BRISTOL WARREN REGIONAL SCHOOL DISTRICT
Health Curriculum Grade 6, Unit 1

HEALTH TRIANGLE

Overview

Number of instructional days: 2-3

Unit Abstract

Students will focus on their “Total Health”. Total Health is the combination of physical, mental/emotional and social health. Students will identify the importance of being well in all three areas to become a healthy person and that keeping their health triangle balanced is the key to lifelong health.

Individuals can take charge of their physical, mental/emotional and social health by making healthy choices and practicing healthful behaviors. They will discuss their ability to identify risk behaviors and the consequences and how teens may reduce or avoid these risks.

Written Curriculum

Focus RHODE ISLAND HEALTH EDUCATION Standards

Standard 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life. (Personal Health)

1.4b describe how family, peers and environment are interrelated with the health of adolescents, including physical activity, nutrition and hygiene practices.

Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks. (Personal Health)

3.2 analyze personal health habits to determine health strengths and risks.
3.4 apply strategies to improve or maintain personal health.

Standard 4: Students will analyze the influence of culture, media, technology and other factors on health. (Personal Health)

4.4 analyze how information from peers influences and affects health choices about personal health.

Supporting NATIONAL HEALTH EDUCATION Standards

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
2.8.1 Examine how family influences the health of adolescents.
2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
3.8.2 Access valid health information from home, school, and community.

Common Core State Standards

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Social and Emotional Learning Standards (SEL)

2. Self-Management
2A Individual demonstrates the skills to manage one’s emotions, thoughts, impulses and stress in constructive ways.
2C Individual demonstrates skills to develop, evaluate, modify and achieve goals.

5. Responsible Decision Making
5C Individual evaluates impact of decisions on self, others, and the given situation and adjusts behavior appropriately.

21st Century Learning Expectations - Deeper Learning

Content Mastery
Students apply new knowledge to real-world situations.

Critical Thinking and Problem Solving
Students consider a variety of approaches to produce innovative solutions.

Clarifying the Standards

Prior Learning

By the end of grades 4-5, students were able to:

- fitness is covered in physical education classes.
Current Learning

By the end of grade 6, students are able to:

- identify the types of health that contribute to a person’s total health.
- recognize how keeping their health triangle balanced is key to lifelong health.
- understand that they can take charge of all areas of their health by making healthy choices and practicing healthful behaviors.

Future Learning

By the end of grade 7, students will be able to:

- recognize that health and wellness are related to their levels of physical, mental/emotional, and social well-being.
- learn to achieve wellness through the Wellness Continuum Scale Concept.
- recognize that they are responsible for their own health and wellness.

Essential Questions

- What is the Health Triangle?
- What are some factors that influence health?
- What are some ways that healthful behaviors and decisions can promote wellness?
- How can you take charge of your physical, mental/emotional and social health by making healthy choices and decisions?
- How can having the ability to identify risk behaviors and their consequences help teens reduce or avoid these risks?

Learning Targets

Concepts to be learned and skills to be used written in student-friendly language

- I can explain the Health Triangle.
- I can name things I can do to be a healthy person in each of the three areas (physical, mental/emotional and social).
- I can identify how my health triangle needs to be balanced in order to achieve total health.
- I can understand how heredity, environment and other factors affect my health and can help me make healthy decisions.
- I can explain that keeping my health triangle balanced is a key to lifelong health.
- I can identify risky behaviors and their consequences.
- I can recognize how to reduce or avoid risky behaviors.

Key Vocabulary
- balance
- behaviors
- choices
- emotional health
- habits
- health
- health triangle
- heredity
- mental health
- physical health
- risk factors
- social health
- wellness

**Assessment For Learning**

**Formative** - done frequently throughout a unit to assess progress towards learning targets
- Concept mapping
- Balanced/unbalanced activity
- Class discussion
- Question and answer
- Exit quiz

**Summative** - designed to measure the focus standards
- Flip grid presentation
- Health triangle project
- Quiz

**Instructional Plan**

**Activities**
- Health Triangle worksheet Glencoe
- Health Triangle (flip grid presentation)
- Personal Health inventory (Glencoe written activity)
- Balanced/ Unbalanced Triangles (Glencoe written activity)

**Effective Instructional Strategies**
- questioning to assess students’ understanding
- exit tickets
- small groups and peer assessments
- uses different modes of delivery
- uses teachable moments
- uses a variety of approaches to engage all students
- student self-assessments and reflections

### Recommended Resources and Materials

#### Unit Specific Resources

- Glencoe Teen Health Course 1 Glencoe Teacher Wraparound Edition
- Rhode Island Health Education Framework
- Rhode Island Department of Education Comprehensive Instructional Outcomes
- Thrive RI [http://www.thriveri.org/components_HealthEducation.html](http://www.thriveri.org/components_HealthEducation.html)
- National Health Education Standards - SHAPE America
  [https://www.shapeamerica.org/standards/health/](https://www.shapeamerica.org/standards/health/)
- Kids Health [https://classroom.kidshealth.org/](https://classroom.kidshealth.org/)
GOAL SETTING/DECISION MAKING SKILLS

Overview

<table>
<thead>
<tr>
<th>Number of instructional days: 3-4</th>
<th>1 day = 50 minutes</th>
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Unit Abstract

Students will understand the importance of making healthy decisions and setting goals. They will learn the steps to Glencoe’s The Decision Making Process. Through the use of the S.M.A.R.T. goal format (Specific, Measurable, Actionable, Realistic and Timely), students will learn the steps necessary to create functional and reasonable goals. They will apply their skills by creating a health-related goal that will aid in improving their overall health.

