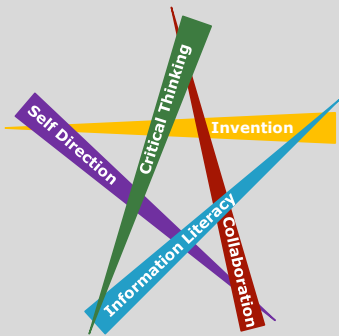


**Curriculum Development Course at a Glance  
Planning For 6<sup>th</sup> Grade Comprehensive Health**

Content Area	Comprehensive Health	Grade Level	6 <sup>th</sup> Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Access valid and reliable information, products, and services to enhance healthy eating behaviors	CH09-GR.6-S.2-GLE.1	
	2. Access valid and reliable information regarding qualities of healthy family and peer relationships	CH09-GR.6-S.2-GLE.2	
	3. Comprehend the relationship between feelings and actions	CH09-GR.6-S.2-GLE.3	
	4. Analyze how positive health behaviors can benefit people throughout their life span	CH09-GR.6-S.2-GLE.4	
3. Emotional and Social Wellness	1. Understand how to be mentally and emotionally healthy	CH09-GR.6-S.3-GLE.1	
4. Prevention and Risk Management	1. Analyze the factors that influence a person’s decision to use or not use alcohol and tobacco	CH09-GR.6-S.4-GLE.1	
	2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs	CH09-GR.6-S.4-GLE.2	
	3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention	CH09-GR.6-S.4-GLE.3	
	4. Demonstrate ways to advocate for safety, and prevent unintentional injuries	CH09-GR.6-S.4-GLE.4	

**Colorado 21<sup>st</sup> Century Skills**



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

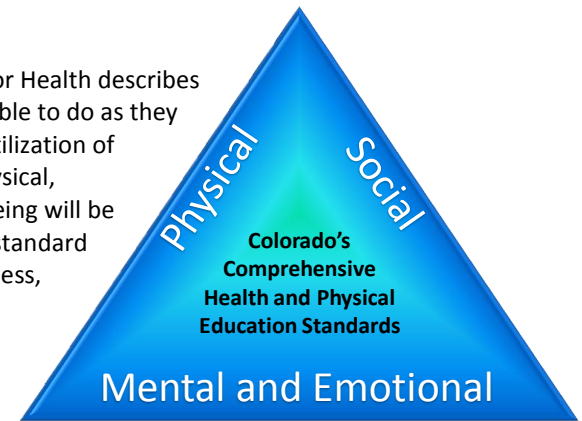
**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
We All Need To Communicate	2 weeks	1
Healthy Bodies	2 weeks	2
Alcohol, Tobacco and Other Drugs	2 weeks	3
Communication is the Key	1 week	4
Safety & Violence Prevention	3 weeks	5

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Unit Title</b>	We All Need To Communicate		<b>Length of Unit</b>	2 weeks
<b>Focusing Lens(es)</b>	Perspective	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.6-S.3-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do people’s perspectives vary about which emotions and behaviors are considered “normal”? (CH09-GR.6-S.3-GLE.1-EO.a,b;IQ.4)</li> <li>• What if behaviors were determined only by emotions? (CH09-GR.6-S.3-GLE.1-EO.a,b)</li> <li>• How can a person control their feelings? (CH09-GR.6-S.3-GLE.1-EO.c;IQ.2)</li> <li>• How can the way kids communicate feelings hurt others? (CH09-GR.6-S.3-GLE.1-EO.c;IQ.3)</li> <li>• Are mental health problems as real or valid as other health problems? (CH09-GR.6-S.3-GLE.1;IQ.3)</li> </ul>			
<b>Unit Strands</b>	Emotional and Social Wellness			
<b>Concepts</b>	Support Systems, Inter-connectedness, Resources, Influences, Communication, Decision-making, Self-advocacy, Growth, Wellness, Choices, Feelings, Emotion, Behavior, Balance, Perspective			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Individuals must navigate the different perspectives offered by support systems and valid resources regarding what constitutes positive decision making. (CH09-GR.6-S.3-GLE.1-EO.e,f)	What mental health support systems and valid resources are available in the community? (CH09-GR.6-S.3-GLE.1)	Why is it important to seek different perspectives when making decisions? (CH09-GR.6-S.3-GLE.1)
Self-advocacy, a key component of effective interpersonal communication, provides an essential foundation for overall wellness. (CH09-GR.6-S.3-GLE.1-EO.c)	What are effective communication skills? (CH09-GR.6-S.3-GLE.1-EO.c)	Why can it be difficult to express your own needs when communicating with others? (CH09-GR.6-S.3-GLE.1-EO.c)
Attention to the interconnections between physical, mental, social, emotional and spiritual health can provide for a “balanced” life and total wellness. (CH09-GR.6-S.3-GLE.1-EO.a;IQ.1)	What are the components of the health triangle? (CH09-GR.6-S.3-GLE.1-EO.a;IQ.1)	What might happen if the components of the triangle are out of balance? (CH09-GR.6-S.3-GLE.1-EO.a,d,e,f;IQ.1)
The analysis of the impact of feelings and emotions on behavior can result in better choices and personal growth. (CH09-GR.6-S.3-GLE.1-EO.b,d,e,f)	What are the connections between feelings and behavior? (CH09-GR.6-S.3-GLE.1-EO.b)	How do your own feelings impact your behavior? (CH09-GR.6-S.3-GLE.1-EO.b)

