6th Grade Health

Unit Title: Social Skills

Stage 1: Desired Results

Standards & Indicators:

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.

Central Idea / Enduring Understanding:
- Students will learn how to interact with others, decision-making, handling conflicts, and using refusal skills.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

Essential/Guiding Question:
- What is peer pressure?
- What are the two type of peer pressure?
- How can you handle peer pressure?
- What are the five steps for decision-making?
- Why is decision-making important?
- How can making a decision affect you short-term and long-term?
- Why is it important to have refusal skills?
- What are some good refusal skills/tactics?
- What is conflict resolution?
- What are causes of conflict?
- Where can conflicts occur? With whom?
- Why is conflict resolution a good choice?
- What is the definition of bullying?
- How should you respond to bullying?
- Where does bullying occur?
- Why do people bully others?
- What are the negative effects of bullying?
- When should you report bullying?
- How can you prevent bullying?
- How can you stop bullying?
- What are six traits of good Character?
- What are the Character Traits that we at NMS learn about?
- What shapes Good Character?
- How does good character collaborate with good decision-making?

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	● What are ethics and how is ethical value useful? (Include IDEA). ● Who can affect your character, good or bad?
Content: ● Peer Pressure ● Decision Making ● Refusal Skills ● Conflict Resolution ● Bullying/Cyberbullying/Social Media ● Character Education	**Skills(Objectives):** ● Identify effective decision-making skills foster healthier lifestyle choices. ● Use effective decision-making strategies. ● Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. ● Determine how conflicting interests may influence one's decisions. ● Apply personal health data and information to support achievement of one's short- and long-term health goals. ● Examine how personal assets and protective factors support healthy social and emotional development. ● Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. ● Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Interdisciplinary Connections

Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, etc.)
Science: Biology
Math: graphing, developing and understanding charts

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
● Students will think about three scenarios they were peer pressured. They will described the situation and explain how they handled it. ● Students will work in a small group. They will receive different scenarios and the group has to come up with a final decision. ● Students will perform a scenario and use refusal skills to get out of the situation effectively. ● Students will work in pairs. They will get a conflict scenario and they must discuss and agree on a resolution. ● Students will make posters to bring awareness to bullying and how to stop it. ● Students will use social media and write #Stop Bullying to bring awareness and prevention on a national level. ● Students will read biographies and autobiographies about a famous person (i.e.	● Do nows ● Closure activities (ex. exit tickets, kahoots, KWL charts) ● Teacher observation ● Graphic Organizers ● Student generated "skits" ● Tests/quizzes

President Obama, Walt Disney, Steve Jobs, etc…) and use the HFNMS Character Traits to describe that person.	

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
1. Explain and demonstrate negative and positive peer pressure. 2. Identify the steps to decision-making. 3. Demonstrate appropriate refusal skills. 4. Understand what bullying is and how to prevent it. 5. Development of character education.	Resource 1- BrainPop Resource 2: McGraw-Hill Health Teen Series Resource 3: Varies Internet series (i.e. YouTube, CDC, etc…)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
Independent Reading Marking the text on the ipad Using a graphic organizer for essay, bullet main points and ideas used in essay. Student generates notes on class readings. Project based learning using technology Project based learning - 5 paragraph writing incorporated with visual aid Provide a higher grade level book based on topic being covered in class Students read their assigned material independently Provide opportunity for students to respond and reflect on day's learning.	Students work in groups generating notes on a specific reading. Project based learning using technology - ex Nearpod presentation Project based learning - 3 paragraph writing incorporated with visual aid Provide a book on grade level based on a topic being covered in class Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.	Videos Classroom models/Visual Aides Provide notes Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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<table>
<tr><td colspan="3"><u>Unit Title:</u> Wellness, Nutrition, and Health Conditions/Diseases</td></tr>
<tr><td colspan="3" style="background-color:black; color:white; text-align:center">Stage 1: Desired Results</td></tr>
<tr><td colspan="3">

<u>Standards & Indicators:</u>

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

2.3.8.HCDM.6: Explain how the immune system fights disease.

2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

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Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

<u>Central Idea / Enduring Understanding:</u>	<u>Essential/Guiding Question:</u>
- Students will learn how to stay healthy physically, mentally, and emotionally. - Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	- What is stress? - What causes stress? - How does stress affect you? - How can you handle stress? - nutrients?