Written Curriculum

Focus RHODE ISLAND HEALTH EDUCATION STANDARDS

Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks. (Personal Health)
3.2 Analyze personal health habits to determine health strengths and risks.
3.4 Apply strategies to improve or maintain personal health.

Standard 6: Students will demonstrate the ability to use goal setting and decision making to enhance health. (Personal Health)
6.4 Apply strategies and skills needed to attain personal health goals.
6.5 Develop a plan that addresses personal strengths, needs and health risks.

Supporting NATIONAL HEALTH EDUCATION STANDARDS

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5.8.1 Identify circumstances that can help or hinder health decisions.
5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
5.8.7 Analyze the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
6.8.2 Develop a goal to adapt, maintain, or improve a personal health practice.
6.8.3 Apply strategies and skills needed to attain a personal health goal.
Common Core State Standards

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Social and Emotional Learning Standards (SEL)

1. Self-Awareness
1D Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations

2. Self-Management
2C Individual demonstrates skills to develop, evaluate, modify and achieve goals.

5. Responsible Decision Making
5A Individual applies problem-solving skills to engage responsibly in a variety of situations.
5B Individual uses and adapts appropriate tools and strategies to solve problems.
5C Individual evaluates impact of decisions on self, others and the given situation and adjusts behavior appropriately.

21st Century Learning Expectations - Deeper Learning

Content Mastery
*Students apply new knowledge to real-world situations.*

Critical thinking and Problem Solving
*Students consider a variety of approaches to produce innovative solutions.*

<table>
<thead>
<tr>
<th>Clarifying the Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Prior Learning</strong></td>
</tr>
<tr>
<td><strong>By the end of grades 4-5, students were able to:</strong></td>
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<tr>
<td>● set a realistic personal health goal, track their progress and access resources that could be used to help achieve a personal health and wellness-related goal.</td>
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<tr>
<td><strong>Current Learning</strong></td>
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</tbody>
</table>
By the end of grade 6, students are able to:

- understand the importance of making healthy decisions and setting goals.
- identify the steps necessary to create functional and reasonable goals.
- create goals that will aid in improving their overall health.

Future Learning

By the end of grade 7, students will be able to:

- recognize the Fitnessgram Test.
- analyze their Healthy Fitness Zone.
- set personal goals to improve their scores.
- demonstrate how to execute each test.

Essential Questions

- What are the Decision Making steps?
- How does using the Decision Making Process help you make healthier decisions?
- What is the S.M.A.R.T. goal format?
- How does using the S.M.A.R.T. goal format improve your chances of achieving a goal?

Learning Targets

Concepts to be learned and skills to be used written in student-friendly language

- I can name the steps of the Decision Making Process.
- I can explain how the Decision Making Process helps me make healthier decisions.
- I can recognize my Healthy Fitness Zone for each test.
- I can identify the components of the S.M.A.R.T. goal format.
- I can employ the S.M.A.R.T. goal format to help me attain a goal.

Key Vocabulary

- actionable
- consequences
- decision making
- evaluate
- goal setting
- Healthy Fitness Zone
- long-term
- measurable
- options
• outcomes
• personal values
• realistic
• reward
• short-term
• specific
• timely

Assessment For Learning

Formative - done frequently throughout a unit to assess progress towards learning targets
• Concept mapping
• Class discussions
• Small group brainstorming
• Consequences...question/answer sessions
• Exit Quiz

Summative - designed to measure the focus standards
• Create a Health-related S.M.A.R.T. goal

Instructional Plan

Activities

• Choices scenarios "brain dump"
• Consequences of actions - small group brainstorming
• What Would You Do? scenarios (small group Glencoe written activity)

Effective Instructional Strategies

• questioning to assess students’ understanding
• exit tickets
• small groups and peer assessments
• uses different modes of delivery
• uses teachable moments
• uses a variety of approaches to engage all students
• student self-assessments and reflections

Recommended Resources and Materials

Unit Specific Resources

• Glencoe Teen Health Course 1 Glencoe Teacher Wraparound Edition
• Rhode Island Health Education Framework
BRISTOL WARREN REGIONAL SCHOOL DISTRICT
Health Curriculum Grade 6, Unit 3

BULLYING/CONFLICT RESOLUTION/DEALING with TROUBLESOME FEELINGS

Overview

Number of instructional days: 3-4
1 day = 50 minutes

Unit Abstract

Students will understand the difference between teasing, bullying and cyberbullying and why some kids might bully others. They will recognize the negative feelings caused by being bullied. They will discuss possible consequences for the bully. They also will discuss ways a bystander can help someone who is being bullied.