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The interrelationship of physical, mental, emotional, social and spiritual health. (CH09-GR.6-S.3-GLE.1-EO.a)</li> <li>• The relationship between feelings and behavior. (CH09-GR.6-S.3-GLE.1-EO.b)</li> <li>• Appropriate expressions of needs, wants and feelings (CH09-GR.6-S.3-GLE.1-EO.c)</li> <li>• The causes, symptoms and effects of stress, anxiety and depression (CH09-GR.6-S.3-GLE.1-EO.d)</li> <li>• Feelings and emotions such as depression, sadness, hopelessness, loss and grief (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> <li>• The resources for someone feeling depression, sadness, hopelessness, loss or grief. (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> <li>• Decision making skills (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the relationship between feelings and behavior (CH09-GR.6-S.3-GLE.1-EO.b)</li> <li>• Identify the causes, symptoms and effects of anxiety and depression, loss, and grief (CH09-GR.6-S.3-GLE.1-EO.d)</li> <li>• Utilize adult and community resources when feeling depression, sadness, loss and grief (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> <li>• Utilize decision making model when confronted with feelings of depression, sadness, hopelessness, loss or grief. (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> <li>• Demonstrate appropriate ways to express needs, wants and feelings. (CH09-GR.6-S.3-GLE.1-EO.c)</li> </ul>

<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Johnny will be able to access valid and reliable resources, analyze factors that influence decision making and behavior, and communicate the intent for positive choices involving mental health.</i>
<b>Academic Vocabulary:</b>	Feelings, Emotions, Behaviors, Decision-making, Communication, Resources, Choices, Influences, Support Systems, Symptom, Balance, Expression, Perception
<b>Technical Vocabulary:</b>	Health Triangle, Depression, Mental Health, Anxiety, Wellness

