

Grade 6: Communication / Alcohol & Drugs

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 use interpersonal communication and advocacy skills in order to promote personal and community health. - 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 4. Use interpersonal communication skills to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... verbal and non verbal skills allow people to interact and express themselves and their needs in a healthy way—including their decision to stay substance free.	ESSENTIAL QUESTIONS - Why is it important to stand up to peer pressure? - Why should you just say no?
	Acquisition	
	Students will know... - that assertive communication skills and body language are important in dealing with AOD situations. - that there are a variety of refusal skills that can be used in AOD (alcohol, nicotine, and other drugs) situations (leave the situation, say “no”, provide an excuse, etc...). - characteristics of nonverbal communication. - that physical, social, and emotional effects of AOD use exist. - the effects of binge drinking, inhalant use, and cough syrup abuse (DXM). - to be aware of situations that could involve AOD and avoid them. - the effects of using a variety of nicotine products (chew, cigarettes, and e-cigarettes). - the relationship between AOD use and transportation/other injuries. - that dependence and addiction are risks of using any substance. - the relationship between AOD use and mental health. - the benefits of not using AOD (physical, social, emotional, legal, financial). - that there are many positive and negative	Students will be skilled at... - demonstrating interactions among individuals. - demonstrating message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language. - effective speaking and listening, (I-statements, eye contact, assertiveness, reflective listening. - demonstrating refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off. - handling pressures from others to use. - encouraging others not to use. - expressing needs, wants, and feelings appropriately in a variety of situations.

	influences on your decision to use/be drug free. • that a person will have to accept personal responsibility for choices about AOD use, which involved healthy decision making. • that an individual will understand how to make a personal commitment not to use. <u>vocabulary:</u> assertiveness, body language, refusal skills, influences, marijuana, binge drinking, depression, addiction, e-cigarettes, chewing tobacco, DXM	
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>communicate clearly</i> • <i>make judgments and decisions</i> • <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
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. Analyze how the environment affects personal health. 1.8.4 Describe how family history can affect personal health. 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems. 1.8. 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. 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others. 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	