Students will define conflict resolution and strategies to deal with them. They will be able to explain the importance of appropriate word-choice when communicating with others. They will also be able to explain the importance of appropriate word-choice when communicating with others. They will be able to utilize appropriate verbal and nonverbal communication skills when trying to resolve conflicts (ie. I statements and/or W.I.S.H. phrases).

Students will also be able to describe healthy ways to deal with and express their emotions, particularly troublesome ones. They will be able to identify the benefits of expressing and dealing with their feelings in healthy ways.

Written Curriculum

Focus RHODE ISLAND HEALTH EDUCATION STANDARDS

Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks. (Mental and Emotional)
3.3 distinguish between safe and risky or harmful behaviors, e.g. healthy relationships, types of violence, dating violence, bullying, cyberbullying including sexting, abuse of social networks and digital technology harassment.
3.7 develop and apply ways of managing conflict and specific stressful situations.

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. (Mental and Emotional Health)
5.1 use effective verbal and non-verbal communication skills to enhance mental health, e.g. skills to maintain healthy relationships, friendships, family, dating.
5.3 use healthy ways to express needs, wants and feelings.
Standard 6: Students will demonstrate the ability to use goal setting and decision making skills to enhance health. (Mental and Emotional Health)
6.3 predict how decisions regarding emotional expression have consequences for self and others.
6.4 apply effective communication strategies to attain personal mental and emotional health goal.

Supporting NATIONAL HEALTH EDUCATION STANDARDS

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
4.8.3 Demonstrate effective conflict management or resolution strategies.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

Common Core State Standards

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Social and Emotional Learning Standards (SEL)

1. Self-Awareness
1D Individual demonstrates an understanding of one’s emotions.

2. Self-Management
2C Individual demonstrates skills to manage one’s emotions, thoughts, impulses and stress in constructive ways.

4. Relationship Skills
4A Individual uses communication skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages, and identities.
4B Individual uses appropriate communication strategies and interpersonal skills to maintain relationships with others.
4C Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.
21st Century Learning Expectations - Deeper Learning

Content Mastery
*Students apply new knowledge to real-world situations.*

Effective Communication
*Students demonstrate skills in active listening, clear writing, and persuasive presentation.*

Collaboration
*Students work with their peers, assume leadership roles, resolve conflicts and manage projects.*

Clarifying the Standards

Prior Learning

<table>
<thead>
<tr>
<th>By the end of grades 4-5, students were able to:</th>
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<tbody>
<tr>
<td>● define conflict and conflict resolution.</td>
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<tr>
<td>● understand and resolve conflicts, consider different ways a conflict might end or escalate, and explore which choices would be safe, peaceful and fair.</td>
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<tr>
<td>● identify the warning signs of a simple conflict versus a serious conflict and understand the importance of seeking adult help in these situations.</td>
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<tr>
<td>● practice communication skills for negotiating and resolving simple conflicts, as well as how to ask for adult help if a conflict becomes serious.</td>
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<tr>
<td>● demonstrate an understanding of bullying and cyberbullying and analyze the possible consequences of bullying.</td>
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<tr>
<td>● discuss the difference between teasing and bullying.</td>
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<tr>
<td>● learn why reporting bullying to a trusted adult is important and know who to go to and where to go in their school if bullied.</td>
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<tr>
<td>● describe the actions that bystanders of bullying can take and learn what is the best thing to do if they see bullying.</td>
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Current Learning

<table>
<thead>
<tr>
<th>By the end of grade 6, students are able to:</th>
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<tr>
<td>● recognize the signs of someone being bullied.</td>
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<tr>
<td>● recognize what conflict resolution is and strategies for dealing with it.</td>
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<tr>
<td>● demonstrate the use of “I” or “W.I.S.H.” statements effectively.</td>
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<tr>
<td>● discuss ways to express your feelings in a healthy way.</td>
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<tr>
<td>● describe ways to express and deal with emotions, particularly troublesome ones.</td>
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Future Learning

**By the end of grade 7, students will be able to:**

- describe all aspects of dating violence.
- define violence.
- identify the similarities and differences between the different types of violent behaviors.
- discuss consequences of violence on victims, bystanders and perpetrators.

**Essential Questions**

- What is bullying and what are some warning signs?
- Why is bullying someone wrong?
- What are some ways a bystander can help someone who is being bullied?
- What is conflict resolution?
- How might knowing how to resolve a conflict be helpful to someone your age?
- What are W.I.S.H. statements?
- Why is it important to be able to express your feelings in healthy ways?
- Why is expressing your emotions in healthy ways difficult to do when you are experiencing a troublesome feeling?

**Learning Targets**

**Concepts to be learned and skills to be used written in student-friendly language**

- I can differentiate between teasing, bullying and cyberbullying.
- I can explain what a conflict is.
- I can recognize helpful verbal and nonverbal communication skills.
- I can use “I” or “W.I.S.H.” statements appropriately. (When this happens*state the unwanted action*, I feel*state your feelings*, So I’d like it if…, **How does that sound to you?**)
- I can identify the benefits of expressing my feelings in healthy ways.

