

Grade 6 Comprehensive Health

Unit Title	Drugs, Alcohol, and Tobacco
Time frame	Upon Completion of Grade 6
21 st Century Themes	Health literacy, Civic literacy, global awareness
Interdisciplinary focus and technology integration	Language arts, technology, science, social studies

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

Essential Questions	↔	Big Ideas
<ul style="list-style-type: none"> • What are the short and long term effects of using and abusing over the counter drugs, prescription medicines, and herbal and medicinal supplements? • What are the different classifications of drugs? • What are the diseases related to tobacco use? • How do current laws affect smokers and non-smokers? • What are the consequences of the possession or use of alcohol as it relates to risky health behaviors, injuries, disease, and overall health? • What are the signs and symptoms of a person abusing inhalants? • What are the stages of substance abuse that lead to addiction? • What are the strategies to refuse the use of drugs? 		<ul style="list-style-type: none"> • Gain knowledge about the short and long term effects of using and abusing over the counter drugs, prescription medicines, and herbal and medicinal supplements. • Recognize and understand that each medication has guidelines for proper use. • Recognize the many diseases directly and indirectly related to tobacco use. • Understand the consequences to the possession or use of alcohol as it relates to risky health behavior, injuries, disease, and overall health. • Recognize specific signs and symptoms of a person using inhalants. • Gain knowledge of the stages of substance abuse that lead to addiction. • Recognize that self esteem, peer pressure, and lack of confidence are a few factors that influence drug use. • Develop and understand refusal skills toward drug use.

Learning Targets-students will be able to;

Students will be able to:

- Identify the short and long term effects of over counter drugs, prescription medicines, and herbal and medicinal supplements use and abuse.

- Identify the different classifications of drugs and their effects on the body.
- Review the diseases related to tobacco use.
- Identify laws related to smoking.
- Understand the consequences of the possession or use of alcohol as it relates to risky health behaviors, injuries, disease, and overall health.
- Recognize the signs and symptoms of a person abusing inhalants.
- Identify the stages of substance abuse and how they lead to dependency and addiction.
- Recognize factors faced by adolescents to use drugs.
- Demonstrate the strategies to refuse the use of drugs.

Assessment: Discussion, group work, individual work, partner work, Tests/Quizzes, Informal observations.
Differentiation:
Discussion, group work, individual work, partner work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

<p>Comprehensive Health and Physical Education</p> <p>Standards: 2.3 Drugs and Medicine</p>
<p>2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over the counter and prescription medicines and herbal and medicinal supplements.</p> <p>2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6.B.2 Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and non-smokers.</p> <p>2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.</p> <p>2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse</p> <p>2.3.6.B.7 Analyze the relationship between injected drugs use and disease such as HIV/AIDS and hepatitis</p> <p>2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol , tobacco , and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</p> <p>2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs and that support the ability to remain drug-free</p>

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/
Review. Quizzes.

Teaching Strategies

Use of current articles, Utilizing current events submitted by
students, Group work, Peer Presentations.

Resources

Glencoe Health Series
Current Health 1 & 2

Websites:

