6th Grade Health Curriculum

Course Description: Students in this course will engage in learning experiences within two units: growth and development and drug prevention. Students will learn about physical, social, and emotional changes that occur during adolescence during the growth and development unit. Students will be taught factual information about the negative effects of drug usage and equip them with a variety of refusal skills to equip them to make safe, healthy decisions in future situations in which drugs may be present or available.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>6 days</td>
<td>Growth and Development</td>
<td>Topic 1: Growth and Development</td>
</tr>
<tr>
<td>5 days</td>
<td>Drug Prevention</td>
<td>Topic 1: Drug Prevention</td>
</tr>
</tbody>
</table>
6th Grade Health Unit: Growth and Development

Subject: 6th Grade Life Education
Grade: 6
Name of Unit: Growth and Development
Length of Unit: 6 Days

Overview of Unit: Adolescence is a time of many changes in an individual’s life. Adolescents experience physical, mental, social, and emotional changes and must learn to make positive, healthy decisions under challenging circumstances. The goal of the growth and development unit is to equip young people with the factual information, healthy habits, coping strategies, and social skills necessary for making appropriate choices throughout adolescence.

Priority Standards for unit:
- DESE.1.K. HPE 1 Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.
- DESE.1.A. HPE 2 Identify body changes during puberty and proper hygiene practices (e.g., acne).
- DESE.1.B. HPE 5 Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene).
- DESE.1.J. HPE 1 Describe how the endocrine system affects all other body systems.
- DESE.1.C. HPE 1 Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease).
- DESE.1.D. HPE 3, HPE 5 Locate, select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder.
- DESE.1.E. HPE 3 Explain and discuss the relationship between HIV and AIDS.
- DESE.2C.HPE 2 Describe how to constructively manage feelings caused by disappointment, stress, separation or loss. Model healthy communication skills through exchange of information, questions, and ideas while recognizing perspective of others.
- DESE.4A.HPE 2 Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter
- DESE.4B.HPE 2, 5 Apply and assess conflict/mediation strategies to a variety of conflict situations
- DESE.3A.HPE 6 Recognize that fads, quackery, and advertising can influence health behaviors and practices
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>various health needs during adolescence</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
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<tr>
<td>how the endocrine system affects all other body systems</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>how to constructively manage feelings caused by disappointment, stress, separation or loss.</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
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<tr>
<td>that life management skills can be applied to personal situations that adolescents encounter</td>
<td>Recognize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>conflict/mediation strategies to a variety of conflict situations</td>
<td>Apply, Assess</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>that fads, quackery, and advertising can influence health behaviors and practices</td>
<td>Recognize</td>
<td>Understand</td>
<td>2</td>
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<tr>
<td>how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization</td>
<td>Describe</td>
<td>Understand</td>
<td>2</td>
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<tr>
<td>factors that can affect growth and development which one can alter, enhance, or adapt</td>
<td>Compare, Contrast</td>
<td>Understand</td>
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<tr>
<td>information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental</td>
<td>Locate, Select, and Organize</td>
<td>Understand</td>
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</tbody>
</table>
Essential Questions:
1. How do individuals change emotionally and socially during adolescence and how does one manage these changes?
2. How do individuals change physically during adolescence and how does one manage these changes?
3. How can controllable and uncontrollable factors influence an individual during puberty/adolescence/?