**Key Vocabulary**

- compromise
- conflict
- emotions
- mediation
- nonverbal
- troublesome feelings
- verbal
● “I” or “W.I.S.H.” statements

### Assessment

**Formative** - done frequently throughout a unit to assess progress towards learning targets
- Concept Mapping
- Class discussions
- Question and answer sessions
- Exit quiz

**Summative** - designed to measure the focus standards
- “I” or “W.I.S.H.” statements
- Conflict Resolution scenarios (Glencoe written activity)

### Instructional Plan

**Activities**
- Read text and complete Conflict Resolution concept map (handout) Glencoe
- What Bullying Means to Me? HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p13.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p13.pdf)
- What is bullying? HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_7a.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_7a.pdf)
- Why kids bully. HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p15.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p15.pdf)
- Teasing or Bullying? HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_7b.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_7b.pdf)
- Stories About Bullying HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p14.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p14.pdf)
- Who is involved in bullying? HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_7c.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_7c.pdf)
- What bullying means to me now. HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p16.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p16.pdf)
- Bullying and Feelings HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p18.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p18.pdf)
- Bullying. What Could Happen? HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p19.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p19.pdf)
- Consequences of Bullying. HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_tp_bullying.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_tp_bullying.pdf)
- Bullying Story Ending 1. HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p20-22.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p20-22.pdf)
- Breaking the “NoTell Code”. HealthSmart [https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p23.pdf](https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_workbook_p23.pdf)
● Bullying Story Endings. HealthSmart
  https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_9a.pdf
● Bystanders Have a Choice. HealthSmart
  https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_9b.pdf
● HealthSmart Message
  https://www.etr.org/healthsmart/assets/File/grade5/healthsmart_g5_slide_9c.pdf
● “I” statements or W.I.S.H. phrases worksheet

**Effective Instructional Strategies**

● questioning to assess students’ understanding
● exit tickets
● small groups and peer assessments
● uses different modes of delivery
● uses teachable moments
● uses a variety of approaches to engage all students
● student self-assessments and reflections

**Recommended Resources and Materials**

**Unit Specific Resources**

● Glencoe Teen Health Course 1 Glencoe Teacher Wraparound Edition
● HealthSmart - etr.org
● Rhode Island Health Education Framework
● Rhode Island Department of Education Comprehensive Instructional Outcomes
● Thrive RI http://www.thriveri.org/components_HealthEducation.html
● National Health Education Standards - SHAPE America
  https://www.shapeamerica.org/standards/health/
● Kids Health https://classroom.kidshealth.org/
BRISTOL WARREN REGIONAL SCHOOL DISTRICT
Health Curriculum Grade 6, Unit 4

E-CIGARETTES/CATCH MY BREATH

Overview

Number of instructional days: 3-4
1 day = 50 minutes

Unit Abstract

Students will understand the addictive and unhealthy dangers of e-cigarette use. They will be able to identify reasons why young people might start using e-cigarettes and they will recognize the subtle, and not so subtle, messages in e-cigarette advertising.

Students will practice resisting peer and advertising pressures, in addition to resisting their own curiosity to use e-cigarettes. They will decide on their personal reasons not to use e-cigarettes and set goals for future non-use. Students will practice the skills to help them influence friends and peers not to use e-cigarettes.

Written Curriculum

Focus RHODE ISLAND HEALTH EDUCATION STANDARDS

Standard 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life. (Substance Use and Abuse Prevention)
1.3 explain how the interaction of body systems is affected by substance use.
1.4a describe the relationship among family, peers the environment and substance use behaviors.
1.4b analyze how environment and substance use are interrelated.
1.5 describe ways to reduce risks of substance use.
1.7 describe how substance use is related to health problems.

Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks. (Substance Use and Abuse Prevention)
3.1 explain the importance of assuming responsibility for behaviors.
3.3 distinguish between safe and risky or harmful behaviors.

Standard 6: Students will demonstrate the ability to use goal setting and decision making to enhance health. (Substance Use and Abuse Prevention)
6.1 demonstrate the ability to apply a decision-making process to substance abuse prevention and problems individually and collaboratively.
6.2 analyze how substance use decisions are influenced by individuals, family and/or community values.
6.3 predict how decisions regarding substance use behaviors have consequences for self and others.

Supporting NATIONAL HEALTH EDUCATION STANDARDS

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Common Core State Standards

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Social and Emotional Learning Standards (SEL)

1. Self-Awareness
   1D Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.

2. Self-Management
   2C Individual demonstrates skills to develop, evaluate, modify and achieve goals.

21st Century Learning Expectations - Deeper Learning

Content Mastery
Students apply new knowledge to real-world situations.

Critical Thinking and Problem Solving
Students consider a variety of approaches to produce innovative solutions.

Clarifying the Standards

Prior Learning

By the end of grades 4-5, students were able to:
● define what tobacco, alcohol, and drugs are and explain how they affect the body and mind.
● describe the different influences that contribute to tobacco, alcohol, and drug use (family, peers, advertising and other media).
● apply refusal skills and say NO using their thoughts, words, and actions.
● identify legal/illegal drugs that are found in drinks, household products, and medicine.
● describe what addiction is and how people become addicted to and abuse drugs.

Current Learning

By the end of grade 6, students are able to:

● describe the dangers of e-cigarette use.
● discuss how peers and advertising can influence e-cigarette use.
● apply strategies to resist e-cigarette use.