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- ▪ Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- ▪ The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
- ▪ Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.
- ▪ Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

- What are the six types of nutrients? What do they do and how much do you need on a daily basis?
- What are the five food groups?
- How does advertising affect what we buy?
- How can you get daily exercise?
- What does being "fit" mean and why is it important?
- What is cardiovascular fitness and why is it important?
- What is the F.I.T.T. principle?
- What is your heart rate? How can you monitor your heart rate?
- How can you avoid injury while exercising?
- What is the definition of disease?
- What is a communicable disease?
- What causes communicable diseases?
- What is a pathogen? What are the four types?
- How do pathogens spread?
- How does your body fight pathogens?
- What are some healthy habits to prevent disease?
- What is non-communicable disease?
- What is mental and emotional health?
- What is considered good mental and emotional health?
- What factors shape your personality? How do you see yourself?
- What is self-esteem? How does it affect you?
- What are ways to improve your mental health?
- How do/can you express your emotions?
- How does stress affect your mental health?

Content:

- Stress Management
- Nutrition
- Fitness
- Disease Prevention
- Mental Health

Skills(Objectives):

- Determine factors that influence food choices and eating patterns.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.

Interdisciplinary Connections

Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, etc.)

Science: Biology

Math: graphing, developing and understanding charts

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Stage 2: Assessment Evidence

Performance Task(s):
- Students will write down positive stress relief ideas on an index card to give their classmates ideas.
- Students will write out healthy meals for one day. The day will include: breakfast, lunch, dinner, and two snacks.
- Students will track how long they were active and the activities they did.
- Students will download Fitness Apps and have mini competitions with their classmates to see who was the most active.
- Students will receive an index card with risky behaviors. They will work with a partner and decided whether the behavior is safe (Green), they should take caution (Yellow), or the behavior is high risk (Red).
- Students will engage in a deep breathing exercise to help relieve stress and clear their mind.
- Students will write a positive statement about their classmates on a strip of paper to boost their self-esteem. The students will drop the statement in the "self-esteem jar"

Other Evidence:
- Do nows
- Closure activities (ex. exit tickets, kahoots, KWL charts)
- Teacher observation
- Graphic Organizers
- Tests/quizzes

Stage 3: Learning Plan

Learning Opportunities/Strategies:
- Design and analyze a nutrition plan to help create healthy eating habits.
- Identify the causes of stress and how stress affects mental health.
- Compare and contrast communicable and non-communicable diseases.
- Determine the current impact of technology on the development of self-image and mental health.

Resources:
Resource 1- BrainPop

Resource 2: McGraw-Hill Health Teen Series

Resource 3: Varies Internet series (i.e. YouTube, CDC, etc…)

Differentiation
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Independent Reading Marking the text on the ipad Using a graphic organizer for essay, bullet main points and	Students work in groups generating notes on a specific reading. Project based learning using technology - ex Nearpod presentation	Videos Classroom models/Visual Aides Provide notes	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several

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ideas used in essay. Student generates notes on class readings. Project based learning using technology Project based learning - 5 paragraph writing incorporated with visual aid Provide a higher grade level book based on topic being covered in class Students read their assigned material independently Provide opportunity for students to respond and reflect on day's learning.	Project based learning - 3 paragraph writing incorporated with visual aid Provide a book on grade level based on a topic being covered in class Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.	Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

6th Grade Health

<table>
<tr><td colspan="3">Unit Title:**Unit Title:** Alcohol, Tobacco, & Other Drugs</td></tr>
<tr><td colspan="3" align="center">**Stage 1: Desired Results**</td></tr>
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Standards & Indicators:

2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.

2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective	Multiple solutions often exist to solve a problem.

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
- Students will learn what a drug is, the dangers of using drugs, the difference between over-the-counter and prescription medicine, and the effects/dangers of tobacco and alcohol use. - The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. - A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of	- What is a drug and what constitutes misuse and abuse? - What are the physical, mental and social consequences of drug use? - What are ways to stay drug free and how can somebody get help? - How can you use refusal skills to say no to drugs? - What is tobacco and what are the risks associated with its use? - Is tobacco addictive? How can somebody combat addiction?

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treatment options are available depending on the needs of the individual.
The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

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Why do teens try tobacco? What influences like peers, families, and advertising have on its use?
What are medicines, and their purpose?
What is the difference between prescription and nonprescription drugs?
How can medicine affect your body? What are the side effects?
Why is it important to read the label on the medication?
Why is it important to use medicine correctly?
How can you handle medicine safely in your home?
What is alcohol? Why do some teens use it?
What is the effect of alcohol?
Why is it dangerous for teens to consume alcohol?
What is alcoholism? Who is affected?

