| ***Health Grade 6 Unit 2: Healthy Decision-Making***  ***3 Weeks*** | | | | | |
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| **Targeted Standards**  2.1.8.PGD.1: Explain how appropriate health care can promote personal health.  2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.  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.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.  2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.  2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.  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.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.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.  2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.  2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships  2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.  2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.  2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.  2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.  2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).  2.1.8.SSH.9: Define vaginal, oral, and anal sex.  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).  2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).  2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.  2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.  2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.  2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.  2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.  2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.  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.  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, balance nutrition).  2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).  2.3.8.PS.2: Define sexual consent and sexual agency.  2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).  2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.  2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).  2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).  2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).  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.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).  2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).  2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.  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.  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. | | | | | |
| **Rationale and Transfer Goals:**  When students think of drugs often they do not consider alcohol, tobacco, and prescription drugs to be part of the equation because these are things that can be found in various social settings or at home in the bathroom. Students will understand these drugs are harmful to health as well as illegal substances and can affect the individual, bystanders, and family. Students will also come to know the history of some of the drugs and help to today’s medical breakthroughs but how use and abuse caused things to change. | | | | | |
| **Enduring Understandings:**  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.  Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.  Inclusive schools and communities are accepting of all people and make them feel welcome and included.  Relationships are influenced by a wide variety of factors, individuals, and behaviors.  There are factors that contribute to making healthy decisions about sex.  Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.  Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.  Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.  Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.  Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.  Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.  Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.  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  The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.  A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.  The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | | | | | |
| **Essential Questions**:  How does nicotine affect the body?  What factors may influence teens to try tobacco, alcohol, or drugs?  What are some ways you could refuse the use of tobacco, alcohol, or drugs?  What are some short and long term benefits of avoiding alcohol?  Why is it important to know the BAC of a beverage of alcohol?  What are some of the health risk associated with drug use?  What are alternatives to drug abuse? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Drugs that are legal can also be harmful * The are over 4,000 harmful chemicals found in tobacco, not just nicotine * Setting goals help you to stay away from drugs * Using tobacco around people is harmful to them also * There are many factors that influence alcohol’s effects: body weight, rate of consumption, amount the person consumes, presence of food, presence of other drugs, gender. * Just because drinks look the same size they may not have the same alcohol content. * Any type of drug can be abused.   Vocabulary  Nicotine  Carbon monoxide  Tar  Emphysema  Addiction  Snuff  Negative peer pressure  Media  Refusal skills  Second hand smoke  Alcohol  Drug  Cirrhosis  Blood Alcohol Content  Tolerance  Alcoholism  Fetal Alcohol Syndrome  Illegal drugs  Inhalants  Marijuana  Stimulants  Anabolic Steroids  Narcotics  Hallucinogens  Drug abuse  Overdose  Withdrawal | * Identify various drugs * Recognize the harmful effects that drugs can have on the body * Know the difference between legal and illegal drugs * Understand the dangers of secondhand smoke * Apply refusal skills when being pressured or influenced to partake in drug use * Set short and long term goals | | skits  Worksheets  Discussion  Notes  Powerpoint  Videos  Research Project  Group Work | | Completion of writing assignments and written test  Completion of teacher created assessment  Successful completion of skill/content sheets  Homework  Project  Notebook  Participation |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Accessing Information   * Drug research project * Tobacco mini-lab - testing how tobacco affects the heart * Alcohol mini-lab - how alcohol affects the senses   Practicing Healthful Behaviors   * Using refusal skills * Only using prescription drugs according to the doctor's suggestions   Analyzing Influences   * Media and other outlets can influence us by making drugs seem glamorous * Drugs done in the home have a great impact on you and can be the starting point of a cycle of addiction   Communication Skills   * Using great communication skills can help you get our point across when you are refusing drugs   Refusal Skills   * Using many methods to say no and remain drug free.   Goal Setting   * Setting goals helps people to have something to look forward and give reason not to divert from their path with bad choices.   Advocacy   * Each student should be an advocate for a drug free life and know positive effects being drug free could have on you. | | * The Health Triangle * Influences on Health * A Healthy Self Concept * Setting Health Goals * Decision Making Process * Physical Activity Affects on Health * Your Body’s Nutrient Needs * Following a Healthful Eating Plan * Making Healthful Food Choices * Coping with Stress * Your Friends and Peers | | Health Journal  Let's Spin Alcohol Lab  Eat that Cotton - Alcohol Activity  Vocabulary Games  Heart Rate - Tobacco Activity  Group Drug Research Presentation  Crazy Drug facts  Q and A Sessions  Topics:  Tobacco: A Harmful Drug  Staying Tobacco Free  Dangers of Alcohol Use  Alcoholism and Addiction  What are Illegal Drugs  Drug Abuse  Avoiding Alcohol and Drugs  Recognizing Alcohol Abuse | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?  **CRP9. Model integrity, ethical leadership and effective management.**  Students connect concepts of integrity with clean and healthy living, avoidance of drugs and alcohol, and community participation  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create and problem solve.  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?  Glencoe *Teen Health* Course 1 (220-265)  KidsHealth.com  \*Various miscellaneous resources; health non-fiction/news | | | | | |
| **Interdisciplinary Connections**  **Science**  **K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.**  **K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.**  **MS-LS1-5** . **Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.**   * Connections to health processes associated with physiology and anatomy * Basic understanding of communicability of diseases in discussion of wellness   **ELA**  **NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**  **RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**  **RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**  **RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**  **NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**   * Students practice writing and reading in the content area   **Social Studies**  **6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.**  **6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.**   * discussion of community and culture as a role in an individual's fitness level, discussion of community resources related to personal wellness | | | | | |