

Wallenpaupack Area School District Planned Course Curriculum Guide

Department

**Name of Course
Wellness -6**

Course Description:

The sixth-grade health curriculum gives students the opportunity to be exposed to life-long learning topics that will enhance personal wellness.

Revision Date:

1/23

Wallenpaupack Area School District Curriculum	
COURSE: Wellness 6	GRADE/S: 6th
UNIT 1: Social Skills Development	TIMEFRAME: 5 Lessons

PA COMMON CORE/NATIONAL STANDARDS:

10.1.6 Concepts of Health

- A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
 - education
 - socioeconomic
- D. Explain factors that influence childhood and adolescent drug use.
 - social acceptance
 - stress
 - peer influence
 - decision-making/refusal skills
 - rules, regulations, and laws
 - consequences

10.2.6 Healthful Living

- A. Explain the relationship between personal health practices and individual well-being.
- D. Describe and apply the steps of a decision-making process to health and safety issues.
- E. Analyze environmental factors that impact health.

10.3.6 Safety and Injury Prevention

- A. Explain and apply safe practices in the home, school and community.
 - personal safety
 - communication

Lesson 1:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.8.1. Assess personal health practices. 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.

6.8.3. Apply strategies and skills needed to attain a personal health goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health.

Lesson 2

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.8.1. Identify circumstances that can help or hinder healthy decision making.

5.8.2. Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.5. Predict the potential short-term impact of each alternative on self and others.

5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7. Analyze the outcomes of a health-related decision.

Lesson 3:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.2. Describe the inter-relationship of emotional, intellectual, physical, and social health in adolescence.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

Lesson 4:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3. Describe how peers influence healthy and unhealthy behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Lesson 5:

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.

UNIT OBJECTIVES (SWBATS):

- Define a goal.
- Describe Goal Setting Steps.
- Identify and apply the goal-naming criteria.
- Identify and apply goal-setting steps to a personal goal.
- Name someone to support him/her in working toward the goal.
- Define consequence.
- Distinguish decisions with minor consequences from those with major consequences.
- List the steps of the decision-making model.
- Explain the importance of stopping to think about possible consequences before making major decisions.
- Evaluate possible consequences of major decisions.
- Recognize the physical signals associated with specific emotions.
- Identify intense emotions.
- Name a variety of emotions.
- List positive ways to manage emotions.
- Discuss the importance of managing emotions to prevent them from intensifying and leading to inappropriate actions.
- Define effective communication.
- Identify the elements of communication, both verbal and non-verbal.
- Recognize how tone of voice, facial expressions, and body language can affect meaning.
- Distinguish among assertive, aggressive, and passive communication styles.
- Define peer pressure.
- Identify nine effective peer-pressure refusal strategies.
- Demonstrate effective peer-pressure refusal techniques in a variety of situations.
- Evaluate assertiveness in peer-pressure refusal demonstrations.
- Identify the benefits of associating with peers who make positive decisions.
- Name ways to influence others positively.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Note taking
- Practice

- Cooperative learning
- Peer interaction
- Modeling
- Active participation
- Board Games
- Role Playing
- Discussion

ANCHOR VOCABULARY:

Goal

Goal Setting

Personal

Possible

Positive

Specific

Decisions

Decision Making

Consequences- positive/negative

Emotions

Physical signs

Inappropriate actions

Communication

Effective Communication

Assertive, Aggressive, Passive Communication styles

Bonding

Relationships

Peer pressure

Refusal

Influence

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **Diagnostic: Pre-Test**
- **Formative: Teacher observation, Group Work, Workbook, Role Play, Board Games**
- **Summative: Post-Test**

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Demonstration of growth from Pre-test to Post-Test.

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Appropriate accommodations based on students IEP/504 plan.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- **Too Good for Drugs Student Workbook**
- **Wayne County Drug and Alcohol Representatives**
- **PowerPoint Presentation**

- **Role Play Scripts**
- **Game Materials**

RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum

COURSE: Wellness 6

GRADE/S: 6th

UNIT 2 Drug Information and Skill Application

TIMEFRAME: 5 Lessons

PA COMMON CORE/NATIONAL STANDARDS:

10.1.6 Concepts of Health

A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.

- education
- socioeconomic

B. Identify and describe the structure and function of the major body systems.

D. Explain factors that influence childhood and adolescent drug use.

- peer influence
- body image
- social acceptance
- stress
- media influence
- decision-making/refusal skills
- rules, regulations, and laws
- consequences

E. Identify health problems that can occur throughout life and describe ways to prevent them.

- diseases
- preventions

10.2.6 Healthful Living

A. Explain the relationship between personal health practices and individual well-being.

B. Explain the relationship between health-related information and consumer choices.

C. Explain the media's effect on health and safety issues.

D. Describe and apply the steps of a decision-making process to health and safety issues.

Lesson 6

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.3. Describe how peers influence healthy and unhealthy behaviors.

2.8.5. Analyze how messages from media influence health behaviors.

2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or

reduce health risks.

4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.8.1. Identify circumstances that can help or hinder healthy decision making.

5.8.4. Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.8.5. Predict the potential short-term impact of each alternative on self and others.

5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

7.8.3. Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

8.8.2. Demonstrate how to influence and support others to make positive health choices

Lesson 7:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.

1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

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Standard 2: Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

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Lesson 8:

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1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.3. Describe how peers influence healthy and unhealthy behaviors.

2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

Lesson 9:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.8.3. Describe how peers influence healthy and unhealthy behaviors.

2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

Lesson 10:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1. Analyze the relationship between healthy behaviors and personal health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1. Explain the importance of assuming responsibility for personal health behaviors.

UNIT OBJECTIVES (SWBATS):

- Compare the alcohol content of one serving of beer, wine, and liquor
- Define “psychoactive”
- List the effects of alcohol on the brain and behavior
- Demonstrate effective peer-pressure refusal skills in situations involving alcohol
- Identify ways alcohol use can interfere with the ability to reach a goal
- Identify the various forms of media used to communicate to large populations
- Determine that all advertising media messages are created and constructed by people to sell a product, service, or idea
- Distinguish between advertising claims and facts about the effects of using tobacco products.
- Describe the long-term and short-term effects of using tobacco products
- Contrast perceived norms with actual prevalence of smoking
- Identify ways tobacco use can interfere with the ability to reach a goal
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco product
- Distinguish between advertising claims and facts about the effects of using tobacco products.
- Describe the long-term and short-term effects of using tobacco products
- Contrast perceived norms with actual prevalence of smoking
- Identify ways tobacco use can interfere with the ability to reach a goal

- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco product
- List the effects of marijuana on the body and on behavior
- Determine the consequences of marijuana use on everyday activities
- Contrast perceived norms with actual prevalence of marijuana use
- Practice using peer-pressure refusal strategies in a variety of situations involving marijuana
- Discuss risk and the developmental aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Discuss the harmful effects of inhalants and street drugs
- Recall skills taught in TGFD lessons 1-9
- Explain concepts taught in TGFD lesson 1-9
- State reasons not to use drugs

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Note taking
- Practice
- Cooperative learning
- Peer interaction
- Modeling
- Active participation
- Board Games
- Role Playing
- Discussion

ANCHOR VOCABULARY:

Alcohol: beer, wine, and liquor

Psychoactive

Peer-pressure

Refusal skills

Media

Advertising

Product

Service

Tobacco

Long term effects

Short term effects

Norms

Prevalence

Marijuana

Consequences

Inhalants

Street drugs

Risk

Unhealthy risks

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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