Future Learning

By the end of grade 7, students will be able to:

● discuss the short and long term effects of alcohol, tobacco, marijuana, inhalants and other drug use.
● describe ways to prevent adolescent non-users from experimenting with drugs and to prevent youths who are already experimenting from becoming regular users.
● practice the skills they need to understand and resist pro-drug social influences.
● show how to take control by making healthy choices and practicing healthful behaviors.

Essential Questions

● Why are e-cigarettes dangerous and unhealthy?
● Why do some people still choose to start using e-cigarettes even though they learn that they are dangerous?
● How can kids resist the internal and external influences to vape?

Learning Targets

Concepts to be learned and skills to be used written in student-friendly language

● I can identify the dangers of e-cigarette use.
● I can recognize situations and places that might be high-risk for being offered an e-cigarette.
● I can recognize the influences of vaping advertisements.
● I can practice resisting both internal and external influences.
● I can encourage my friends and peers to resist those influences.

Key Vocabulary
● addictive
● advertisements
● e-cig
● e-cigarette
● ENDS (Electronic Nicotine Delivery Systems)
● external influences
● internal influences
● JUUL
● resist
● refusal skills
● exit strategy
● vaping

Assessment For Learning

Formative - done frequently throughout a unit to assess progress towards learning targets
● “Just Say No” ball toss - Catch.org
● Class Discussions
● Small group discussions
● Question and answer sessions
● Exit Quiz

Summative - designed to measure the focus standards
● N/A

Instructional Plan

Activities
● What Is An E-Cigarette and How Does It Work video - Catch.org
  https://www.catch.org/
● E-Cigarette Ingredient Investigation handout/activity - Catch.org
  https://www.catch.org/
● Catch My Breath 5th/6th grade Session 1 presentation slides
● Catch My Breath 5th/6th grade Session 2 presentation slides
● The Fallout video
  https://www.youtube.com/watch?v=LcymD3nh_OY
● Adult Interview - Catch.org
  https://www.catch.org/
● Catch My Breath 5th/6th grade Session 3 presentation slides
● Catch My Breath 5th/6th grade Session 4 presentation slides
Effective Instructional Strategies

● use of technology
● questioning to assess students’ understanding
● exit tickets
● small groups
● peer assessment
● uses different modes of delivery
● uses teachable moments
● uses a variety of approaches to engage all students
● student self-assessments and reflections

Recommended Resources and Materials

Unit Specific Resources

● Glencoe Teen Health Course 1 Glencoe Teacher Wraparound Edition
● Catch.org  https://www.catch.org/
● Rhode Island Health Education Framework  
● Rhode Island Department of Education Comprehensive Instructional Outcomes  
● Thrive RI  http://www.thriveri.org/components_HealthEducation.html
● National Health Education Standards - SHAPE America  
  https://www.shapeamerica.org/standards/health/
● Kids Health  https://classroom.kidshealth.org/
Overview

Number of instructional days: 3-4

1 day = 57 minutes

Unit Abstract

Students will distinguish between communicable and noncommunicable diseases. They will give examples of noncommunicable diseases and describe the three basic ways a person can develop one. Students will recognize several common noncommunicable diseases and the relationship between disease prevention and lifestyle choices.

Written Curriculum

Focus RHODE ISLAND HEALTH EDUCATION STANDARDS

Standard 1: Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life. (Disease Control and Prevention)
1.1 describe relationships between personal health behaviors and individual well-being.
1.5 describe ways to reduce risks related to disease control and prevention during early adolescence.

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (Disease Control and Prevention)
3.3 distinguish between safe and risky or harmful behaviors.
3.5 apply disease prevention strategies to improve or maintain personal and family health.

Supporting NATIONAL HEALTH EDUCATION STANDARDS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.1 Analyze the relationship between healthy behaviors and personal health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

Common Core State Standards

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Social and Emotional Learning Standards (SEL)

1. Self-Awareness
   1B Individual identifies when help is needed and who can provide it.
   1C Individual demonstrates awareness of their own personal rights and responsibilities.

21st Century Learning Expectations - Deeper Learning

Content Mastery
*Students apply new knowledge to real-world situations.*

Self-Directed Learning
*Students use teacher feedback to monitor and direct their own learning, both in and out of the classroom.*

Clarifying the Standards

Prior Learning

By the end of grades 4-5, students were able to:

- not covered in grade 5.

Current Learning

By the end of grade 6, students are able to:

- define noncommunicable diseases.
- distinguish between noncommunicable diseases and communicable diseases.
- identify the causes of noncommunicable diseases.
- recognize the impact of lifestyle choices on the prevention of noncommunicable diseases.

Future Learning

By the end of grade 7, students will be able to:

- differentiate between communicable and noncommunicable diseases.
• explain how lifestyle choices, heredity and environment impact disease development.

**Essential Questions**

- What are the causes of noncommunicable diseases?
- What are some of the most common noncommunicable diseases?
- How can a person diminish the likelihood of developing a noncommunicable disease?
- If someone does develop a noncommunicable disease, what should their next steps be?