www.who.int/en/

www.cdc.gov

www.globalhealth.org

www.gatesfoundation.org/global-health/pages/overview.aspx

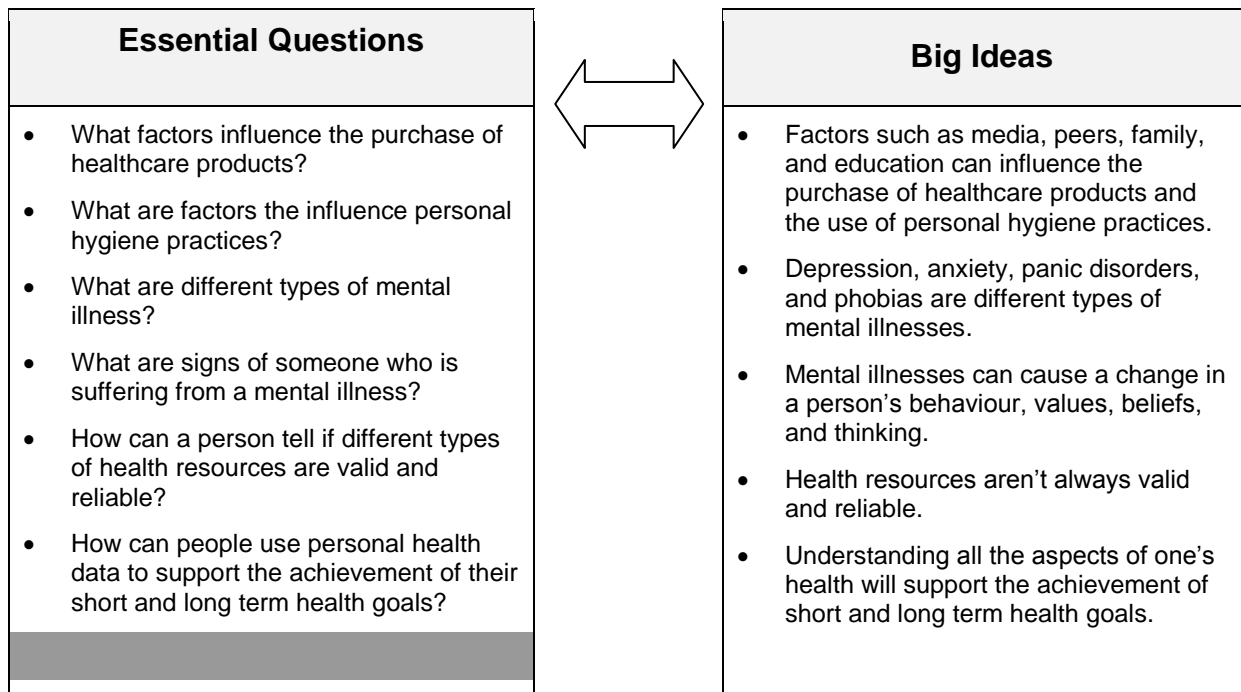
www.clintonfoundation.org

www.unicef.org

Grade 6 Comprehensive Health

Unit Title	Wellness, Diseases, and Health Conditions
Time frame	Upon Completion of Grade 6
21 st Century Themes	Health literacy, Civic literacy, global awareness
Interdisciplinary focus and technology integration	Language arts, technology, science, social studies

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Learning Targets-students will be able to;

Students will be able to:

- Learn about factors that influence the purchase of healthcare products and the use of personal hygiene practices.
- Identify common mental illnesses and ways to detect and treat them.
- Compare and contrast the symptoms of common mental illnesses.
- Learn that suicide is caused by severe depression.
- Identify the validity and reliability of different types of health resources.
- Learn how to apply personal health data to support achievement of ones short and long term health goals.

Assessment: Discussion, group work, individual work, partner work, Tests/Quizzes, Informal observations.

Differentiation:

Discussion, group work, individual work, partner work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education

Standards: 2.1 Wellness, 2.2 Integrated Skills

2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety, and panic disorders, and phobias) and ways to detect and treat them.

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

2.2.6.E.1 Determine the validity and reliability of different types of health resources.

2.2.6.E.2 Distinguish health issues that warrant support from trusted adults and health professionals.

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/ Review. Quizzes.

