

MCCSC 6th Grade Health Curriculum				
(by Teaching Unit)			Michigan Model - Phase & Lesson #	Materials
Teaching Unit: Emotional & Mental Health				
6.3.1	Demonstrate strategies to manage stress.	Continue to explore common and developmental stress factors and recognize that good time management is essential in reducing stress.	Lesson VI-5	
6.3.2	Demonstrate strategies to manage grief and anger.	Manage and express emotions in a positive way.	Lesson I-3, 1-4	Be a Star
6.5.3	Demonstrate healthy ways to express needs, wants, and feelings, including "I" messages and assertive communication strategies.	Share with an adult any feelings of wanting to physically hurt yourself or others and understand who can offer help or support (parents, teachers, social workers, faith-based individuals etc.)	Lesson 11-7	Why Me? Incest Prevention
6.5.4	Demonstrate ways to communicate care, consideration and respect for self and others.	Identify ways that adolescents can be mean to each other (bullying, relational aggression) and how to show care and respect for each other.	Lesson I-9, I-10, I-11	Don't Pick On Me, Only One Me... Only One You
6.5.7	Analyze the possible causes of conflict among youth in schools and communities.	Identify the different ways that boys and girls deal with conflict situations in both a negative and positive way (bullying, relational aggression, gossip, cyber-bullying) (talking with the person to work it out or trusted adult, etc.)	Lesson I-8, I-9, I-10, I-11	Don't Pick On Me, Only One Me... Only One You, Check It Out! Skills for Resolving Conflict Sets
Teaching Unit: Family Health & Sexuality				
6.1.8	Describe how pathogens are related to the cause or prevention of disease.	Review the modes of transmission for microorganisms that cause communicable diseases. Specifically HIV (Blood, breast milk, semen and vaginal fluids)	Puberty the Wonder Years	
6.3.3	Demonstrate ways to avoid, reduce threatening situations.	Discuss uncomfortable sexual attention, sexual harassment and sexual abuse and know who to go to with help.	Puberty the Wonder Years	
6.3.6	Demonstrate strategies to improve or maintain personal health.	Understand the definition sex (contact with sexual organs with another person) and abstinence (avoiding sexual contact).	Puberty the Wonder Years	
6.4.1	Describe how the family and school and peers influence the health and health behaviors of adolescents.	Define heredity and classify inherited and acquired characteristics.	Puberty the Wonder Years	
6.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health	Discuss the use of verbal and nonverbal communication skills with the opposite sex.	Puberty the Wonder Years	

Teaching Unit: Growth and Development				
6.1.4	Explain how personal health behaviors influence the functioning of the human body systems.	Review the functions of the various systems and how they each work together to function as a whole.	Lesson V-2, V-3, V-4, V-5, V-6	Torso, Walk Through the Heart Kit, Walk Through the Heart Replacement Cards, Pumping Life: The Heart and Circulatory System
6.3.5	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks.	Discuss how personal choices influence Growth and Development. Review personal choices about diet, physical activity and rest that positively influence body functions.	Lesson V-8, VI-6, VI-8	
Teaching Unit: Nutrition				
6.1.2	Explain the relationship between personal health behaviors and the prevention of injury, illness, disease and premature death.	Categorize various foods (including fast foods) for nutritional value and know that eating properly can help reduce health risks (anemia, dental health, osteoporosis, heart disease, cancer, malnutrition).	Lesson VI-2, VI-3, VI-4,	Eating Disorders: They can be treated, Eating Disorders: What Everyone Should Know, Eating Disorders: What? Why?, Food Models
6.1.3	Describe the interrelationships of physical health and emotional health during adolescence.	Explain the link between eating habits and emotions.		
6.1.7	Discuss health problems of children that should be detected and treated early.	Identify various eating disorders and explain their adverse effects on health, particularly for adolescents (anorexia, overeating).	Lesson VI-4	Eating Disorders: They can be treated, Eating Disorders: What Everyone Should Know, Eating Disorders: What? Why?
6.2.2	Demonstrate the ability to utilize resources from home, school, and Community Health that provide valid health information.	Demonstrate the ability to access information on carbohydrates, fats and proteins from health agencies, libraries and other sources.	Lesson VI-2, VI-3	