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Unit Title</b>	Healthy Bodies		<b>Length of Unit</b>	
<b>Focusing Lens(es)</b>	Balance	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.6-S.2-GLE.1, CH09-GR.6-S.2-GLE.4 CH09-GR.6-S.3-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What motivates kids to adopt and maintain a balanced healthy lifestyle? (CH09-GR.6-S.2-GLE.4-EO.b, c)</li> <li>• If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity? (CH09-GR.6-S.2-GLE.1-EO.a,b;IQ.1,2)</li> <li>• How does posting nutritional information on products and in restaurants change behavior? (CH09-GR.6-S.2-GLE.1-EO.c;IQ.3)</li> <li>• How does personal responsibility and access to reliable information impact vision, hearing and skin health? (CH09-GR.6-S.2-GLE.4-EO.c,d;RA.2)</li> </ul>			
<b>Unit Strands</b>	Physical and Personal Wellness Emotional and Social Wellness			
<b>Concepts</b>	Decision making, Culture, Emotions, Exercise, Consequences, Valid Resources, influences, Safety, Balance, Media			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The access to valid resources supports decisions about nutrition, exercise and safety and enables a person to maintain a balanced lifestyle. (CH09-GR.6-S.2-GLE.1-EO.a)	How do you differentiate between valid and non-valid resources about nutrition, exercise and safety? (CH09-GR.6-S.2-GLE.1-EO.a,b,c)	Whose responsibility is it to make sure valid information is distributed to consumers? (CH09-GR.6-S.2-GLE.1-EO.a,b,c)
Contemporary media may provide inaccurate nutritional information regarding food and eating habits. (CH09-GR.6-S.2-GLE.1-EO.a,b)and (CH09-GR.6-S.2-GLE.4-EO.a,b)	What are the advertising strategies that are used to influence nutrition decision? ( CH09-GR.6-S.2-GLE1-EO.a,b)	How have current health trends been impacted by the media? How are cultural norms influenced?
Emotions and reactions to emotions can impact nutrition/exercise decisions which lead to short and long term health consequences. (CH09-GR.6- S.2-GLE.1-EO.a,b)and (CH09-GR.6- S.2-GLE.4-EO.a,b)	What are the short and long term consequences of a sedentary lifestyle?	How are exercise and nutrition influenced by emotions? (CH09-GR.6- S.3-GLE.1-EO.a)
Positive personal hygiene practices increase a person’s confidence, promote health and help maintain social relationships. (CH09-GR.6-S.2-GLE.4-EO.d;RA.1)	What are some norms in the United States that are centered on personal hygiene? (CH09-GR.6-S.2-GLE.4-EO.d)	In regards to hygiene and safety, how are cultural norms beneficial or detrimental? (CH09-GR.6-S.2-GLE.4-EO.c, d)

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>The difference between accurate and inaccurate sources of nutrition information. (CH09-GR.6-S.2-GLE.1-EO.a,c) (ex: nutrition labels)</li> <li>The components in a nutrition label. (CH09-GR.6-S.2-GLE.1-EO.b) (ex: serving size)</li> <li>The national guidelines for balanced nutrition and physical activity. (CH09-GR.6-S.2-GLE.4-EO.a) (ex; myplate.gov)</li> <li>The short and long-term benefits and consequences of healthy eating and physical activity. (CH09-GR.6-S.2-GLE.4-EO.b) (ex: heart disease)</li> <li>The interconnectedness of physical, mental, social, emotional and spiritual health. (CH09-GR.6-S.3-GLE.1-EO.a) (ex: health triangle)</li> <li>Personal strategies for sun damage prevention as well as hearing and vision damage. (CH09-GR.6-S.2-GLE.4-EO.c;RA.2) (ex: wearing sun screen)</li> <li>The benefits of good hygiene practices (CH09-GR.6-S.2-GLE.4-EO.d) (ex: cleanliness)</li> </ul>	<ul style="list-style-type: none"> <li>Use understanding of nutrition information to make informed eating decisions. (CH09-GR.6-S.2-GLE.1-EO.a)</li> <li>Evaluate the nutrition information on food labels to compare products. (CH09-GR.6-S.2-GLE.1-EO.b)</li> <li>Demonstrate the ability to access people or sources of accurate information and reliable advice regarding healthy eating. (CH09-GR.6-S.2-GLE.1-EO.c)</li> <li>Maintain balanced nutrition and physical activity based on knowledge of short and long term benefits and consequences. (CH09-GR.6-S.2-GLE.1-EO.d,e;RA.1)</li> <li>Analyze strategies for reducing sun, hearing and vision damage. (CH09-GR.6-S.2-GLE.4-EO.c;RA.2)</li> <li>Practice good personal hygiene. (CH09-GR.6-S.2-GLE.4-EO.d)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.            EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>I will take responsibility for my health and wellness by being able to access valid resources and analyze factors that influence my decision-making regarding nutrition, exercise and personal safety.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Media, Culture, Influences, Valid and Reliable Information, Consequences, Benefits, Decision-making, Safety, Risks, Balance, Media</p>
<p><b>Technical Vocabulary:</b></p>	<p>Nutrition, Nutrients, Obesity, Hygiene, Dietary Guidelines, Heart Disease, Diabetes, Physical Activity</p>