Enduring Understanding/Big Ideas:
1. Individuals may experience mood swings and overwhelming feelings during adolescence. Often a person’s role within peer groups and family can shift or change during this time, which can lead to overwhelming feelings of stress or anxiety. Students will learn to cope with changes using stress management, time management, and learning to handle peer pressure in a positive way.
2. Individuals experience physical changes associated with puberty, including development of secondary sex characteristics. The endocrine systems uses hormones to initiate these changes within the body, and the individual becomes sexually mature and able to reproduce. By practicing regular personal hygiene, exercising regularly, and maintaining a healthy diet, an individual can minimize stress from these physical changes associated with puberty.
3. During changes associated with puberty and adolescence, an individual must learn to properly care for himself/herself. While some changes are not under the direct control of the individual, some factors influencing overall health are controllable. Factors that may not be controlled by the individual include rate of physical growth, hereditary influences, and noncommunicable diseases. Adolescence can contribute to a healthy lifestyle and ease stresses from changing circumstances by learning to eat a balanced diet, exercise, manage stress, and practice proper hygiene.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Reproductive</td>
<td>Acne</td>
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<td></td>
<td>Adrenal</td>
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<td></td>
<td>Aggressive</td>
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<tr>
<td>Resources for Vocabulary Development</td>
<td>Quality Tools</td>
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<td>-------------------------------------</td>
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<tr>
<td>Anorexia</td>
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<td>Assertive</td>
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<td>Bulimia</td>
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<td>Communicable</td>
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<tr>
<td>Endocrine</td>
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<td>Glands</td>
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<td>HIV/AIDS</td>
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<tr>
<td>Hormonal</td>
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<tr>
<td>Non-Communicable</td>
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</tbody>
</table>
Topic 1: Growth and Development

Engaging Experience 1
Title: Introduction to Adolescence: A Time of Many Changes
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- DESE.1.B. HPE 5 Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene).
- DESE.1.J. HPE 1 Describe how the endocrine system affects all other body systems.

Supporting:
- N/A

Detailed Description/Instructions: Students will be introduced to the definition of adolescence as the time between childhood and adulthood that is a time of many changes for an individual. Puberty/adolescence usually changes an individual’s emotional, social, mental, physical, and hygienic needs. The teacher should address any student misconceptions and/or limited views of the needs associated with adolescence (i.e., a person only changes physically).

Students will learn the reason for these changes can be attributed to the endocrine system, and organ system in the human body that sends messengers, hormones, to various parts of the body to instigate changes. The teacher will discuss that while the endocrine systems play a large role in the change from child to adult, the timing and pace of these changes is not something controlled by the individual. Because the timing and duration of puberty cannot be controlled, an individual must be aware of its effects on his/her mental, emotional, physical, social, and hygienic needs.

Students will examine an infographic of the endocrine system, identify glands of the endocrine systems, and investigate the function of the glands of the endocrine system.

Examples of Endocrine Systems Infographics:
- Teen Health textbook p.166

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 2
Title: Physical Changes During Adolescence: Secondary Sex Characteristics & Body Image/Media
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
• DESE.3A.HPE 6 Recognize that fads, quackery, and advertising can influence health behaviors and practices
• DESE.1.C. HPE 1 Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease).
• DESE.1.K. HPE 1 Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.
• DESE.1.B. HPE 5 Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene).
• DESE.1.J. HPE 1 Describe how the endocrine system affects all other body systems.

Detailed Description/Instruction: The teacher will introduce the topic by recalling how the endocrine systems works to make changes on the body (from the first lesson). Students will be reminded that hormones are chemical messengers that tell the body how to act, and that some of these hormones are the reason humans develop secondary sex characteristics, or the characteristics that distinguish an individual as an adult male or an adult female.

The teacher will then facilitate a discussion about how media can influence how a person judges himself/herself and often targets some of these characteristics to promote and sell products or services. Body image will be defined as the way a person feels about his or her body. Body image can be greatly influenced by media portrayal of men and women.

Students will be presented with advertisements portraying men and/or women and asked to determine how these images might positively or negatively impact a person’s body image (based on viewing the image).

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 3
Title: Physical Changes During Adolescence: Factors that Can Be Controlled and Factors that Cannot Be Controlled During Puberty/Adolescence
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
• DESE.1.C. HPE 1 Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease).
• DESE.1.D. HPE 3, HPE 5 Locate, select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder.
• DESE.1.E. HPE 3 Explain and discuss the relationship between HIV and AIDS.
• DESE.1.K. HPE 1 Describe how hormones are responsible for the development of
secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.