Teaching Strategies

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

Resources

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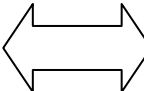
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Grade 6 Comprehensive Health

Unit Title	Human Relationships and Sexuality
Time frame	Upon Completion of Grade 6
21 st Century Themes	Health literacy, Civic literacy, Global awareness
Interdisciplinary focus and technology integration	Language arts, technology, science, social studies

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

Essential Questions	↔	Big Ideas
<ul style="list-style-type: none"> • What is a healthy dating relationship during adolescence? • What are signs of abuse and where does a person go for help? • What are responsible actions that will impact the health of oneself and others? • What are the physical consequences of sexual contact? • What are the physical, social, and emotional impacts of early sexual behavior? • What are the stages of development before birth? • What are the types of relationships experienced by adolescents? 		<ul style="list-style-type: none"> • Healthy dating is continuation of boundaries and guidelines established in the family. • Healthy dating is mutual companionship that promotes respect and honor. • Abuse comes in different forms and there is help available for each one. • Abstinence is the best choice for teenagers to protect sexual health. • HIV/AIDS, STI's, HPV and unintended pregnancy are consequences of sexual contact. • Guilt, lack of self-respect, breaking of family rules, and damaged reputation are some of the negative results of early sexual behavior • Sex cell, fertilization, zygote, embryo, and fetus are developmental stages before birth. • Positive relationships are virtual for growing, maturing, and maximizing ones potential.

Learning Targets-students will be able to;

Students will be able to:

- Learn about the various types of relationships.
- Identify family relationships that are healthy and unhealthy.

- Define family.
- Acknowledge the similarities and differences in families.
- Learn ways to cope with negative occurrences in a family, such as rejection loss and separation.
- Learn the different types of abuse.
- Learn healthy steps to getting help for abuse.
- Identify the basic puberty changes experienced by males and females.
- Learn the importance of good hygiene practices during puberty.
- Learn about the processes of ovulation and menstruation (Girls).
- Learn the process by which all living things reproduce.
- Learn the definition of embryo and fetus.
- Learn about HIV/AIDS and the effects on the immune system.
- Learn the ways HIV is NOT transmitted.
- Acknowledge the universal precautions needed to reduce the spread of blood borne pathogens.
- Learn about types of relationship they will likely experience during adolescence.

Assessment: Discussion, role-plays, group work, individual work, partner work, Tests/Quizzes, Informal observations,
Differentiation:
Discussion, role-plays, group work, individual work, partner work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education Standards: 2.4 Human Relationships and Sexuality (2.1 Wellness)
<p>2.1.6.D.2 Explain what to do if abuse is suspected or occurs.</p> <p>2.4.6.A.3 Examine the types of relationships adolescents may experience</p> <p>2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence</p> <p>2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6.B.3 Determine behaviors that place one at risk for HIV/STI's, HPV or unintended pregnancy/</p> <p>2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p> <p>2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6.C.2 Identify the signs and symptoms of pregnancy.</p> <p>2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy</p>

2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/
Review. Quizzes.

Teaching Strategies

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students, Group work, Peer Presentations.

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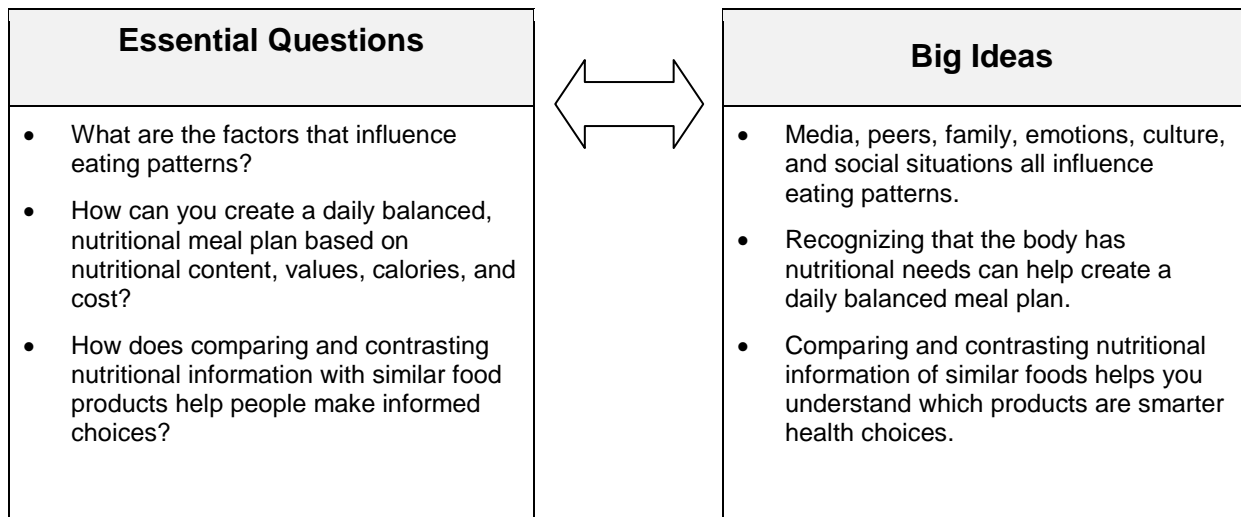
www.clintonfoundation.org