**Learning Targets**

**Concepts to be learned and skills to be used written in student-friendly language**

- I can describe what a noncommunicable disease is.
- I can recognize the causes of heart disease.
- I can name some common types of cancer.
- I can recognize the cause of asthma.
- I can recognize ways to prevent diabetes.
- I can identify the causes of noncommunicable diseases.
- I can explain how a person’s lifestyle behaviors can impact their likelihood of developing a noncommunicable disease.

**Key Vocabulary**

- asthma
- birth defects
- cancer
- choices
- chronic
- diabetes
- disease
- environmental factors
- heart disease
- heredity/genetics
- lifestyle behaviors
- (medical) maintenance
- (medical) specialist
- noncommunicable disease

**Assessment For Learning**

**Formative - done frequently throughout a unit to assess progress towards learning targets**

- Concept mapping
- Class discussions
Small group discussions
Question and answer sessions
Exit quiz

Summative - designed to measure the focus standards
- Slideshow
- Flipgrid (Define disease, Prevention, Treatment and Maintenance)

Instructional Plan

Activities
- Concept map - Glencoe Health Course 1
- Student Research Project Slideshow
- Flipgrid (define disease, prevention, treatment and maintenance) (handout)
- Breaking Bronchial News! - Kids Health
  [https://classroom.kidshealth.org/classroom/6to8/problems/conditions/asthma_handout1.pdf](https://classroom.kidshealth.org/classroom/6to8/problems/conditions/asthma_handout1.pdf)
- Camp Diabetes - Kids Health
  [https://classroom.kidshealth.org/classroom/6to8/problems/conditions/diabetes_handout1.pdf](https://classroom.kidshealth.org/classroom/6to8/problems/conditions/diabetes_handout1.pdf)

Effective Instructional Strategies
- questioning to assess students’ understanding
- exit tickets
- small groups and peer assessments
- uses different modes of delivery
- uses teachable moments
- uses a variety of approaches to engage all students

Recommended Resources and Materials

Unit Specific Resources
- Glencoe Teen Health Course 1 Glencoe Teacher Wraparound Edition
- Rhode Island Health Education Framework
- Rhode Island Department of Education Comprehensive Instructional Outcomes
- Thrive RI [http://www.thriveri.org/components_HealthEducation.html](http://www.thriveri.org/components_HealthEducation.html)
- National Health Education Standards - SHAPE America
  [https://www.shapeamerica.org/standards/health/](https://www.shapeamerica.org/standards/health/)
- Kids Health [https://classroom.kidshealth.org/](https://classroom.kidshealth.org/)
SELF-ESTEEM

Overview

<table>
<thead>
<tr>
<th>Number of instructional days: 1-2</th>
<th>1 day = 50 minutes</th>
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Unit Abstract

Students will understand the meaning of self-concept and self-esteem. They will recognize the internal and external influences on their self-concept. They will also learn how to develop a positive self-concept.

Students will realize that their reputation can influence their choices and how their choices can influence their reputation. Students will explore how their reputation follows them throughout their life.

Written Curriculum

Focus RHODE ISLAND HEALTH EDUCATION STANDARDS

Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks. (Personal Health)
3.2 analyze personal health habits to determine health strengths and risks.
3.4 apply strategies to improve or maintain personal health.

Standard 6: Students will demonstrate the ability to use goal setting and decision making to enhance health. (Personal Health)
6.4 apply strategies and skills needed to attain personal health goals.
6.5 develop a plan that addresses personal strengths, needs and health risks.

Supporting NATIONAL HEALTH EDUCATION STANDARDS

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5.8.1 Identify circumstances that can help or hinder health decisions.
5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

Common Core State Standards

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

**Social and Emotional Learning Standards (SEL)**

1. **Self-Awareness**
   1D Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.

2. **Self-Management**
   2C Individual demonstrates skills to develop, evaluate, modify and achieve goals.

**21st Century Learning Expectations - Deeper Learning**

**Content Mastery**
*Students apply new knowledge to real-world situations.*

## Clarifying the Standards

### Prior Learning

**By the end of grades 4-5, students were able to:**

- this topic is not specifically addressed in 4 and 5th grades.

### Current Learning

**By the end of grade 6, students are able to:**

- understand the meaning of self-concept and self-esteem.
- recognize internal and external influences on self concept.
- understand that your reputation influences your choices.
- realize your reputation follows you in the future.

### Future Learning

**By the end of grade 7, students will be able to:**

- self-esteem and self-concept are not covered in grade 7.
Essential Questions

- What is the difference between self-concept and self-esteem?
- What can influence a person’s self-concept?
- How can a person work towards improving their self-esteem?
- How can your reputation influence your choices?
- How can your reputation follow you in the future?

Learning Targets

Concepts to be learned and skills to be used written in student-friendly language

- I can explain self-esteem.
- I can discuss self-concept.
- I can name some influences on my self-concept.
- I can describe ways to build a positive self-concept.
- I can explain what a person’s reputation is.
- I can predict how my choices can influence my reputation.
- I can discuss how my reputation follows me into the future.

