



Middle School Health Education

2022-2023 Scope and Sequence

NCDPI Healthful Living: Grade 6

OVERVIEW

The Healthful Living Education (K-12 Health and Physical Education) promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. The Healthful Living curriculum supports and reinforces the goals and objectives of its two major components health and physical education. When fully integrated, the NHCS Health and Physical Education curriculum not only empowers students to lead an active and healthy lifestyle but also instills positive and encouraging attitudes towards physical activity and lifelong fitness.

North Carolina Essential Standards – Health Education

MEH = MENTAL and EMOTIONAL HEALTH

PCH = PERSONAL and CONSUMER HEALTH

ICR = INTERPERSONAL COMMUNICATIONS and RELATIONSHIPS

NPA = NUTRITION and PHYSICAL ACTIVITY

ATOD = ALCOHOL, TOBACCO, and OTHER DRUGS

Grade	NC Essential Standards	Clarifying Objectives
6th GRADE Mental and Emotional Health (MEH)	<p>6.MEH.1 Apply structured thinking (decision making and goal setting) to benefit emotional well-being.</p> <p>6.MEH.2 Analyze the potential outcome of positive stress management techniques.</p> <p>6.MEH.3 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</p>	<p>6.MEH.1.1 Implement a structured decision making model to enhance health behaviors.</p> <p>6.MEH.1.2 Execute a goal setting plan to enhance health behaviors.</p> <p>6.MEH.2.1 Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.</p> <p>6.MEH.2.2 Differentiate between positive and negative stress management strategies.</p> <p>6.MEH.3.1 Interpret failure in terms of its potential for learning and growth.</p> <p>6.MEH.3.2 Analyze the relationship between health-enhancing behaviors (communication, goalsetting and decision making) and the ability to cope with failure.</p>
6th GRADE Personal and Consumer Health (PCH)	<p>6.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</p> <p>6.PCH.2 Analyze health information and products.</p> <p>6.PCH.3 Analyze measures necessary to protect the environment.</p>	<p>6.PCH.1.1 Explain the increase of incidence of disease and mortality over the last decades.</p> <p>6.PCH.1.2 Differentiate between communicable and chronic diseases.</p> <p>6.PCH.1.3 Recall symptoms associated with common communicable and chronic diseases.</p> <p>6.PCH.1.4 Select methods of prevention based on the modes of transmission of communicable diseases.</p> <p>6.PCH.1.5 Explain methods of protecting eyes and vision.</p> <p>6.PCH.1.6 Summarize protective measures for ears and hearing.</p> <p>6.PCH.1.7 Summarize the triggers and symptoms for asthma and strategies for controlling asthma.</p>



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		<p>6.PCH.2.1 Analyze claims for health products and services.</p> <p>6.PCH.2.2 Evaluate the validity of claims made in advertisements for health products and services.</p> <p>6.PCH.3.1 Differentiate between individual behaviors that can harm or help the environment.</p> <p>6.PCH.3.2 Implement plans to work collaboratively to improve the environment.</p>
<p>6th GRADE Interpersonal Communication and Relationships (ICR)</p>	<p>6.ICR.1 Understand healthy and effective interpersonal communication and relationships.</p> <p>6.ICR.2 Apply strategies and skills for developing and maintaining healthy relationships.</p> <p>6.ICR.3 Understand the changes that occur during puberty and adolescence.</p>	<p>6.ICR.1.1 Classify behaviors as either productive or counterproductive to group functioning.</p> <p>6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.</p> <p>6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others.</p> <p>6.ICR.2.1 Explain the impact of early sexual activity outside of marriage on physical, mental, emotional, and social health.</p> <p>6.ICR.2.2 Summarize the responsibilities of parenthood.</p> <p>6.ICR.2.3 Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.</p> <p>6.ICR.2.4 Use resources in the family, school, and community to report sexual harassment and bullying.</p> <p>6.ICR.2.5 Summarize strategies for predicting and avoiding conflict.</p> <p>6.ICR.2.6 Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</p> <p>6.ICR.2.7 Explain the signs of an abusive relationship and access resources for help.</p> <p>6.ICR.3.1 Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.</p> <p>6.ICR.3.2 Summarize the relationship between conception and the menstrual cycle.</p>



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<p>6th GRADE Nutrition and Physical Activity (NPA)</p>	<p>6.NPA.1 Analyze tools such as Dietary Guidelines and Food Facts Label as they relate to the planning of healthy nutrition and fitness.</p> <p>6.NPA.2 Apply strategies to consume a variety of nutrient dense foods and beverages in moderation.</p> <p>6.NPA.3 Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</p>	<p>6.NPA.1.1 Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.</p> <p>6.NPA.1.2 Evaluate Food Facts label with the advertisement of nutrition choices and allowable claims on food labels.</p> <p>6.NPA.1.3 Apply My Plate meal-planning guides to ethnic and vegetarian choices.</p> <p>6.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.</p> <p>6.NPA.2.2 Differentiate the health effects of beverages which are nutrient dense with those high in sugar and calories.</p> <p>6.NPA.2.3 Implement a plan to consume adequate amounts of foods high in fiber.</p> <p>6.NPA.3.1 Explain the relationships between food consumption, physical activity, and healthy weight management.</p> <p>6.NPA.3.2 Implement a personal wellness plan in nutrition and fitness to enhance quality of life.</p>
<p>6th GRADE Alcohol, Tobacco, and Other Drugs (ATOD)</p>	<p>6.ATOD.1 Analyze influences that the use alcohol, tobacco, and other drugs.</p> <p>6.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use</p> <p>6.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</p>	<p>6.ATOD.1.1 Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.</p> <p>6.ATOD.1.2 Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.</p> <p>6.ATOD.2.1 Explain the immediate social and physical consequences of tobacco use, including spit tobacco.</p> <p>6.ATOD.2.2 Summarize the short-term and long-term effects of being exposed to secondhand smoke.</p> <p>6.ATOD.3.1 Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.</p> <p>6.ATOD.3.2 Summarize the short-term and long-term benefits of resistance to drug abuse.</p>