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Unit Title</b>	Tobacco, Alcohol and Other Drugs		<b>Length of Unit</b>	2 weeks
<b>Focusing Lens(es)</b>	Information/Awareness	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.6-S.4-GLE.1, CH09-GR.6-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>If everyone had the most accurate information available, would they still use alcohol or tobacco? (CH09-GR.6-S.4-GLE.1-IQ.1)</li> <li>What would you say to a friend to ask you to have a cigarette? (CH09-GR.6-S.4-GLE.2-EO.b;IQ.2)</li> </ul>			
<b>Unit Strands</b>	Prevention and Risk Management			
<b>Concepts</b>	Risks, Effects, Decision-making, Influences, Media, Behaviors, Information, Choice, Perception, Reality, Refusal Skills, Communication, Wellness			

<b>Generalizations</b> My students will Understand that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Media and advertising can powerfully influence individuals' decision-making around alcohol or tobacco use. (CH09-GR.6-S.4-GLE.1-EO.d)	What do advertisements mean when they say "drink responsibly"? (CH09-GR.6-S.4-GLE.1-EO.e)	Who has the greatest influence over your decisions about tobacco and alcohol use? (CH09-GR.6-S.4-GLE.1-EO.b,d)
Media and social perceptions/portrayals may or may not depict the realities and consequences of alcohol use and abuse. (CH09-GR.6-S.4-GLE.1-EO.f)	How type of influences does social networks provide about alcohol and tobacco use? (CH09-GR.6-S.4-GLE.1-RA.1)	What is your perception of the effects of tobacco, alcohol and other drugs on your physical and mental health?
Refusal skills can result in positive outcomes for individuals' social and personal wellness (CH09-GR.6-S.4-GLE.2-EO.a,b,e)	What are some positive alternatives to substance use? (CH09-GR.6-S.4-GLE.2-EO.d)	What type of refusal skills do you use to avoid alcohol, tobacco and other drugs?
Positive interpersonal communications/relationships require accurate information and the development of refusal, conflict resolution, and decision-making skills (CH09-GR.6-S.4-GLE.2-EO.d;N.2)	How may substance use and abuse affect relationships? (CH09-GR.6-S.4-GLE.2-EO.c)	Why is it important to be accountable for decisions about substance use? (CH09-GR.6-S.4-GLE.2-EO.a;IQ.1)

**Curriculum Development Overview  
Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Decision-making skills (CH09-GR.6-S.4-GLE.2-EO.a)</li> <li>• Positive alternatives (CH09-GR.6-S.4-GLE.2-EO.d)</li> <li>• Substance free (CH09-GR.6-S.4-GLE.2-EO.a)</li> <li>• Internal and external influences (CH09-GR.6-S.4-GLE.1-EO.a,b)</li> <li>• Information (CH09-GR.6-S.4-GLE.1-d,e,f;IQ.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive decision-making skills (CH09-GR.6-S.4-GLE.2-EO.a)</li> <li>• Identify positive alternative to substance use (CH09-GR.6-S.4-GLE.2-EO.d)</li> <li>• Analyze skills to remain substance free (CH09-GR.6-S.4-GLE.2-EO.a)</li> <li>• Discuss internal and external influences pertaining to choices about tobacco, alcohol and other drug use. (CH09-GR.6-S.4-GLE.1-EO.a,b)</li> <li>• Use accurate information about alcohol and tobacco effects on the body. (CH09-GR.6-S.4-GLE.1-d,e,f;IQ.2)</li> </ul>

<b>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: “Mark Twain exposes the hypocrisy of slavery through the use of satire.”</b>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>I will develop positive decision-making skills to obtain accurate information about the short-term and long-term effects on the body from tobacco, alcohol and other drug use.</i>
<b>Academic Vocabulary:</b>	Risks, Effects, Validity, Decision-making, Influences, Media, Behaviors, Information, Choice, Communication
<b>Technical Vocabulary:</b>	Perception, Reality, Refusal skills