Key Vocabulary

- character
- reinforce
- reputation
- resiliency
- self-concept
- self-esteem

Assessment For Learning

Formative - done frequently throughout a unit to assess progress towards learning targets

- Concept mapping
- Class discussions
- Small group discussions
- Question and answer sessions
- Exit quiz

Summative - designed to measure the focus standards

- Essay

Instructional Plan

Activities
● Self-Esteem Makeover - Kids Health
  https://classroom.kidshealth.org/classroom/6to8/personal/growing/selfesteem_handout1.pdf
● What Would You Do? scenarios (small group Glencoe written activity)

**Effective Instructional Strategies**

- questioning to assess students’ understanding
- exit tickets
- small groups and peer assessments
- uses different modes of delivery
- uses teachable moments
- uses a variety of approaches to engage all students

**Recommended Resources and Materials**

**Unit Specific Resources**

- Glencoe Teen Health Course 1 Glencoe Teacher Wraparound Edition
- Rhode Island Health Education Framework
- Rhode Island Department of Education Comprehensive Instructional Outcomes
- Thrive RI http://www.thriveri.org/components_HealthEducation.html
- National Health Education Standards - SHAPE America
  https://www.shapeamerica.org/standards/health/
- Kids Health https://classroom.kidshealth.org/
PEER PRESSURE

Overview

| Number of instructional days: 1-2 | 1 day = 50 minutes |

Unit Abstract

Students will distinguish between positive and negative peer pressure. They will understand the impact peer pressure can have on choices they make. They will describe the qualities of a good friend and they will discuss why friendships are important to their social health. They will also use refusal skills to deal with negative peer pressure.

Written Curriculum

Focus RHODE ISLAND HEALTH EDUCATION STANDARDS

Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks. (Personal Health)
3.2 analyze personal health habits to determine health strengths and risks.
3.4 apply strategies to improve or maintain personal health.

Standard 6: Students will demonstrate the ability to use goal setting and decision making to enhance health. (Personal Health)
6.4 apply strategies and skills needed to attain personal health goals.
6.5 develop a plan that addresses personal strengths, needs and health risks.

Standard 3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks. (Mental and Emotional Health)
3.1 explain the importance of assuming responsibility for behaviors, e.g. maintaining healthy relationships.
3.4 apply mental health promotion strategies to improve or maintain personal and family health.

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. (Mental and Emotional Health)
5.2 describe how the behavior of family and peers affects interpersonal communication and mental health.
5.3 use healthy ways to express needs, wants and feelings. 5.4. communicate care, consideration and respect of self and others.
Supporting NATIONAL HEALTH EDUCATION STANDARDS

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
5.8.1 Identify circumstances that can help or hinder health decisions.
5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

Common Core State Standards

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Social and Emotional Learning Standards (SEL)

1. Self-Awareness
1D Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.

2. Self-Management
2C Individual demonstrates skills to develop, evaluate, modify and achieve goals.

21st Century Learning Expectations - Deeper Learning

Content Mastery
Students apply new knowledge to real-world situations.

Collaboration
Students work with their peers, assume leadership roles, resolve conflicts, and manage projects.
Clarifying the Standards

Prior Learning

By the end of grades 4-5, students were able to:

- this topic is not specifically addressed in grades 4 and 5.

Current Learning

By the end of grade 6, students are able to:

- distinguish between positive and negative peer pressure.
- understand how peer pressure can impact choices they make.
- describe the qualities of a good friend.
- discuss why friendships are important to social health.
- use refusal skills to deal with negative peer pressure.

Future Learning

By the end of grade 7, students will be able to:

- this topic is not specifically addressed in grade 7.

Essential Questions

- What is the difference between positive and negative peer pressure?
- How can peer pressure affect your decisions?
- Why is it important to have friends?
- What are the qualities of a good friend?
- What can you do if a peer is trying to pressure you?

Learning Targets

Concepts to be learned and skills to be used written in student-friendly language

- I can recognize positive and negative peer pressure.
- I can point out ways peer pressure affects decisions.
- I can use refusal skills to deal with negative peer pressure.
- I can discuss the importance of friends.
- I can recognize the qualities of a good friend.
- I can understand the importance of empathy and kindness.

Key Vocabulary

3
- cooperation
- empathy
- friendship
- loyal
- kindness
- peer pressure
- peers
- reliable

### Assessment For Learning

**Formative - done frequently throughout a unit to assess progress towards learning targets**
- Concept mapping
- Class discussions
- Small group discussions
- Question and answer sessions
- Exit quiz

**Summative - designed to measure the focus standards**
- Create a Health-related S.M.A.R.T. goal.
- What Would You Do? scenarios (small group Glencoe written activity)

### Instructional Plan

### Activities

- What Would You Do? scenarios (small group Glencoe written activity)
- Peer Pressure Role Playing - Kids Health
  [https://classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure_handout1.pdf](https://classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure_handout1.pdf)
- Great Escapes - Kids Health
  [https://classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure_handout2.pdf](https://classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure_handout2.pdf)
- Acts of Kindness - Kids Health
  [https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy_handout1.pdf](https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy_handout1.pdf)
- Circle of Friends - Kids Health
  [https://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along_handout1.pdf](https://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along_handout1.pdf)