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Content:

Drug Use
Tobacco
Over-the-Counter vs. Prescription
Alcohol

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Skills(Objectives):

Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
Compare information found on over-the-counter and prescription medicines.
Explain the system of drug classification and why it is useful in preventing substance abuse.
Relate tobacco use and the incidence of disease.
Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
Summarize the signs and symptoms of inhalant abuse.
Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
Explain how wellness is affected during the stages of drug dependency/addiction.
Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

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	● Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Interdisciplinary Connections

Science: Biology

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Math: compare and contrast percentages related to addiction statistics based on local, state and national data.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
● Students will be given a "person" who abuses and misuses medicine. The student is going to write a short essay to give information about health risks and centers to get help. ● Students will get scenarios that deal with their peers and tobacco. They have to use the decision-making process and refusal skills during the scenario. ● Students will make a Venn diagram to compare and contrast over-the-counter and prescription medicine. ● Students will think about the dangers of underage drinking. Pair with a partner and exchange ideas, Then they will share with the class	● Do nows ● Closure activities (ex. exit tickets, kahoots, KWL charts) ● Teacher observation ● Graphic Organizers ● Tests/quizzes

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
● Explain the health risks of drugs and alcohol use among teens. ● Compare and contrast the development between males and females.	● Resource 1- BrainPop ● Resource 2: McGraw-Hill Health Teen Series ● Resource 3: Varies Internet series (i.e. YouTube, CDC, etc…)

Differentiation

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Project based learning using technology Project based learning - 5 paragraph writing incorporated with visual aid Provide a higher grade level book based on topic being covered in class Students read their assigned material independently Provide opportunity for students to respond and reflect on day's learning.	Provide a book on grade level based on a topic being covered in class Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.	Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

6th Grade Health

<table>
<tr><td colspan="3"><u>Unit Title:</u> Introduction to Human Development & Sexual Behavior</td></tr>
<tr><td colspan="3" align="center">Stage 1: Desired Results</td></tr>
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<u>Standards & Indicators:</u>

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

2.1.8.PP.5: Identify resources to assist with parenting.

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

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<u>Central Idea / Enduring Understanding:</u>
- What is health? What is the difference between health and wellness?
- What are some health influences and risk factors?
- How does your behaviors affect your health?
- How can we build health skills?
- What is hygiene, what does it include?
- How should you take care of your skin and hair?
- What is the proper way to care for your mouth and teeth?
- What are ways to protect your eyes and ears?
- How can we be a smart consumer?
- What is body image and how is it linked to self-esteem?
- How does the media affect your body image?
- Can your peers and family members change your body image?

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<u>Essential/Guiding Question:</u>
- What is health? What is the difference between health and wellness?
- What are some health influences and risk factors?
- How does your behaviors affect your health?
- How can we build health skills?
- What is hygiene, what does it include?
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● What are some physical changes during adolescence? ● What are the physical difference between males and females during adolescence? ● What are some mental changes during adolescence? ● What are some social changes during adolescence ● What are some emotional changes during adolescence? ● What is a relationship? ● How can families and friends change over time? ● What are healthy relationships and what types will you grow into? ● What are good/bad dating behaviors in this age group? ● Can your friends cause you to make poor decisions? ● What are the health benefits of remaining abstinent and resisting pressures to become sexually active? ● Define the behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy? ● What are the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior? ● Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. ● Individual actions, genetics, and family history can play a role in an individual's personal health. ● Responsible actions regarding behavior can impact the development and health of oneself and others. ● An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. ● There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. ● Relationships are influenced by a wide variety of factors, individuals, and behaviors. ● There are factors that contribute to making healthy decisions about sex.	● What are some physical changes during adolescence? ● What are the physical difference between males and females during adolescence? ● What are some mental changes during adolescence? ● What are some social changes during adolescence ● What are some emotional changes during adolescence? ● What is a relationship? ● How can families and friends change over time? ● What are healthy relationships and what types will you grow into? ● What are good/bad dating behaviors in this age group? ● Can your friends cause you to make poor decisions? ● What are the health benefits of remaining abstinent and resisting pressures to become sexually active? ● Define the behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy? ● What are the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior?
Content: ● Personal Health ● Body Image ● Physical Changes ● HIV/AIDS, STIs, HPV ● Pregnancy ● Abstinence ● Relationships	**Skills(Objectives):** Compare growth patterns of males and females during adolescence. Summarize strategies to remain abstinent and resist pressures to become sexually active. Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
	Predict challenges that may be faced by adolescent parents and their families.
	Identify prenatal practices that support a healthy pregnancy.
	Identify the signs and symptoms of pregnancy.
	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

Interdisciplinary Connections
Science: Biology
Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)
Math: ability to analyze charts and percentages related to social media trends in adolescent and adult populations

Stage 2: Assessment Evidence

Performance Task(s):
- Students will go to a store to look at different products for their personal hygiene (shampoo, face wash, body wash, toothpaste, etc…). Their goal is to spend $20 or less on personal hygiene products. They want to pay for quality within budget. Students will write down the products and prices. They will look online for reviews to see how well they did.
- Students will analyze magazines and write an essay explaining what the magazine shoes and how it can affect one's body image.
- Students will make a Venn diagram to compare and contrast physical changes that occur for males and females.
- Students will work in pairs and brainstorm. They will write a minimum of 10 characteristics to a healthy relationship.
- Compare & Contrast Sexual Behavior and Health Risks and (HIV/AIDS, STIs)
- Students will complete Cornell notes to compare and contrast the different health risks when engaging in sexual behavior.

