| ***Health Grade 6 Unit 3: Growth and Development***  ***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:**  Many students cannot recognize the parts of the body. They could give it one generalized name (sometimes slang term) and that’s it. This unit will help students recognize the different parts of their reproductive system and their functions. They will also learn about the physical, mental/emotional, and social changes they are going through or will be going through in the future. Students will recognize these changes are normal and the majority of people experience them. They will also understand that puberty happens at different times for everyone. | | | | | |
| **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**:  In which ways have your body changed in the last few years and what are the purpose of change?  Why is it important to know the parts and functions of the male and female reproductive system?  Why is it important to develop goals during different stages of your life?  Why do you think the teen years are not a good time for becoming a parent?  What traits did you inherit from you parents? | | | | | |
| **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*** |
| * Changes males go through during puberty * Changes females go through during puberty * Proper terminology for genitalia * Changes during puberty are not only physical * Process of menstruation * Males produce sperm and Females produce an egg. * We inherit characteristics from ancestors gene pool. * Stages of the life cycle   Vocabulary  Adolescence  Endocrine system  Puberty  Reproductive system  Egg cell  Fertilization  Menstruation  Sperm  Ovaries  Fallopian tube  Uterus  Vagina  Cervix  Testicles  Prostate gland  Urethra  Penis  Scrotum  Vas deferens  Chromosomes  Genes  Fetus  Prenatal care  Life Cycle   * Infancy * Childhood * Adolescence * Young adulthood * Middle adulthood * maturity | * Recognize changes during puberty for female, male or both. * Recognize body parts of each gender * Label body parts * Explain how to care for the body * Recognize which stage of the life cycle someone is * Use proper hygiene practices | | skits  Worksheets  Discussion  Notes  Powerpoint  Videos  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** | |
| Practicing Healthful Behaviors   * Using proper hygiene * Knowing what consumer products can be helpful and which could be harmful   Stress Management   * A lot of changes are happening a once. Learning coping skills to maintain stability with family, friends, school   Communication Skills   * Learning to communicate effectively with peers and family. * With this change some relationships may change and students need to recognize the change and effectively move on.   Decision Making   * Puberty is a sign you are turning into a young adult and peer related decisions need to be made. Remember HELP (Healthful, Ethical, Legal, Parents Approve)   Goal Setting   * Thinking about plans for your future Young adult self. Where would you want to be in life for each part of the life cycle? | | * The Health Triangle * Influences on Health * A Healthy Self Concept * Setting Health Goals * Decision Making Process * Physical Activity Affects on Health * Coping with Stress * Your Friends and Peers | | Health Journal  Hygiene PSA  Stress Reduction Practices  How to properly use pad (girls only)  Vocabulary Games  Crazy Drug facts  Q and A Sessions  Topics:  Adolescence: A Time of Change  Human Reproduction  Heredity and the Life Cycle | |
| **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 | | | | | |