- DESE.1.A. HPE 2 Identify body changes during puberty and proper hygiene practices (e.g., acne).
- DESE.1.B. HPE 5 Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene).
- DESE.1.J. HPE 1 Describe how the endocrine system affects all other body systems.

**Detailed Description/Instructions:** The teacher will introduce two categories of events during puberty: those that are controlled by the individual and those that are not controlled by the individual but rather, determined by factors such as pituitary gland function, heredity, etc. A brief discussion of uncontrollable factors will help students understand factors they cannot impact.

- **Uncontrollable Factors:** Hormones, heredity, noncommunicable disease (diabetes, asthma, joint disease, cancer, mental disorder).

  The student will focus most on factors an individual can control in order to add to overall health and wellbeing during puberty. A booklet or graphic organizer may be used to outline guidelines for attending to the following factors:

- **Controllable Factors:** Personal hygiene (skin care, hair care, dental hygiene, bathing), diet, exercise, sleep, relaxation, stress-relieving activities.

The teacher will then outline an example of a factor that may be a disease in either category: HIV/AIDS. The teacher will describe HIV as a virus that is transmitted from one person to another through exchange of bodily fluid. This may include transfer through a blood transfusion, from a pregnant mother to her infant, or from sexual contact. The teacher should also explain that HIV is the cause of AIDS, which is a condition in which the human immune system is weakened. The delineation should be made that HIV does not always immediately cause AIDS, but that a person can be HIV positive for long periods of time before developing AIDS.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Engaging Experience 4:**

**Title:** Growth & Development Video about Puberty for both Males and Females

**Suggested Length of Time:** 1 Day

**Standards Addressed**

**Priority:**

- DESE.1.K. HPE 1 Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.
- DESE.1.A. HPE 2 Identify body changes during puberty and proper hygiene practices (e.g., acne).
- DESE.1.B. HPE 5 Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene).
- DESE.1.J. HPE 1 Describe how the endocrine system affects all other body systems.
- DESE.1.C. HPE 1 Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease).
- DESE.3A.HPE 6 Recognize that fads, quackery, and advertising can influence health behaviors and practices

**Detailed Description/Instructions:** Students will watch board-approved videos detailing physical changes occurring during puberty for both boys and girls. There are 2 videos: 1 about changes in males during puberty and 1 about changes in females during puberty.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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</thead>
<tbody>
<tr>
<td>Growth and Development</td>
<td>Introduction to Adolescence: A Time of Many Changes</td>
<td>Students will be introduced to the definition of adolescence as the time between childhood and adulthood that is a time of many changes for an individual. Puberty/adolescence usually changes an individual’s emotional, social, mental, physical, and hygienic needs. The teacher should address any student misconceptions and/or limited views of the needs associated with adolescence (i.e., a person only changes physically). Students will learn the reason for these changes can be attributed to the endocrine system, and organ system in the human body that sends messengers, hormones, to various parts of the body to instigate changes. The teacher will discuss that while the endocrine systems play a large role in the change from child to adult, the timing and pace of these changes is not something controlled by the individual. Because the timing and duration of puberty cannot be controlled, an individual must be aware of its effects on his/her mental, emotional, physical, social, and hygienic needs. Students will examine an infographic of the endocrine system, identify glands of the endocrine systems, and investigate the function of the glands of the endocrine system.</td>
<td>1 Day</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>Physical Changes During</td>
<td>The teacher will introduce the topic by recalling how the endocrine systems works to make changes on the body (from the first</td>
<td>1 Day</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>Physical Changes During Adolescence: Factors that Can Be Controlled and Factors that Cannot Be Controlled During Puberty/Adolescence</td>
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</tbody>
</table>

**Uncontrollable Factors:** Hormones, heredity, noncommunicable disease (diabetes, asthma, joint disease, cancer, mental disorder).

