

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health

Curriculum writing Committee:

Jessi Donnelly

Grade Level: 6

Date of Board Approval: _2021_____

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Course Weighting

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
Total	100%

Curriculum Map

Overview:

The students will develop a framework of Social Emotional skills through the development of goal-setting, decision-making, and effective communication skills in addition to peer pressure refusal, pro-social bonding, and conflict resolution in the Too Good for Drugs Program Grade 6. The students also will analyze a variety of health related topics using various educational methods and activities.

Goals:

1. **Unit One** – Personal Skill Development
Overview with time range in days: 5-7 Days

Unit One -Goals:

Understanding of:

- Setting reachable goals
- Making responsible decisions
- Identifying and managing emotions
- Effective communication
- Bonding and relationships

2. **Unit Two** –Drugs and Alcohol Skill Application
Overview with time range in days: 5-7 Days

Unit Two -Goals:

Understanding of:

- Effects of alcohol use
- Effects of nicotine use
- Effects of THC and Marijuana use
- Safe use of prescription drugs an OTC medicine
- Street drugs

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3. Unit Three - Diseases

Overview with time range in days: 4-5 Days

Unit Two-Goals:

Understanding of:

- Functions of the immune system
- Spread and prevention of pathogens
- Identify common communicable diseases, including STIs
- Identify common non-communicable diseases

4. Unit Four - Safe Use of Technology and Bullying Prevention

Overview with time range in days: 4-5 Days

Unit Three -Goals

Understanding of:

- Benefits and drawbacks of social media
- Identifying bullying
- Types of bullying
- Bullying Prevention

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Big Ideas:

- Building students' social-emotional skills can empower them to be strong learners, make healthy choices, and become more resistant to peer pressure.
- Students who learn and utilize good social-emotional skills, are more likely to have a positive attitude, make good decisions, avoid risky behaviors, get along with peers, and do better in school.
- Communicable and non-communicable disease identification and prevention are essential for a healthy life.
- Responsible use of technology and social media, prepare students to take ownership of their digital lives.
- Promoting bullying awareness by providing the basics about bullying, and offering the opportunities for discussion, ways to safely stand up to bullying and how to get help, can set the stage for continued learning and prevention of bullying.

Textbook and Supplemental Resources:

Mendez Foundation, *Too Good for Drugs Grade 6*, CE Mendez Foundation, Inc. 2018

National Institute on Drug Abuse

<https://teens.drugabuse.gov/teachers>

Alliance for a Healthier Generation

<https://www.healthiergeneration.org/>

Kids Health

<https://kidshealth.org/>

CDC

<https://www.cdc.gov/healthyschools/>

Common Sense Education

<https://www.commonsense.org/education>

Stop Bullying.gov

<https://stopbullying.gov>

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Curriculum Plan

Unit: Personal Skill Development

Time Range in Days: 5-7 lessons

Standards Addressed:

PA Academic Standards: 10.1.6A, 10.1.6D, 10.2.6A, 10.2.6D, 10.2.6E, 10.3.6A

National Health Standards: 1, 2, 4, 5, 6, 7, 8

Eligible Content:

- Apply the steps to setting and reaching personal goals.
- Recognize and manage potential obstacles that can get in the way of reaching a goal.
- Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
- Describe and apply the steps of a decision-making process to health and safety issues.
- Explain factors that influence childhood and adolescent drug use.
- Explain the relationship between personal health practices and individual well-being.
- Explain and apply safe practices in the home, school and community.
- Analyze environmental factors that impact health.

Objectives:

- Define a goal. (DOK 1)
- Differentiate between long-term and short-term goals. (DOK 2)
- Apply the steps for reaching personal goal. (DOK 1)
- Name someone to support him or her in working toward the goal. (DOK 1)
- Define consequence. (DOK 1)
- Distinguish decisions with minor consequences from those with major consequences. (DOK 2)
- List the steps of the decision-making model. (DOK 1)
- Explain the importance of stopping to think about possible consequences before making major decisions. (DOK 2)
- Evaluate possible consequences of major decisions. (DOK 3)
- Recognize the physical signals associated with specific emotions. (DOK 1)
- Identify intense emotions. (DOK 1)
- Name a variety of emotions. (DOK 1)
- List positive ways to manage emotions. (DOK 1)
- Evaluate the importance of managing emotions to prevent them from intensifying and leading to inappropriate actions. (DOC 3)
- Define effective communication. (DOK 1)

