

Grade 6: Analyze Influences / Social & Emotional Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to analyze the various influences on health behaviors in order to promote a healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 2. Analyze influences that affect health and well-being of self and others.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - their emotional health and well-being is affected by many factors in their life. - a person's emotional state can determine their self esteem and success as well as risk of engaging in unhealthy behaviors.	ESSENTIAL QUESTIONS - How do your friends, family, media sources, and our culture affect your emotional well-being? - How do society and other people influence your emotional well-being?
	<i>Acquisition</i>	
	<i>Students will know...</i> - that there are many external factors that influence each person's health behaviors (media, parents, ethnic, legal, peers, geographic, societal, technology). - that there are many internal factors that influence a person's health behaviors (curiosity, interests, desires, fears, likes/dislikes). - personal assets and strengths that can lead to success. - positive ways to handle/express emotions (mood swings, hurt feelings, loneliness, sadness). - ways to manage and reduce anger and conflict and deal with frustration. - how emotions and behaviors change during adolescence - techniques to prepare for high school and beyond. - appropriate ways to end relationships. <u>vocabulary:</u> social media, cyberbullying, internet safety for emotional health, unhealthy relationships, suicide, cutting/self harm, body image, self esteem, positive and negative self talk	<i>Students will be skilled at...</i> - examining the interrelationships and complexity of influences including positive and negative. - developing and demonstrating a positive body image. - building and maintaining healthy friendships. - identifying and analyzing external factors (media, parents, ethnic, legal, peers, geographic, societal, technology) on social and emotional health issues. - identifying and analyzing internal factors, (curiosity, interests, desires, fears, likes/dislikes) on emotional and social health issues. - connecting the interrelationship of several factors on a person's health behaviors due to their emotional health. - determining a variety of influences as appropriate.

Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>collaborate with others</i> • <i>work creatively with others</i> • <i>analyze media</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. 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. 2.8.1 Examine how the family influences the health of adolescents. 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors. 2.8.3 Describe how peers influence healthy and unhealthy behaviors. 2.8.4 Analyze how the school and community can affect personal health practices and behaviors. 2.8.5 Analyze how messages from media influence health behaviors. 2.8.6 Analyze the influence of technology on personal and family health. 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials