

HEALTH GRADE 6

Description

Students will meet one class period every day for a marking period. The sixth grade curriculum will focus on such topics as substance abuse, family life, HIV/AIDS, conflict resolution, including bullying and sexual harassment. These topics will be presented through lectures, handouts, interactive activities, class discussions, videos and the use of technology to enhance student learning.

Course Overview

	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • How and where do I find information, products and services? • What can I do to avoid or reduce health risks? • How can communication enhance my personal health? • What can I do to promote accurate health information and healthy behaviors? 	
<p><u>Content Outline</u></p> <p>I. Unit 1 - Conflict Resolution/Bullying/Harassment/Stress</p> <p>II. Unit 2 - Family Life</p> <p>III. Unit 3 - Substance Abuse</p> <p>IV. Unit 4 - HIV/AIDS and DISEASE</p>	<p><u>Standards</u></p> <p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Health Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Core Concepts</i> • <i>Accessing Health Information and Resources</i> • <i>Self-Management of Healthy Behaviors</i> • <i>Communication Skills</i> • <i>Advocacy</i> 	

Pacing Guide									
Marking Period									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	
Unit 1			Unit 2			Unit 3		Unit 4	
<u>Conflict Resolution/Bullying/Harassment/Stress</u>			<u>Family Life</u>			<u>Substance Abuse</u>		<u>HIV/AIDS and DISEASE</u>	
12-15 days			4-5 days			16 days		2-3 days	

Unit 1 - Conflict Resolution/Bullying/Stress, 12-15 days

Standards

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Students will:

- apply skills to manage stress.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce risks.

Students will:

- examine the possible causes of conflict among youth in schools and communities

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- encourage and support others in making positive health choices

Unit Objectives

Students will be able to:

- identify various ways to resolve conflicts.
- describe what the peer mediators do and how to access them.
- understand the risks on the Internet and how to handle them.
- identify the signs of stress.
- identify situations that are stress producing.
- develop a system of coping skills for stress including exercise.
- recognize physical signs which indicate that they are angry.
- recognize triggers as well as different stages of anger.
- identify positive and negative ways to express anger and the consequences of both.

Essential Questions

- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What is bullying?
- What are positive, effective ways of dealing with bullying?
- Why do some people bully/tease others?
- What are effective steps for resolving conflict?
- What are examples of normal topics of conflict?
- What are Internet risks?
- What is online bullying and how do you handle it?
- What is stress and the effective coping mechanisms for handling stress?

<ul style="list-style-type: none"> • recognize different ways to deal with anger. • name the variety of emotions when presented with physical, verbal and situational cues. • Understand how to build a healthy relationship based on empathy, boundaries and age appropriate consent. • name situations in which they might have conflicting feelings. • recognize that feelings may change due to maturation, circumstances or new information. • identify situations in which he/she would like to make a friend. • identify ways/steps to develop healthy friendships. • develop an appreciation of the uniqueness and value of self and others. • discuss current events in Health. • Define and compare low level and high level anxiety and stress • Recognize differences between anxiety, worry, nervousness • Identify triggers of anxiety • Recognize physical and emotional signs which indicate they are anxious • Develop a system of coping skills for anxiety that include family, school and community 	<ul style="list-style-type: none"> • How does anger play a role in relationships and how does it affect empathy? • How are positive friendships made and kept? • What is anxiety? • What are triggers for anxiety? • Identify symptoms and concerns for anxiety • What are effective coping strategies for handling anxiety? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Bullying • Examples of bullying • Ways to deal with bullying • Reasons people may bully • Methods/steps of conflict resolution • Internet Safety 	<p><u>Suggested Materials/Resources</u></p> <ul style="list-style-type: none"> • https://youtu.be/GVWRvVH5gBQ intro to Mindfulness 	<ul style="list-style-type: none"> • Skill Objectives • Students will: • define conflict. • recognize the negative consequences to online bullying or harassment and understand steps to take when it occurs. • define stress and recognize stress as the

<ul style="list-style-type: none"> • Anger • Empathy • Stress 		<p>body's response to a crisis or change.</p> <ul style="list-style-type: none"> • apply communication skills to resolution (i.e.: I statements, active listening, body language, questioning, verbal and non-verbal clues). • Learn and implement calming skills to reduce overall anxiety and manage anxiety symptoms.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 2 – Family Life, 4-5 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- examine how families and peers can influence the health of adolescents

Accessing Health Information and Resources

Students will demonstrate the ability to access valid health information, products and services.

Students will:

- demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school, personnel, health professionals and other responsible adults

Unit Objectives

Students will be able to:

- describe the emotional, physical, social and intellectual changes that occur during puberty. Define masturbation.
- explore the changes in feelings/emotions centering around body image as they enter adolescence.
- define sexual harassment in terms of personal rights, school policy and law.

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?

Focus Questions

- What are normal changes, which occur during puberty? (Physical, emotional, social)
- What is puberty?
- What is the function of the ovaries, fallopian tubes, uterus, cervix and vagina?
- What are the functions of the penis, testicles, urethra, semen and sperm?
- What is menstruation?
- What is a nocturnal emission?
- What is sexual harassment?
- What should you do if you are being sexually harassed?
- What makes sexual harassment so confusing?
- What are some examples of things, which may be sexual harassment?