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- Identify the elements of communication, both verbal and non-verbal. (DOK 1)
- Analyze how tone of voice, facial expressions, and body language can affect meaning. (DOC 4)
- Distinguish among assertive, aggressive, and passive communication styles. (DOK 2)
- Define peer pressure. (DOK 1)
- Identify nine effective peer-pressure refusal strategies. (DOC 1)
- Apply effective peer-pressure refusal techniques in a variety of situations. (DOC 4)
- Evaluate assertiveness in peer-pressure refusal demonstrations. (DOC 3)
- Identify the benefits of associating with peers who make positive decisions. (DOC 1)
- List ways to influence others positively. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Guided learning activities to focus on goal setting.
- Brainstorm types of goals.
- Discuss goal setting steps.
- Brainstorm options for solving problems.
- Evaluate options for responding to the problem.
- Discuss the steps to the decision making model.
- Evaluate possible consequences to major decisions.
- Provide students with situations cards for making responsible decisions.
- Role play/Discuss responsible decisions making scenarios.
- Brainstorm physical signs associated with specific emotions.
- List the variety of emotions.
- Describe intensifying emotions.
- Discuss ways of preventing intensifying emotions from leading to inappropriate actions.
- Brainstorm different types of communication.
- Discuss how tone of voice, facial expression, and body language can affect meaning.
- Differentiate among assertive, aggressive, and passive, communication styles.
- Generate a list of effective peer-pressure refusal strategies.
- Demonstrate assertiveness in peer-pressure refusal situations.
- Brainstorm the benefits of association with peers who make positive decisions.
- List ways to influence others positively.

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Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

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Unit: Drug and Alcohol Skill Application

Time Range in Days: 5-7 lessons

Standards Addressed:

PA Academic Standards: 10.1.6A, 10.1.6B, 10.1.6D, 10.2.6A, 10.2.6B, 10.2.6C, 10.2.6D, 10.2.6E, 10.3.6A, 10.3.6C

National Health Standards: 1, 2, 4, 5, 6, 7, 8

Eligible Content:

- Describe growth and development changes that occur between childhood and adolescence and identify education and socioeconomic factors that can influence these changes.
- Identify and describe the structure and function of the major body systems.
- Explain factors that influence childhood and adolescent drug use.
- Identify health problems that can occur throughout life and describe ways to prevent them.
- Explain the relationship between personal health practices and individual well-being.
- Explain the relationship between health-related information and consumer choices.
- Explain the media's effect on health and safety issues.
- Describe and apply the steps of a decision-making process to health and safety issues.

Objectives:

- Compare the alcohol content of one serving of beer, wine, and liquor. (DOK 3)
- Define "psychoactive". (DOK 1)
- List the effects of alcohol on the brain and behavior. (DOK 1)
- Demonstrate effective peer-pressure refusal skills in situations involving alcohol. (DOK 2)
- Identify ways alcohol use can interfere with the ability to reach a goal. (DOK 1)
- Identify the various forms of media used to communicate to large populations. (DOK 1)
- Determine that all advertising media messages are created and constructed by people to sell a product, service, or idea. (DOK 2)
- Distinguish between advertising claims and facts about the effects of using tobacco products. (DOK 2)
- Describe the long-term and short-term effects of using tobacco products. (DOK 2)
- Contrast perceived norms with actual prevalence of smoking. (DOK 3)
- Identify ways tobacco use can interfere with the ability to reach a goal. (DOK 1)
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products. (DOK 2)

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- Demonstrate effective peer pressure refusal techniques in situations involving alcohol. (DOK 2)
- List the effects of marijuana on the body and on behavior. (DOK 1)
- Determine the consequences of marijuana use on everyday activities. (DOK 2)
- Contrast perceived norms with actual prevalence of marijuana use. (DOK 3)
- Demonstrate peer-pressure refusal strategies in a variety of situations involving Marijuana. (DOK 2)
- Analyze risk and the developmental aspects of risk-taking. (DOK 4)
- Differentiate healthy and unhealthy risks and predict their outcomes. (DOK 3)
- Incorporate risk analysis into the Decision-Making Model. (DOK 2)
- Recall the harmful effects of inhalants and street drugs. (DOK 1)
- State reasons not to use drugs. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Compare the alcohol content of one serving of beer, wine, and liquor.
- Discuss the meaning of “psychoactive.”
- List the effects of alcohol on the brain and behavior.
- Demonstrate effective peer-pressure refusal skills in situations involving alcohol.
- Utilizing a large group activity, identify ways alcohol use can interfere with the ability to reach a goal.
- List various types of media that could be used to communicate with large populations.
- Brainstorm types of persuasive advertising techniques.
- Identify the stages of addiction.
- Brainstorm the short-term and long-term effects of using nicotine and tobacco products.
- Using a t-chart, discuss the myths and realities of smoking.
- In a cooperative learning setting, identify ways nicotine use can interfere with the ability to reach a goal.
- Demonstrate and discuss effective peer-pressure refusal skills in situations involving nicotine products.
- Generate a list of effects of THC and marijuana use on the body and behavior.
- Explain the consequences of marijuana use on everyday activities.
- Contrast the myths and realities of marijuana use.
- Role-play peer-pressure refusal strategies in a variety of situations involving marijuana.
- Differentiate between healthy and unhealthy risk-taking.
- Apply the formulas for risk taking to teacher generated scenarios.
- Incorporate risk analysis into the Decision-Making Model.