The student will focus most on factors an individual *can* control in order to add to overall health and wellbeing during puberty. A booklet or graphic organizer may be used to outline guidelines for attending to the following factors:
- **Controllable Factors**: Personal hygiene (skin care, hair care, dental hygiene, bathing), diet, exercise, sleep, relaxation, stress-relieving activities.

The teacher will then outline an example of a factor that may be a disease in either category: HIV/AIDS. The teacher will describe HIV as a virus that is transmitted from one person to another through exchange of bodily fluid. This may include transfer through a blood transfusion, from a pregnant mother to her infant, or from sexual contact. The teacher should also explain that HIV is the cause of AIDS, which is a condition in which the human immune systems is weakened. The delineation should be made that HIV does not always immediately cause AIDS, but that a person can be HIV positive for long periods of time before developing AIDS.

| Growth and Development | Growth & Development Video about Puberty for both Males and Females | Students will watch board-approved videos detailing physical changes occurring during puberty for both boys and girls. There are 2 videos: 1 about changes in males during puberty and 1 about changes in females during puberty. | 1 Day |
6th Grade Health Unit: Drug Prevention

Subject: 6th Grade Life Education  
Grade: 6  
Name of Unit: Drug Prevention  
Length of Unit: 5 Days

Overview of Unit: Drug education will be a unit taught together to teach students about differences in drugs ranging from legal status, drug categories, effects on different drugs on the human body, and refusal skills used to resist peer pressure. The purpose of this drug education in the 6th grade is to prevent factual information about the negative effects of drug usage and equip students with a variety of refusal skills to equip them to make safe, healthy decisions in future situations in which drugs may be present or available.

Priority Standards for unit:
- DESE.2.A. HPE 5 Differentiate between negative and positive peer pressure and discuss reversal techniques.
- DESE.2.A. HPE 5 Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence.
- DESE.3.B. HPE 5 Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use.
- DESE.3.A. HPE 5 Describe the short and long-term effects of performance enhancing drugs.
- DESE.3.C. HPE 5 Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic).
- DESE.3.C. HPE 5 Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry.
- DESE.3.C. HPE 5 Present different opinions and arguments about the effects of TAOD on individuals, family, and society.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>between negative and positive peer pressure and discuss reversal techniques</td>
<td>Differentiate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence</td>
<td>Evaluate</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>between over the counter (OTC) and</td>
<td>Differentiate</td>
<td>Understand</td>
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prescription drugs, their purpose, precautions and guidelines for use

<table>
<thead>
<tr>
<th>the short and long-term effects of performance enhancing drugs</th>
<th>Describe</th>
<th>Understand</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>drugs based on their effect on the body</td>
<td>Classify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>among various types of drugs and their effect upon the body</td>
<td>Differentiate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>different opinions and arguments about the effects of TAOD on individuals, family, and society</td>
<td>Present</td>
<td>Apply</td>
<td>2</td>
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</tbody>
</table>

**Essential Questions:**

1. Why are over-the-counter, prescription, and illegal drugs different?
2. How do different types of drugs affect the human body?
3. How do drugs affect an individual over time?
4. How can an individual resist pressures to use illegal drugs or abuse prescription/otc drugs?