### Effective Instructional Strategies

- questioning to assess students’ understanding
- exit tickets
- small groups and peer assessments
- uses different modes of delivery
- uses teachable moments
- uses a variety of approaches to engage all students
- student self-assessments and reflections

### Recommended Resources and Materials

#### Unit Specific Resources

- Glencoe Teen Health Course 1 Glencoe Teacher Wraparound Edition
- Thrive RI [http://www.thriveri.org/components_HealthEducation.html](http://www.thriveri.org/components_HealthEducation.html)
- National Health Education Standards - SHAPE America [https://www.shapeamerica.org/standards/health/](https://www.shapeamerica.org/standards/health/)
- Kids Health [https://classroom.kidshealth.org/](https://classroom.kidshealth.org/)
Overview

Number of instructional days: 3-4
1 day = 50 minutes

Unit Abstract

Students will identify gender-specific reproductive systems, organs and cells. They will understand the physical, mental/emotional and social changes that occur during adolescence. They will also recognize the function of the endocrine system, specifically as it relates to adolescence and the changes that occur during puberty.

Written Curriculum

Focus RHODE ISLAND HEALTH EDUCATION STANDARDS

Standard 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life. (Sexuality and Family Life)
1.2 describe the interrelationships of mental, emotional, social and physical health which males and females experience during puberty and adolescence.
1.3 explain how reproductive health is influenced by the interaction of body systems.

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (Sexuality and Family Life)
3.1 explain the importance of assuming responsibility for personal health behaviors related to puberty and reproductive health.

Supporting NATIONAL HEALTH EDUCATION STANDARDS

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
Supporting NATIONAL SEXUALITY EDUCATION STANDARDS

(Grades 6-8)
Anatomy and Physiology: AP.8.CC.1, AP.8.AL.1
Puberty and Adolescent Development: PD.8.CC.1

Common Core State Standards

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Social and Emotional Learning Standards (SEL)

1. Self-Awareness
1A Individual demonstrates an understanding of one’s own emotions.
1B Individual identifies when help is needed and who can provide it.
1D Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.

2. Self-Management
2C Individual demonstrates skills to develop, evaluate, modify and achieve goals.

21st Century Learning Expectations - Deeper Learning

Content Mastery
Students apply new knowledge to real-world situations.

Self-Directed Learning
Students use teacher feedback to monitor and direct their own learning, both in and out of the classroom.

Clarifying the Standards

Prior Learning

By the end of grades 4-5, students were able to:

- identify basic male reproductive body parts and discuss their functions.
● identify basic female reproductive body parts and discuss their functions.
● explain how puberty and development can vary greatly and still be normal.
● describe the importance of respecting self and others.
● summarize why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms and the way one dresses or acts).

Current Learning

By the end of grade 6, students are able to:

● identify gender-specific reproductive systems, organs and cells.
● recognize the function of the endocrine system, specifically in relation to puberty.
● describe the physical, mental/emotional and social changes that occur during adolescence.

Future Learning

By the end of grade 7, students will be able to:

● not covered in grade 7, covered in grade 8

Essential Questions

● What is the difference between adolescence and puberty?
● Why do we go through puberty?
● What are some of the social changes that both boys and girls will experience in adolescence?
● What are some of the emotional changes that both boys and girls will experience in adolescence?
● What are some of the common physical changes that both boys and girls will experience in adolescence?
● What are the physical changes that only boys will experience by the end of puberty?
● What are the physical changes that only girls will experience by the end of puberty?

Learning Targets

Concepts to be learned and skills to be used written in student-friendly language

● I can explain why we go through puberty.
● I can recognize the social changes I will experience during puberty.
● I can describe the emotional changes I will most likely experience during puberty.
● I can give examples of the physical changes that both boys and girls will experience by the end of puberty.
I can give examples of changes that only boys will experience during puberty.
I can indicate the changes that only girls will experience during puberty.

Key Vocabulary

- adolescence
- cervix
- endocrine
- estrogen
- fallopian tubes
- genitals
- hormones
- mannerisms
- menstruation
- ova/ovum
- prostate gland
- puberty
- scrotum
- testosterone
- urethra

Assessment For Learning

Formative - done frequently throughout a unit to assess progress towards learning targets
- Concept mapping
- Class discussions
- Small group discussions
- Question and answer sessions
- Exit quiz
- Activity 32

Summative - designed to measure the focus standards
- N/A

Instructional Plan

Activities
- Football player/cheerleader (handout)
- Who’s Who/Activity 32 (gender specific body parts))

Effective Instructional Strategies
- questioning to assess students’ understanding
- exit tickets
- small groups and peer assessments
- uses different modes of delivery
- uses teachable moments
- uses a variety of approaches to engage all students
- student self-assessments and reflections

## Recommended Resources and Materials

### Unit Specific Resources

- Glencoe Teen Health Course 1 Glencoe Teacher Wraparound Edition
- Thrive RI [http://www.thriveri.org/components_HealthEducation.html](http://www.thriveri.org/components_HealthEducation.html)
- National Health Education Standards - SHAPE America [https://www.shapeamerica.org/standards/health/](https://www.shapeamerica.org/standards/health/)
- National Sexuality Education Standards
- Kids Health [https://classroom.kidshealth.org/](https://classroom.kidshealth.org/)