<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> • Definition of puberty • Changes during puberty • Female reproductive system • Male reproductive system • Sexual harassment • Examples of sexual harassment 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • label the organs of the reproductive systems.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 3 - Substance Abuse, 16 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- use appropriate strategies to prevent/reduce risks and promote well-being.

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Students will:

- distinguish between safe, risky or harmful behaviors involving themselves and/or others.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools.

Unit Objectives

Students will be able to:

- identify nicotine as the stimulant found in tobacco products.
- describe the physiological effects of using tobacco products and inhaling others' smoke.
- review the effects of alcohol on the mind, body and behavior.
- provide a list of alternatives to drinking alcohol.
- identify the harmful effects of inhalants.
- identify the health, school, legal, family and inner consequences of smoking marijuana.
- identify how using drugs can jeopardize a young person's life now and in their future.

Essential Questions

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

NICOTINE

- What are the reasons why teens may begin to smoke?
- What is the difference between habit, dependency and addiction?
- What is the addictive drug in tobacco products?
- What are the truths and myths about second hand smoke?
- How does smoking effect our appearance, life, physical health (cancer information) - immediate and long-term?

<ul style="list-style-type: none"> • describe some of the characteristics of chemical dependency in relationship to alcohol. • describe what it is like to belong to a family with an alcoholic member. • state that children don't cause alcoholism in a family member, they can't control and can't cure it, but can take care of themselves and things can get better. • identify a model for making responsible decisions. • discuss the more difficult decisions facing young people. • identify sources of help for problems related to substance abuse, including local resources and middle school drug counselor. • understand the financial consequences to drug use. • Explain how using tobacco products, including e-cigarettes, could negatively affect their health and lives. • Learn about the history of tobacco messaging and marketing tactics 	<p>ALCOHOL</p> <ul style="list-style-type: none"> • What constitutes one drink? • What type of a drug is alcohol? • What is the most used/popular illegal drug used by teens? • How old do you have to be to drink alcohol, legally in the U.S.? • What are the immediate consequences of alcohol use? • What are the immediate effects of alcohol use? • What is the function of the liver and how quickly does it work? • MARIJUANA • What are the immediate affects of Marijuana use? • What are the long-term affects of Marijuana use? • What is the active ingredient in Marijuana? • What are the nicknames used for Marijuana? • Is Marijuana an illegal or legal drug? • What makes Marijuana so dangerous? • INHALANTS • What are examples of inhalants? • Why do kids not think inhalants they can harm them? • What are ways inhalants can kill you? • How can you protect yourself? • What are immediate effects of inhalant use? • WAYS TO SAY NO • What are effective ways to say no to drugs or other risky behaviors? • DECISION MAKING • What makes it hard to make good decisions? • What makes it easy to make good decisions? • What are necessary steps to making an effective decision? • ADVERTISEMENT • How can advertisements for alcohol and tobacco 	
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	be misleading?	
<u>Lesson Planning Resources</u> <ul style="list-style-type: none"> • Types of Drugs <ul style="list-style-type: none"> ○ Alcohol ○ Marijuana ○ Nicotine ○ Inhalants • Responses to pressures to use drugs <ul style="list-style-type: none"> ○ Decision making ○ Ways to say no ○ Advertising 	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> • evaluate how advertisements for nicotine and alcohol can be misleading including issues of sex roles and stereotyping. • evaluate how a personal value system influences decision-making. • Demonstrate effective refusal skills to resist the use of tobacco products • Summarize how the media and tobacco marketing aim to influence teens to use their products
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>
Unit 4 - HIV/AIDS and DISEASE, 2-3 days		
<u>Standards</u> <i>Assessing Health Information and Resources</i> Students will demonstrate the ability to access valid health information, products and services. Students will: <ul style="list-style-type: none"> • examine factors that may influence the personal selection of health information, products and services. <i>Advocacy</i> Students will demonstrate the ability to advocate for personal, family and community health Students will: <ul style="list-style-type: none"> • promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer). 		
<u>Unit Objectives</u> Students will be able to: <ul style="list-style-type: none"> • discuss methods of transmission, blood-to-blood, sexual intercourse, from infected mother to child. • dispel myths about HIV/AIDS. • recognize the importance of compassion; understanding and care for all HIV 	<u>Essential Questions</u> <ul style="list-style-type: none"> • How and where do I find information, products and resources? • What can I do to promote accurate health information and healthy behaviors? <u>Focus Questions</u> <ul style="list-style-type: none"> • What is HIV/AIDS and what are the methods of 	

<p>infected people.</p> <ul style="list-style-type: none"> • identify the cause, signs and symptoms and treatments for Lyme Disease. • identify measures to prevent Lyme disease including steps to take if a tick is found on the body. 	<p>transmission?</p> <ul style="list-style-type: none"> • What are the preventative measures involved? • What are examples of how people infected with HIV/AIDS are not given compassion and understanding? • What are the preventative measures involved in Lyme Disease? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • HIV • AIDS • Symptoms – AIDS • Fluids HIV lives in • Myths • Ways to get HIV/ prevention • Compassion • Lyme Disease 	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • define the terms virus, antigen, pathogen, T-cells and antibody. • define the acronyms HIV and AIDS. • list preventative measures which can protect a person from HIV/AIDS.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>