

Curriculum Framework Health

School: Kuumba Academy Charter School

Curricular Tools: DDOE Model Units/The Great Body Shop/KidsHealth.org

Grade: 6

Teacher: _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Project Alert (DOE Model Unit) Timeline: 11 sessions			
<p>Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal <i>communication skills</i> to enhance health and avoid or reduce health risks.</p> <p>Standard 5 Students will demonstrate the ability to use <i>decision-making skills</i> to enhance health.</p> <p>Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p> <p>Standard 8 Students will demonstrate the ability to</p>	<p>Health is affected by personal decisions and outside forces.</p> <p>Understanding pressures can help in making decisions.</p> <p>Individuals can make decisions that protect their health.</p> <p>People can help others resist health-risky behaviors.</p>	<p><u>Essential Questions:</u> What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>Why choose safety?</p> <p>Why does safety matter?</p> <p>Why use tobacco, alcohol, and marijuana?</p> <p>Why avoid tobacco, alcohol, and marijuana?</p> <p>Do I control my choices?</p> <p>How can I help others?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify reasons that people use alcohol, tobacco, and marijuana. • Identify reasons not to use alcohol, tobacco, and marijuana (benefits of nonuse). • Identify social and physical consequences of using alcohol, tobacco, and marijuana. • Identify the common types of pressures and where they come from. • Identify alternatives to drug use. 	<p><u>Suggested Formative Assessments:</u> Observation of student collaboration Journal Exit tickets</p> <p><u>Suggested Summative Assessments:</u> Performance task Rubrics quizzes</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><i>advocate</i> for personal, family and community health.</p>		<ul style="list-style-type: none"> • Identify ways to resist pressures to use tobacco, alcohol and other drugs. • Analyze advertising messages. • Support others in resisting pressures to use drugs. • Accept personal responsibility for choices about ATOD. • Deal with peer pressure. • Encourage others not to use ATOD. 	
<p>Unit Two: Fitness and Nutrition¹ Timeline: 10 sessions</p>			
<p>Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life.</p> <p>Standard 3 Students will demonstrate the ability to <i>access information</i>, products and services to enhance health.</p> <p>Standard 5 Students will demonstrate the ability to use <i>decision-making skills</i> to enhance health.</p> <p>Standard 6 Students will demonstrate the ability to use <i>goal-setting skills</i> to enhance health</p> <p>Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-</p>	<p>Health is influenced by multiple factors.</p> <p>Utilizing valid resources facilitates the decision making process and impacts health.</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>	<p><u>Essential Questions:</u> What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>Why is advocacy critical to personal, family, and community health?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create a plan for good nutrition, daily exercise and sufficient rest for life-long health • Identify the purpose and benefits of training and exercise • Create a personal plan for fitness • Analyze diseases/disorders that go with poor levels of fitness and/or nutrition • Identify the role of health behaviors in disease and wellness levels 	<p><u>Suggested Formative Assessments:</u> Observation of student collaboration Journal Exit tickets</p> <p><u>Suggested Summative Assessments:</u> Performance task Rubrics quizzes</p>

¹ This unit will come from *The Great Body Shop* program for middle school.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
management) Standard 8 Students will demonstrate the ability to <i>advocate</i> for personal, family and community health.		<ul style="list-style-type: none"> • Equate sleep levels with performance • Identify the ABC's of good health • Research dating disorders • Analyze and accurately use dietary guidelines • Accurately use Food Pyramids and alternatives 	
Unit Three: Cycle of Life² Timeline: 10 sessions			
Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life. Standard 2 Students will <i>analyze the influence</i> of family, peers, culture, media, technology and other factors on health behaviors. Standard 4 Students will demonstrate the ability to use interpersonal <i>communication skills</i> to enhance health and avoid or reduce health risks. Standard 5 Students will demonstrate the ability to use <i>decision-making skills</i> to enhance health Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)	What I know and understand about growing and changing in a healthy way can impact my decisions. Setting goals about my sexuality can impact my future. The cycle of life: reproduction, the fetus, birth, infancy, early and later childhood, puberty, adolescence, adulthood, middle age, old age, death	<u>Essential Questions:</u> What is health? What prevents people from practicing healthy behaviors? How are cycles and changes a part of my life and the lives of those around me? <u>Learning Targets:</u> <ul style="list-style-type: none"> • Identify the physical and emotional stages, characteristics and developmental needs throughout life • Develop and vocalize a realistic body image • The concept of family • Dating & friendship • Peer pressure, risk taking • Setting goals • Hygiene routines • Sexual responsibility, HIV prevention • Identify hormones and their impact on body systems 	<u>Suggested Formative Assessments:</u> Observation of student collaboration Journal Exit tickets <u>Suggested Summative Assessments:</u> Performance task Rubrics quizzes