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Unit Title</b>	Communication is the Key		<b>Length of Unit</b>	2 Weeks
<b>Focusing Lens(es)</b>	Decision-Making/Relationships	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.6-S.2-GLE.2 CH09-GR.6-S.2-GLE.3	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>How do you effectively communicate with trusted adults about significant health decisions? (CH09-GR.6-S.2-GLE.3-EO. a;IQ.3)</li> <li>Why are positive relationships important throughout your life? (CH09-GR.6-S.2-GLE.2-EO.a,b;IQ.1,3)</li> <li>Who are the people in your life who influence you the most? (CH09-GR.6-S.2-GLE.2-EO.a;IQ.3;RA.3)</li> </ul>			
<b>Unit Strands</b>	Physical & Personal Wellness			
<b>Concepts</b>	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Health, Beliefs,			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Adults can represent important sources of reasoned advice regarding a young person’s personal decisions and relationships. (CH09-GR.6-S.2-GLE.2-EO.a;IQ.3;N.1)	How do peer relationships change throughout a person’s life? (CH09-GR.6-S.2-GLE.2-EO.b;IQ.1;RA.2)	Who are the most trusted adults in your life?
Healthy relationships develop when people communicate and understand each others’ boundaries. (CH09-GR.6-S.2-GLE.2-EO. a;IQ.3)	What does a person do to minimize conflicts in relationships? (CH09-GR.6-S.2-GLE.2-EO. a, b;IQ.1,2;RA.2)	What qualities make the relationships so strong and positive with your best friends? (CH09-GR.6-S.2-GLE.2-EO.a,b;IQ.1,2;RA.2)
Sexual health decisions and activities should reflect and maintain personal physical, social, and emotional boundaries and beliefs. (CH09-GR.6-S.2-EO.b;IQ.2;N.2)	What are some of the physical, social and emotional impacts of adolescent sexual activity? (CH09-GR.6-S.2-EO.b;IQ.2;N.2)	How do I figure out my personal beliefs about sexual activity? (CH09-GR.6-S.2-EO.a,b;IQ.2)
Risky sexual behavior may increase the likelihood of an unintended pregnancy and/or the chances of contracting HIV/AIDS or sexually transmitted infections (CH09-GR.6-S.2-EO. c)	Why is it important to learn about sexual issues and how infections can have long term impacts to a person’s overall health? (CH09-GR.6-S.3-EO.c,d;N.1)	How can commercials, movies and friends influence my thoughts and behavior about sexual activity and relationships? (CH09-GR.6-S.3-EO.a,b;RA.1)



**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The benefits of healthy relationships. (CH09-GR.6-S.2-GLE.2-EO.a)</li> <li>• The influence of peer relationships during adolescence (CH09-GR.6-S.2-GLE.2-EO.b)</li> <li>• Sexual feelings common to young adolescents. (CH09-GR.6-S.2-GLE.3-EO.a)</li> <li>• Possible physical, social and emotional impacts of adolescent sexual activity. (CH09-GR.6-S.2-GLE.3-EO.b)</li> <li>• HIV/AIDS, sexually transmitted infections (STIs), or unintended pregnancy risks (CH09-GR.6-S.2-GLE.3-EO.c)</li> <li>• Clear expectations, boundaries and personal safety strategies. (CH09-GR.6-S.2-GLE.3-EO.d)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between having sexual feelings and acting on them. (CH09-GR.6-S.2-GLE.3-EO.a)</li> <li>• Understand the importance of healthy peer relationships. (CH09-GR.6-S.2-GLE.2-EO. a;IQ.3)</li> <li>• Demonstrate how to communicate clear expectations, boundaries and personal expectations. (CH09-GR.6-S.2-GLE.3-EO.d)</li> <li>• Identify unhealthy behaviors that place a person at risk for STIs, HIV/AIDS or unintended pregnancies. (CH09-GR.6-S.2-GLE.3-EO.c)</li> </ul>

<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>It is my responsibility to make healthy decisions regarding peer relationships, sexual activity and personal boundaries that will have short term and long term effects on my life.</i>
<b>Academic Vocabulary:</b>	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Beliefs
<b>Technical Vocabulary:</b>	Sexually Transmitted Infections, Health, HIV/AIDS

