

Grade 6: Self Management

Understanding Growth and Development

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks 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 7. Demonstrate practices and behaviors to support health and well-being of self and others.	<i>Transfer</i>	
	Students will be able to independently use their learning to develop practices, routines, and behaviors to promote healthy habits into all dimensions of wellness over a lifespan.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - it is crucial to develop and apply practices and behaviors that support media balance and digital wellness - self management of behaviors and practices are vitally important to one's health - in a variety of contexts (friendships, family, digital, intimate relationships), there are individual and collective responsibilities that contribute to one's health	ESSENTIAL QUESTIONS What are healthy habits for managing my sexual health as it relates to my overall health?
	<i>Acquisition</i>	
	Students will know... that there are male and female growth and development stages during adolescence (primary and secondary sex characteristics) that the human reproductive systems include external and internal body parts and their functions that there are naturally occurring variations in human bodies including vulvas and circumcised or intact penises	Students will be skilled at... analyzing ways to build upon self management strengths and assets to support individual and collective health and well-being. analyzing how self management practices and behaviors support a variety of dimensions of wellness. analyzing self management behaviors that reduce or prevent illnesses.

	that the media, including sexually explicit media, impacts one's body image and self-esteem that there are strategies to use social media safely, legally, and respectfully that there are similarities and differences between friendships and romantic relationships that one's body changes during puberty and there are ways to maintain proper hygiene that there are daily hygiene habits that are needed for maintaining good sexual health that the menstrual cycle is connected to reproduction that there are strategies to manage the effects of PMS and TSS on one's health <u>vocabulary:</u> puberty, hygiene, primary sex characteristics, secondary sex characteristics, female reproductive system terms (vagina, vulva, urethra, uterus, ovaries, endometrium), egg, menstrual cycle, menstruation, ovulation, male reproductive system terms (penis, scrotum, testicles), sperm, circumcision, erection, ejaculation, semen, PMS, TSS	analyzing self management practices and behaviors that support health and well-being, including how to manage health conditions. analyzing connections between self management health literacy and health outcomes. analyzing how individual self management, interpersonal, community, and environmental factors impact health and well-being. explaining how self management health care promotes personal health. examining supports and barriers to health-related self management practices and behaviors. analyzing self management practices and behaviors that support personal and community health and well-being. demonstrating self management practices and behaviors that support personal and community health and well-being.
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>problem solve</i> <i>think critically</i> <i>make judgments and decisions</i> <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<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	