

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

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

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

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