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Unit Title</b>	Safety & Violence Prevention		<b>Length of Unit</b>	1 week
<b>Focusing Lens(es)</b>	Conflict	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.6-S. 4-GLE.3	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How can a person minimize conflict and reduce the risk of violence? (CH09-GR.6-S.4-GLE.3-EO. b,c,d,g)</li> <li>• What are positive and negative effects of weapons on society? (CH09-GR.6-S.4-GLE.3-EO.f;RA.1)</li> <li>• What situations lead to physical fighting and violence? (CH09-GR.6-S.4-GLE.3-EO.a,b,f;IQ.1)</li> <li>• Why is it my job to stop violence? (CH09-GR.6-S.4-GLE.3-EO.b;IQ.4)</li> <li>• Does a person ever deserve to be a victim of bullying or violence? (CH09-GR.6-S.4-GLE.3-EO.b)</li> </ul>			
<b>Unit Strands</b>	Prevention and Risk Management			
<b>Concepts</b>	Media, Violence, Culture, Peer Pressure, Refusal Skills, Consequences, Influences, Interpersonal, Communication, Bullying, Weapons, Advocacy, Conflict, Acceptance, Empowerment, Balance			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying or violence. (CH09-GR.6-S.4-GLE.3-EO.a,b,e;IQ.4)	What are strategies one can use to advocate for a victim of bullying, harassment or violence? (CH09-GR.6-S.4- GLE.3-EO.b,c,g;IQ.4)	Why do students speak up for some victims but not others?
Media portrayals of violence and weapons can increase (or decrease) cultural acceptance of harassment and bullying. (CH09-GR.6-S.4-GLE.3-EO.b,f)	What are the various media influences in an adolescent's life? (CH09-GR.6- S.4-GLE.3)	Why does violence in the media affect people differently?
Refusal skills can increase an individual's sense of empowerment which may help minimize the possibility of peer conflict and violence. (CH09-GR.6-S.4-GLE.3-EO.a,c,d,f,g)	What are risky behaviors? (CH09-GR.6- S.4-GLE.3-EO.a) What are the possible consequences of risky behaviors? (CH09-GR.6- S.4- GLE.3-EO.a)	How do people decide whether or not to engage in risky behaviors?
Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities. (CH09-GR.6- S.4-GLE.3-EO.d, g)	When a situation is emotionally charged, what are the steps of effective communication that one can use? (CH09-GR.6- S.4-GLE.3-EO.d, g)	Why is it difficult to communicate when angry?

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Comprehensive Health**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The short and long term consequences of violence on perpetrators, victims and bystanders (CH09-GR.6-S.4-GLE.3-EO.a.)</li> <li>• The role of bystanders in bullying, fighting, hazing or violent situations (CH09-GR.6-S.4-GLE.3-EO.b)</li> <li>• Strategies for physical fighting and violence prevention (CH09-GR.6-S.4-GLE.3-EO.c)</li> <li>• A variety of nonviolent techniques for anger management (CH09-GR.6-S.4-GLE.3-EO.d)</li> <li>• Trusted adults within a school or community (CH09-GR.6-S.4-GLE.3-EO.e)</li> <li>• The dangers of weapons at school. (CH09-GR.6-S.4-GLE.3-EO.g)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently. (CH09-GR.6-S.4-GLE.3-EO.b,c,f)</li> <li>• Demonstrate positive strategies for coping with anger. (CH09-GR.6-S.4-GLE.3-EO.d)</li> <li>• Communicate with a trusted adult when violence or weapons are seen or suspected. (CH09-GR.6-S.4-GLE.3-EO.e,f)</li> <li>• Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence. (CH09-GR.6-S.4-GLE.3-EO.b;IQ.1)</li> </ul>

<b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>I have the skills to determine the contributing factors and consequences of violence as well as develop and demonstrate communication and advocacy skills that contribute to nonviolence.</i>
<b>Academic Vocabulary:</b>	Conflict, Peer Pressure, Trusted Adult, Interpersonal Communication, Resolution, Influences, Media, Emotions, Consequences, Acceptance, Balance
<b>Technical Vocabulary:</b>	Bullying, Harassment, Violence, Victim, Perpetrators, Bystanders, Hazing, Weapons, Refusal and Negotiating Skills, Empowerment