www.unicef.org

Grade 6 Comprehensive Health

Unit Title	Nutrition
Time frame	Upon Completion of Grade 6
21 st Century Themes	Health literacy, Civic literacy, global awareness, financial, economic, business, and entrepreneurial literacy
Interdisciplinary focus and technology integration	Language arts, technology, science

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Learning Targets-students will be able to;

Students will be able to:

- Learn factors that influence eating patterns.
- Create a daily balanced nutritional meal plan.
- Compare and contrast nutritional information on similar food products.
- Understand how to use nutritional information to make informed choices.

Assessment: Discussion, group work, individual work, partner work, Tests/Quizzes, Informal observations.

Differentiation:

Discussion, group work, individual work, partner work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education

Standards: 2.1 Wellness

2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/ Review. Quizzes.

Teaching Strategies

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

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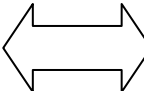
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Grade 6 Comprehensive Health

Unit Title	Safety
Time frame	Upon Completion of Grade 6
21 st Century Themes	Health literacy, Civic literacy, global awareness
Interdisciplinary focus and technology integration	Language arts, technology, science

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

Essential Questions		Big Ideas
<ul style="list-style-type: none"> • What are causes of intentional and unintentional injuries in adolescents? • What is the intentional injury known as the choking game or space monkey"? What are the physical and mental side effects of this harmful action? • What strategies can be used to prevent intentional and unintentional injuries in adolescents? • What are the components of the traffic safety system? • How do people contribute to making the system effective? • When should the basic first-aid procedures be performed? 		<ul style="list-style-type: none"> • Intentional injuries are caused with intent and unintentional injuries occur accidentally. • The choking game also known as "Space monkey" is a term used to describe how teens and tweens self-strangulate themselves in order to get high. In some cases the children strangle themselves using their hands, scarves or ropes. They may also take turns strangling themselves and others in a group setting. Signs that a child is practicing the choking game or space monkey include marks or bruises around the neck, confusion, blood-shot eyes, and secrecy. • Most strategies can be used to prevent intentional and unintentional injuries, but not all strategies can be used in specific situations. • Walking, motor vehicle, all terrain vehicle, and bicycling safety are all components of traffic safety system. • Each emergency has specific procedures to follow.

Learning Targets-students will be able to;

Students will be able to:

- Identify causes of intentional and unintentional injuries in adolescents.
- Learn the harmful physical and emotional affects of the choking game also known as

space monkey.

- Identify strategies that can be used to prevent intentional and unintentional injuries in adolescents.
- Learn the components of the traffic safety system.
- Learn how people contribute to making the traffic safety system effective.
- Demonstrate and identify the basic first aid procedures and when they are performed.

Assessment: Discussion, group work, individual work, partner work, Tests/Quizzes, Informal observations.

Differentiation: Discussion, group work, individual work, and partner work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education

Standards: 2.1 Wellness

2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

2.1.6.D.4 Assess when to use basic first-aid procedures.

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/ Review. Quizzes.

Teaching Strategies

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

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www.Gaspindo.com