**Enduring Understanding/Big Ideas:**

1. Over-the-counter, prescription, and illegal drugs differ according to ease of access and strength/seriousness of use. Over-the-counter drugs can be purchased without a doctor’s prescription and, when used as directed, can be a safe way to treat minor conditions for some individuals. Prescription drugs are prescribed by a physician who comes into direct contact with a specific patient and assesses the patient’s health status and risks before recommending a particular medicine/treatment. When taken as directed under the supervision of a physician, prescription drugs can treat health conditions. Both OTC and prescription drugs are approved by the FDA. Illegal drugs are drugs that are illegal to possess or distribute and are not approved by the FDA for use by any individual. While these drugs differ, all can have serious and sometimes harmful effects on the human body.
2. Different categories of drugs affect the human body in different ways. Stimulants cause the human body to work at an increased rate, as the central nervous system’s function is intensified. Depressants cause the function of the central nervous system to work at a slower speed that normal. Hallucinogens can cause an individual to see or hear things that are not real. Narcotics are strong drugs that impact the brain and other organ systems to alleviate pain. Another type of drug are steroids, which mimic human hormones so a user can achieve increased muscle mass through its use. Individuals need to be aware of the drug classes and their impact on the body to avoid drug abuse and interactions.
3. Drugs can have lasting impacts on individuals through long-term use or extended abuse. Organ system damage and failure are among the most serious side effects. In addition, an
individual may experience decreased cognitive ability and have difficulty with daily activities/tasks. Individuals may also experience social life and workplace interruptions due to side effects, health problems, or addition.

4. Individuals can resist peer pressure to drugs by practicing the following resistance techniques:
   a. Say “no” to the use of drugs
   b. State a reason why he/she chooses not to use drugs
   c. Stand up to continued peer pressure with assertive behavior
   d. Offer an alternative activity (other than using drugs)
   e. Leave or avoid the scene

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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</thead>
<tbody>
<tr>
<td>● Peer Pressure</td>
<td>● Alcohol</td>
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<tr>
<td></td>
<td>● Anabolic Steroids</td>
</tr>
<tr>
<td></td>
<td>● Hallucinogens</td>
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<tr>
<td></td>
<td>● Marijuana</td>
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<tr>
<td></td>
<td>● Narcotics</td>
</tr>
<tr>
<td></td>
<td>● Stimulants</td>
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<td></td>
<td>● Tobacco</td>
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</tbody>
</table>

Resources for Vocabulary Development: Resources include the Teen Health textbook, ProjectAlert.com, and other reliable k-12 drug education programs.
Engaging Experience 1
Title: Defining Drugs and the Difference Between OTC, Prescription, and Illegal Drugs
Length of Time: 1 Day
Standards Addressed
  Priority:
  ● DESE.3.B. HPE 5 Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use.

Detailed Description/Instructions: The teacher will define drugs as a substance that changes the way the human body works and note that while the term “drugs” is often used to refer to illegal drugs that are harmful, some drugs are legal and helpful to people. The students will be given a quiz listing several common and/or commonly heard of drugs. Students will select whether they believe the drug to be OTC, prescription, or illegal. The class will go over the correct answers and discuss common misconceptions (including that while prescription drugs are legal for the person prescribed the drug to take as directed, it is illegal to take prescription medication not prescribed to you).

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 2
Title: Categories of Drugs and Their Effects on the Human Body
Length of Time: 2 Days
Standards Addressed
  Priority:
  ● DESE.3.A. HPE 5 Describe the short and long-term effects of performance enhancing drugs.
  ● DESE.3.C. HPE 5 Classify drugs based on their effect on the body (e.g., stimulant, depressant, and hallucinogen, narcotic).
  ● DESE.3.C. HPE 5 Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry.
  ● DESE.2.A. HPE 5 Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence.
  ● DESE.3.C. HPE 5 Present different opinions and arguments about the effects of TAOD on individuals, family, and society.
  ● DESE.3.B. HPE 5 Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use.
**Detailed Description/Instructions:** Students will use a trusted drug education resource, such as the *Teen Health* textbook or the “Project Alert: Supplemental Resource Manual” found at [www.projectalert.com](http://www.projectalert.com) to complete a graphic organizer or other project describing the short-term and long-term effects different categories of drugs have on the human body. Drug categories should include stimulants, hallucinogens, narcotics, anabolic steroids. Tobacco, alcohol, and marijuana should be discussed more in detail as examples within these categories. Students should continue research with trusted drug education resources to list examples of drugs in each category and describe the method by which the drug enters the body.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Engaging Experience 3**

**Title:** Refusal Skills: Standing Up to Pressures

**Length of Time:** 2 Days

**Standards Addressed**

**Priority:**

- DESE.2.A. HPE 5 Differentiate between negative and positive peer pressure and discuss reversal techniques.
- DESE.2.A. HPE 5 Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence.
- DESE.3.C. HPE 5 Present different opinions and arguments about the effects of TAOD on individuals, family, and society.