6.4.2	Describe the influences of cultural beliefs on health behaviors.	Give examples of cultural and ethnic traditions that may occur within families.	Lesson IV-1, IV-2, IV-3	
Teaching Unit: Personal Health				
6.1.1	Explain the importance of assuming responsibility for personal health behaviors.	Give examples of personal health behaviors that show a person is accepting responsibility for his/her own good health.	Lesson VI-8, VI-10	
6.2.4	Demonstrate the ability to locate health products and services.	Know situations that require professional health services and investigate local Community Health services and information.	Lesson VI-3	
6.2.5	Identify the role of medical, dental, and other health related specialists.	Identify services that help keep a Community Healthy, including: dermatologist, optometrist, psychologist, orthodontist and athletic trainers.		
6.4.4	Analyze the influence of technology on personal and family health and health behaviors.	Describe that due to the increase amount of TV, movies, video games, adolescents are physically moving less, and eating more, thus increasing childhood obesity. Describe the direct relationship between caloric intake, exercise and weight.		
6.6.4	Demonstrate the ability to design a plan that includes strategies to monitor and attain personal health goals.	Describe a twenty-four hour health management plan for personal hygiene, diet, exercise, rest and productive activities at school and home.	Lesson VI-7, VI-8	
Teaching Unit: Safety and First Aid				
6.3.4	Develop Safety and First Aid and management strategies for personal and family	Discuss effective care of younger or elder family members, care of family members with special needs and investigate good practices for "safe" babysitting.	Lesson II-8, II-9	
Teaching Unit: Substance Use and Abuse				
6.1.5	Describe how one's surroundings influence mental, emotional, social and physical health.	Describe how our Community has taken a stand against second hand smoke and how that will reduce risks of their own health.	Life Skills	
6.1.6	Describe ways to reduce risks related to common health problems among tobacco and other drugs.	Identify the short and long term consequences of using alcohol	Life Skills	

6.1.9	Explain key health terms and concepts.	Define chemical dependency and addiction and accompanying health risks for tobacco addiction and alcoholism.	Life Skills	
6.2.1	Develop guidelines for wise selection and use of health information, products and services.	Identify all of the sources of information about Substance Use and Abuse and other drugs and what to consider valid or not.	Life Skills	
6.2.3	Analyze how media influences the selection of health products and services.	Discuss the messages and myth's portrayed on television and other media sources regarding Substance Use and Abuse.	Life Skills	
6.4.3	Analyze how messages from media and other sources influence health behaviors.	Understand the majority of people do not use drugs or tobacco and identify how the media glamorizes the use which can influence personal health behaviors.	Life Skills	
6.5.2	Describe how the behavior of family and peers affects interpersonal communication.	Discuss the influence of communication with family and peers in using or not Using alcohol, tobacco and other drugs.	Life Skills	
6.5.5	Demonstrate attentive listening skills to build and maintain healthy relationships.	Demonstrate how to initiate and sustain a conversation or phone call with another person by identifying themselves and discussing interest they have in common with the other person.	Life Skills	
6.5.6	Demonstrate refusal and negotiation skills to enhance health.	Identify effects of peer pressure an refusal skills. Specifically, what skills to use and understand how to retain individuality	Life Skills	
6.5.8	Demonstrate strategies to manage conflict.	Identify peer pressure and peer conflict and develop strategies for resisting negative choices.	Life Skills	
6.6.1	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.	Understand the positive and/or negative dynamics of group decision making and resulting in consequences.	Life Skills	
6.6.2	Predict how decisions regarding health behaviors have consequences for self and others.	Describe the impact students in 6th grade have over younger siblings and other youth regarding responsible and risky decisions they may make.	Life Skills	
6.6.3	Demonstrate the ability to set a health goals that address personal strengths, needs and health risks.	Discuss alternatives to Substance Use and Abuse develop a pledge, or plan that helps support healthy choices, including refusal skills.	Life Skills	
6.7.1	Analyze various communication methods to accurately health information and ideas.	Examine the various sources of information about alcohol and tobacco- what are they really trying to sell and are they truthful.	Life Skills	
6.7.2	Demonstrate the ability to express information and ideas about health issues.	Demonstrate the ability to talk to your parents about alcohol, tobacco and other drug use.	Life Skills	
6.7.3	Demonstrate the ability to influence and support others in making positive health choices.	Demonstrate the ability to rehearse a conversation with a peer encouraging them to not use tobacco, alcohol or other drugs.	Life Skills	
6.7.4	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.	As a group identify the short term consequences of using tobacco, alcohol and other drugs.	Life Skills	