-type: none"> • Smartboard • Video 	
<p>Develop Teaching and Learning Plan</p>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will facilitate discussion on the reproductive systems. • Teacher will create activity cards teaching students about the pathway of sex gametes. • Teacher will monitor student guided worksheet on common changes that occur during puberty. 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will review the male and female anatomy. • Students will view a video on the reproductive systems. • Students will fill in diagrams of both male and female reproductive systems. • Students will track the path of sex

<ul style="list-style-type: none"> • Teacher will show age appropriate video on reproductive systems. • Teacher will create and facilitate role play situations dealing with dating relationships and decision making. 	<p>gametes.</p> <ul style="list-style-type: none"> • Students will discuss common changes that occur during puberty. • Students will role play situations pertaining to dating relationships and positive decision making.
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Assessments	
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Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results

<p>Goal: Students will have increased awareness of the changes during puberty.</p> <p>Role: Student</p> <p>Audience: Peers</p> <p>Situation: Classroom</p> <p>Product or Performance: completion of worksheets and participation in role plays.</p> <p>Standards for Success: Completion of all work based on teacher rubrics.</p>	<ul style="list-style-type: none"> • Students ability to generate appropriate questions during the unit.
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Suggested Resources

<ul style="list-style-type: none"> • F.L.A.S.H. Sexual Health Curriculum for Middle School Grades 6-8 • Standard Deviants School DVD Anatomy Program 8 "The Endocrine & Reproductive Systems.