Other Evidence:
- Do nows
- Closure activities (ex. exit tickets, kahoots, KWL charts)
- Teacher observation
- Graphic Organizers
- Tests/quizzes

Stage 3: Learning Plan

Learning Opportunities/Strategies:
1. Compare and contrast the development between males and females.
2. Explain the health benefits of remaining abstinent and resist pressures to become sexually active.

Resources:
- Resource 1- BrainPop
- Resource 2: McGraw-Hill Health Teen Series
- Resource 3: Varies Internet series (i.e. YouTube, CDC, etc…)

3. Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. 4. Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.	

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Independent Reading Marking the text on the device Using a graphic organizer for essay, bullet main points and ideas used in essay. Student generates notes on class readings. Project based learning using technology Project based learning - 5 paragraph writing incorporated with visual aid Provide a higher grade level book based on topic being covered in class Students read their assigned material independently Provide opportunity for students to respond and reflect on the day's learning.	Students work in groups generating notes on a specific reading. Project based learning using technology - ex Nearpod presentation Project based learning - 3 paragraph writing incorporated with visual aid Provide a book on grade level based on a topic being covered in class Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.	Videos Classroom models/Visual Aides Provide notes Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

6th Grade Health

Pacing Guide

6th Grade Health	Resource	Standards
11 Days		

Unit 1: Social Skills
 	
Students will learn how to interact with others, decision-making, handling conflicts, and using refusal skills.
● Topics
  ○ Peer Pressure
  ○ Decision Making
  ○ Refusal Skills
  ○ Conflict Resolution
  ○ Bullying/Cyberbullying/ Social Media
  ○ Character Education
	● Teen Health, Building Character and Preventing Bullying
	
	● Teen Health, Conflict Resolution and Violence Prevention
		2.1.8.EH.1
		2.1.8.EH.2
		2.1.8.CHSS.8

11 Days		

Unit II: Wellness, Nutrition, and Health Conditions/Diseases
 	
Students will learn how to stay healthy physically, mentally, and emotionally.
● Topics
  ○ Stress Management
  ○ Nutrition
  ○ Fitness
  ○ Disease Prevention
  ○ Mental Health
	● Teen Health, Safety and a Healthy Environment
	
	● Teen Health, Mental and Emotional Health
	
	● Teen Health, Preventing Disease Print Module
	
	● Teen Health, Nutrition and Physical Activity
		2.1.8.EH.1
		2.1.8.EH.2
		2.2.8.N.1
		2.2.8.N.2
		2.2.8.N.3
		2.2.8.N.4
		2.3.8.HCDM.1
		2.3.8.HCDM.2
		2.3.8.HCDM.6
		2.3.8.HCDM.7

11 Days		

Unit III: Alcohol, Tobacco, & Other Drugs
 	
Students will learn what a drug is, the dangers of using drugs, the difference between over-the-counter and prescription medicine, and the effects/dangers of tobacco and alcohol use.
● Topics
  ○ Drug Use
  ○ Tobacco
  ○ Over-the-Counter vs. Prescription
  ○ Alcohol
	● Teen Health, Tobacco, Alcohol, and Other Drugs	2.3.8.ATD.1
		2.3.8.ATD.2
		2.3.8.ATD.3
		2.3.8.ATD.4
		2.3.8.ATD.5
		2.3.8.DSDT.1
		2.3.8.DSDT.2
		2.3.8.DSDT.3
		2.3.8.DSDT.4
		2.3.8.DSDT.5

6th Grade Health

11 Days		

Unit IV: Introduction to Human Development & Sexual Behavior
 	
Students will learn about physical, social, mental, and emotional changes that occur during adolescence.
● Topic
  ○ Personal Health
  ○ Body Image
  ○ Physical Changes
  ○ HIV/AIDS, STIs, HPV
  ○ Pregnancy
  ○ Abstinence
  ○ Relationships
	● Teen Health, Building Healthy Relationships
	
	● Teen Health, Healthy Relationships and Sexuality
		2.3.8.PS.7
		2.1.8.PGD.3
		2.1.8.PGD.4
		2.1.8.PP.2
		2.1.8.PP.4
		2.1.8.PP.5
		2.1.8.SSH.3
		2.1.8.SSH.10
		2.1.8.SSH.11