² This unit will come from *The Great Body Shop* program for middle school, supplemented by lessons from KidsHealth.org.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Standard 8 Students will demonstrate the ability to <i>advocate</i> for personal, family and community health.		<ul style="list-style-type: none"> Identify social and emotional changes during adolescence Practice refusal skills Demonstrate respect for self and others Research the history of gender equity 	
Unit Four: Just Say NO!³ Timeline: 15 sessions			
Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life. Standard 2 Students will <i>analyze the influence</i> of family, peers, culture, media, technology and other factors on health behaviors. Standard 4 Students will demonstrate the ability to use interpersonal <i>communication skills</i> to enhance health and avoid or reduce health risks. Standard 5 Students will demonstrate the ability to use <i>decision-making skills</i> to enhance health. Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management) Standard 8 Students will demonstrate the ability to	Health is affected by personal decisions and outside forces. Understanding pressures can help in making decisions. Individuals can make decisions that protect their health.	<p>Essential Questions: What is health? What prevents people from practicing healthy behaviors? Why avoid tobacco, alcohol, marijuana, and other drugs? How can I avoid tobacco, alcohol, marijuana, and other drugs?</p> <p>Learning Targets: Smoking and Using Tobacco</p> <ul style="list-style-type: none"> Investigate the reasons people smoke. Explore what smoking does to the body. Explore how peer pressure can affect the decision to smoke. Identify ways to deal with peer pressure centered around smoking. No Call for Alcohol <ul style="list-style-type: none"> Students identify effects of alcohol on body organs and body systems. Explore the consequences of drinking 	<p>Suggested Formative Assessments: Observation of student collaboration Journal Exit tickets</p> <p>Suggested Summative Assessments: Performance task Rubrics quizzes</p>

³ This unit is based on lessons from HealthTeacher.com.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><i>advocate</i> for personal, family and community health.</p>		<p>alcohol</p> <ul style="list-style-type: none"> • Explore the influence of peer pressure on drinking behavior • Develop strategies for dealing with peer pressure • Students demonstrate refusal strategies. <p>Inhalants - Don't Go There!</p> <ul style="list-style-type: none"> • Students will identify the effects of inhalant use upon the brain and other body systems. • Students will identify appropriate sources for information about the effects of inhalants. <p>Steroids</p> <ul style="list-style-type: none"> • Students will describe health consequences of steroid use. • Students will demonstrate clear "no" messages about steroid use. <p>Marijuana and THC</p> <ul style="list-style-type: none"> • Students will describe consequences of marijuana use. • Students will demonstrate how to use decision-making skills to make healthful decisions about marijuana use. <p>Drugs</p> <ul style="list-style-type: none"> • Learn how illegal drugs hurt the body. • Discover negative reactions people have to taking drugs. • Identify ways to deal with the pressure to 	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>use illegal drugs.</p> <ul style="list-style-type: none"> Determine alternatives to taking drugs. <p>The Persuaders - Looking at Alcohol and Other Drug Ads</p> <ul style="list-style-type: none"> Students will identify advertising techniques. Students will describe how advertising techniques influence people to use alcohol and other drugs. 	
<p>Unit Five: Physical Activity-Unit Attached Timeline: 4 sessions</p>			
<p>Standard 1 Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Physical Activity; Personal Health and Wellness</p> <p>Standard 2 Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.</p> <p>Standard 3 Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Movement is vital.</p> <p>Multiple factors impact health behaviors and personal health</p> <p>What I believe and what others believe influence my health</p> <p>There are criteria to determine the validity of health information, products, and services</p>	<p><u>Essential Questions:</u></p> <p>What prevents people from exercising? What can people do to limit injury caused by exercise?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify the health benefits of physical activity. Identify components of physical activity. Demonstrate how to use proper equipment and precautions to protect themselves during physical activity. Explain how different influences affect physical activity choices. Analyze influences on personal activity levels. Explain the frequency, intensity, and amount of time needed for healthful physical activity. Explain the importance of protective equipment when playing sports. Analyze influences on the physical activity of individuals. 	<p><u>Suggested Formative</u> Self-evaluation and reflection Activity logs</p> <p><u>Suggested Summative:</u> Performance task Rubrics</p>