**Detailed Description/Instructions:** The teacher will ask students to list where pressures to use drugs or not use drugs come from (including peers, friends, family members, media, self, etc.). The teacher will ask students to visualize and describe how these pressures can negatively or positively impact their decisions to use or not use drugs (i.e. peer pressure can make a student want to fit in while influences from parents may encourage a student not to use drugs etc.).

The teacher will present the 5-Step resistance strategy and elaborate and define each step with a variety of examples or ways of utilizing each step.

1. Say “no” to the use of drugs
2. State a reason why he/she chooses not to use drugs
3. Stand up to continued peer pressure with assertive behavior
4. Offer an alternative activity (other than using drugs)
5. Leave or avoid the scene

Students will be presented with a variety of scenarios in which tobacco, alcohol, or other drugs are being offered to a young person (helpful scenarios available from ProjectAlert.com or other reliable drug education resources). Students will brainstorm ways to react and use steps from the resistance techniques above.

**Bloom’s Levels:** Understand, Apply

**Webb’s DOK:** 2
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
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<tbody>
<tr>
<td>Drug Prevention</td>
<td>Defining Drugs and the Difference Between OTC, Prescription, and Illegal Drugs</td>
<td>The teacher will define drugs as a substance that changes the way the human body works and note that while the term “drugs” is often used to refer to illegal drugs that are harmful, some drugs are legal and helpful to people. The students will be given a quiz listing several common and/or commonly heard of drugs. Students will select whether they believe the drug to be OTC, prescription, or illegal. The class will go over the correct answers and discuss common misconceptions (including that while prescription drugs are legal for the person prescribed the drug to take as directed, it is illegal to take prescription medication <em>not</em> prescribed to you).</td>
<td>1 Day</td>
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<tr>
<td>Drug Prevention</td>
<td>Categories of Drugs and Their Effects on the Human Body</td>
<td>Students will use a trusted drug education resource, such as the Teen Health textbook or the “Project Alert: Supplemental Resource Manual” found at <a href="http://www.projectalert.com">www.projectalert.com</a> to complete a graphic organizer or other project describing the short-term and long-term effects different categories of drugs have on the human body. Drug categories should include stimulants, hallucinogens, narcotics, anabolic steroids. Tobacco, alcohol, and marijuana should be discussed more in detail as examples within these categories. Students should continue research with trusted drug education resources to list examples of drugs in each category and describe the method by which the drug enters the body.</td>
<td>2 Days</td>
</tr>
<tr>
<td><strong>Drug Prevention</strong></td>
<td><strong>Refusal Skills: Standing Up to Pressures</strong></td>
<td>The teacher will ask students to list where pressures to use drugs or not use drugs come from (including peers, friends, family members, media, self, etc.). The teacher will ask students to visualize and describe how these pressures can negatively or positively impact their decisions to use or not use drugs (i.e. peer pressure can make a student want to fit in while influences from parents may encourage a student not to use drugs etc.). The teacher will present the 5-Step resistance strategy and elaborate and define each step with a variety of examples or ways of utilizing each step. 1. Say “no” to the use of drugs 2. State a reason why he/she chooses not to use drugs 3. Stand up to continued peer pressure with assertive behavior 4. Offer an alternative activity (other than using drugs) 5. Leave or avoid the scene</td>
<td>2 Days</td>
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<td>Students will be presented with a variety of scenarios in which tobacco, alcohol, or other drugs are being offered to a young person (helpful scenarios available from ProjectAlert.com or other reliable drug education resources). Students will brainstorm ways to react and use steps from the resistance techniques above.</td>
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</table>
**Unit of Study Terminology**

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.