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- Discuss the harmful effects of abusing OTC and prescription medications on the brain and body.
- In a cooperative learning episode, differentiate the appropriate use and the abuse of prescription and OTC medications.
- Utilizing a Think-Pair-Share activity, discuss the harmful effects of inhalant and street drug use.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

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Unit: Diseases unit

Time Range in Days: 4-5 lessons

Standards Addressed:

PA Academic Standards: 10.1.6A, 10.1.6B, 10.1.6C, 10.1.6E, 10.2.6A, 10.2.6B, 10.2.6D

National Health Standards: 1, 2, 3, 4, 5, 6, 7, 8

Eligible Content:

- Identify and describe the structure and function of the major body systems.
- Analyze nutritional concepts that influence health.
- Identify health problems that can occur throughout life and describe ways to prevent them.
- Explain the relationship between personal health practices and individual well-being.
- Explain the relationship between health-related information and consumer choices.
- Describe and apply the steps of a decision-making process to health and safety issues.

Objectives:

- Identify types of germs that can cause disease and how they are spread. (DOK 1)
- Describe what constitutes an infection. (DOK 1)
- Describe the function of the immune system. (DOK 2)
- Explain how antibodies protect the body. (DOK 1)
- Identify some common communicable diseases. (DOK 1)
- Describe how to protect yourself against pathogens and how to avoid spreading pathogens to others when you are sick. (DOK 2)
- Identify habits that can help a person stay healthy. (DOK 1)
- Create a positive health behavior plan to prevent the spread of disease. (DOK 4)
- Identify common sexually transmitted infections. (DOK 1)
- Using an abstinence approach, identify ways to protect themselves from sexually transmitted infections. (DOK 1)
- Explain the difference between a communicable and non-communicable disease. (DOK 1)
- Identify common non-communicable diseases. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Discuss types of germs that can cause disease.
- Brainstorm ways in which germs can spread.
- Using guided learning, generate an accurate definition of infection.
- Discuss the immune system, its parts, and how to keep it healthy.
- Discuss different types of communicable diseases and their symptoms.

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- Define sexually transmitted infections.
- Draw and complete a graphic organizer to show how the two communicable diseases are alike and different.
- Define non-communicable diseases.
- Brainstorm the difference between communicable and non-communicable diseases.
- Discuss different types of non-communicable diseases.
- Classify common diseases into communicable or non-communicable diseases.
- Create a positive health behavior plan to prevent the spread of disease.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

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Unit: Safe Use of Technology and Bullying Prevention **Time Range in Days:** 4-5 lessons

Standards Addressed:

PA Academic Standards: 10.1.6D, 10.3.6A, 10.3.6C

National Health Standards: 1, 2, 3, 4, 5, 6, 7, 8

Eligible Content:

- Explain factors that influence childhood.
- Explain and apply safe practices in the home, school and community.
- Describe strategies to avoid or manage conflict and violence.

Objectives:

- Reflect on their common online and offline activities. (DOK 3)
- Identify ways to maintain balance between online and offline activities. (DOK 1)
- Create a personal plan to achieve more media balance. (DOK 4)
- Reflect on reasons why people might create fake social media accounts. (DOK 3)
- Identify the possible results of posting from a fake social media account. (DOK 1)
- Analyze how well they know the people they interact with online. (DOK 4)
- Reflect on what information is safe to share with different types of online friends. (DOK 3)
- Recognize red flag feelings and how to respond to them. (DOK 1)
- Reflect on how easily drama can escalate online. (DOK 3)
- Identify de-escalation strategies when dealing with digital drama. (DOK 1)
- Explain how digital drama can affect not only oneself but also those around us. (DOK 1)
- Define bullying. (DOK 1)
- Identify the different types of bullying. (DOK 1)
- Recognize similarities and differences between in-person bullying, cyberbullying, and being mean. (DOK 1)
- Identify strategies for dealing with the different types of bullying. (DOK 1)
- Identify ways they can provide help for those being bullied. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Discuss common online and offline activities.
- Brainstorm ways to maintain balance between online and offline activities.
- Create a personal plan to achieve more media balance.
- Discuss reasons why people may create fake social accounts.
- Debate the benefits and drawbacks of posting from multiple accounts.

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- Work cooperatively in a think-pair-share episode, to analyze what type of information is safe to share with different types of online friends.
- Discuss de-escalation strategies when dealing with digital drama.
- Through guided questioning, define bullying.
- Brainstorm a list of the different types of bullying.
- During a cooperative learning episode, recognize the similarities and differences between in-person bullying, cyberbullying, and being mean.
- Create a plan for dealing with different types of bullying.
- Discuss safe ways to provide or get help for those being bullied.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

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APPENDIX

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____