Curriculum Framework Health

School: Kuumba Academy Charter School

Curricular Tool: Risk Watch, Project Alert, DDOE Model Units

Grade: 7

Teacher: _____

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Personal Health, Lifestyle, and Wellness Timeline : 10 sessions			
<p>Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life.</p> <p>Standard 3 Students will demonstrate the ability to <i>access information</i>, products and services to enhance health.</p> <p>Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p>	<p>Knowledge of essential health information impacts the adoption of healthy behaviors</p> <p>There are criteria to determine the validity of health information, products, and services</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> <p>Some diseases can be prevented through practicing healthy behaviors, some can be prevented through immunizations.</p> <p>The role of heredity as a risk factor in diseases.</p>	<p><u>Essential Questions:</u> What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify effects and importance of lifestyle/hygiene • Identify the difference between disease and disorder • Define chronic conditions • Identify causes and categories of various diseases • Identify how to reduce health risk factors • Identify catastrophic diseases: cause, prevention and treatment • Identify community resources and their roles • What procedures should be in place to establish a support system 	<p><u>Suggested Formative Assessments:</u> Observation of student collaboration Journal Exit tickets</p> <p><u>Suggested Summative Assessments:</u> Performance task Rubrics quizzes</p>
Unit Two: Social and Emotional Health Timeline: 10 sessions			
<p>Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life.</p> <p>Standard 3</p>	<p>Utilizing valid resources facilitates health</p> <p>Effective communication protects and enhances health</p>	<p><u>Essential Questions:</u> What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>	<p><u>Suggested Formative Assessments:</u> Observation of student collaboration Journal Exit tickets</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Students will demonstrate the ability to <i>access information</i>, products and services to enhance health.</p> <p>Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p>	<p>Decision making is a process that impacts health</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p>	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate appropriate expression & management of feelings • Identify ways to manage positive and negative peer pressure • Identify appropriate ways in dealing with disrespect • Define healthy, safe relationships • Identify types of harassment & bullying • Demonstrate ways to Respect decisions made by others • Self-Assess strengths and weaknesses • Identify ways to achieve individual and shared goals in a group • Analyze the importance of having a trusted personal support system • Compare and contrast healthy and unhealthy relationships • Identify the detrimental effects of prejudice • Analyze the history of prejudice • Demonstrate effective leadership and group skills 	<p><u>Suggested Summative Assessments:</u></p> <p>Performance task Rubrics quizzes</p>
<p>Unit Three: Community and Environmental Health Timeline: 6 sessions</p>			
<p>Standard 2 Students will <i>analyze the influence</i> of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 Students will demonstrate the ability to <i>access information</i>, products and services to enhance health.</p> <p>Standard 7</p>	<p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> <p>Advocacy is critical to</p>	<p><u>Essential Questions:</u></p> <p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify local useful health care products and services • Analyze a variety of influences on health care decisions: families, friends, 	<p><u>Suggested Formative Assessments:</u></p> <p>Observation of student collaboration Journal Exit tickets</p> <p><u>Suggested Summative Assessments:</u></p> <p>Performance task</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p> <p>Standard 8 Students will demonstrate the ability to <i>advocate</i> for personal, family and community health.</p>	<p>personal, family and community health</p>	<p>marketing and advertising, technology, laws and public policy</p> <ul style="list-style-type: none"> • Identify the importance of a healthy environment • Identify possible effects of pollution of air, water, food supply, and sound by pesticides and waste • Analyze community and individual responsibility for the health of the environment • Identify potential actions of Informed consumers • Analyze the health policies at school • Identify the community efforts on environmental and health issues • Analyze the relationship between environment, disease and health • Research the local effects of global ecological problems • Evaluate local community environment • Research laws and ordinances pertaining to environment 	<p>Rubrics quizzes</p>
<p>Unit Four: Fitness and Nutrition Timeline: 10 sessions</p>			
<p>Standard 2 Students will <i>analyze the influence</i> of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 Students will demonstrate the ability to <i>access information</i>, products and services to enhance health.</p> <p>Standard 5 Students will demonstrate the ability to use</p>	<p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Decision making is a process that impacts health</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p>	<p><u>Essential Questions:</u> What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Create a nutritional needs assessment • Create healthy meal plans • Analyze Cultural and ethnic choices • Create and work within a budget • Use Unit pricing to find “best deals” to 	<p><u>Suggested Formative Assessments:</u> Observation of student collaboration Journal Exit tickets</p> <p><u>Suggested Summative Assessments:</u> Performance task Rubrics quizzes</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><i>decision-making skills</i> to enhance health.</p> <p>Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p> <p>Standard 8 Students will demonstrate the ability to <i>advocate</i> for personal, family and community health.</p>	<p>Advocacy is critical to personal, family and community health</p>	<p>promote economical food shopping</p> <ul style="list-style-type: none"> • Read and understand food labels • Identify safe food storage and preparation techniques • Formulate and implement a total fitness plan, including assessing results and making modifications • Identify barriers to establishing and maintaining healthy eating practices and/or fitness goals • Give examples of the following influences on food choices and behaviors: peer pressure, cultural and family habits, health problems, advertising, marketing, availability, lack of knowledge about nutrition, lack of effort • Identify the caloric values of food • Identify trends in nutritional supplements and evaluate their effectiveness vs risks • Identify “Body image” and ways to have a positive one • Analyze current diet through food journal 	
<p>Unit Five: Risk Watch - Injury Prevention and Safety Timeline: 10 hours</p>			
<p>Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life.</p> <p>Standard 3 Students will demonstrate the ability to <i>access information</i>, products and services to enhance health.</p>	<p>Functional knowledge of health concepts impacts health behaviors</p> <p>Utilizing valid resources facilitates health</p> <p>Decision making is a process that impacts health</p>	<p><u>Essential Questions:</u> What is health? What prevents people from practicing healthy behavior?</p> <p><u>Learning Targets:</u> Motor Vehicle Safety</p> <ul style="list-style-type: none"> • Ride buckled up in a safety belt. 	<p><u>Suggested Formative Assessments:</u> Observation of student collaboration Journal Exit tickets</p> <p><u>Suggested Summative Assessments:</u></p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Standard 4 Students will demonstrate the ability to use interpersonal <i>communication skills</i> to enhance health and avoid or reduce health risks.</p> <p>Standard 5 Students will demonstrate the ability to use <i>decision-making skills</i> to enhance health.</p> <p>Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p> <p>Standard 8 Students will demonstrate the ability to <i>advocate</i> for personal, family and community health.</p>	<p>Advocacy is critical to personal, family and community health</p>	<ul style="list-style-type: none"> • Identify driveways and streets as unsafe areas for walking or playing. • State a minimum of four bus safety rules. <p>Fire and Burn Prevention</p> <ul style="list-style-type: none"> • Explain the proper escape procedure from buildings other than the home. • State that fuel, heat, oxygen, and chemical reaction are the four components of fire. • Identify five fire and burn hazards found in the home. • Demonstrate an understanding of fire and burn safety when baby-sitting. <p>Choking, Suffocation, and Strangulation</p> <ul style="list-style-type: none"> • Demonstrate the Heimlich maneuver/abdominal thrust. • Identify choking, suffocation, or strangulation hazards. <p>Poisoning Prevention</p> <ul style="list-style-type: none"> • Name four poisons found in the home. • Identify the Poison Control Center as the agency to call in case of poisoning. • Explain the importance of adult supervision for prescription and non-prescription medications. <p>Falls Prevention</p> <ul style="list-style-type: none"> • Identify five fall hazards and ways to 	<p>Performance task Rubrics quizzes</p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
		<p>prevent them.</p> <p>Firearms Injury Prevention</p> <ul style="list-style-type: none"> • State two rules for firearm safety <p>Bike and Pedestrian Safety</p> <ul style="list-style-type: none"> • Explain the proper procedure for crossing the street. • List a minimum of three bike safety rules. • Wear a helmet every time you a bike, use in-line skate, or skateboard. • Identify the safest clothing to wear when riding a bike. <p>Water Safety</p> <ul style="list-style-type: none"> • Understand that a personal flotation device (PFD) should be worn when boating. • State a minimum of four water safety rules. • Explain the proper procedure to evaluate the safety of a swimming area. • Explain why it is important to swim with a buddy in supervised areas. 	
<p>Unit Six: Tobacco, Alcohol, and other drugs Project ALERT: Core Curriculum (DOE Model Unit¹) Timeline: 15 hours</p>			
<p>Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2</p>	<p>Health is affected by personal decisions and outside forces</p> <p>Understanding pressures can help in making decisions.</p>	<p>Essential Questions: Why use tobacco, alcohol, and marijuana?</p> <p>Why avoid tobacco, alcohol, and marijuana?</p>	<p>Suggested Formative Assessments: Observation of student collaboration Journal Exit tickets</p>

¹ http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/health.shtml

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Students will <i>analyze the influence</i> of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal <i>communication skills</i> to enhance health and avoid or reduce health risks.</p> <p>Standard 5 Students will demonstrate the ability to use <i>decision-making skills</i> to enhance health.</p> <p>Standard 6 Students will demonstrate the ability to use <i>goal-setting skills</i> to enhance health.</p> <p>Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p> <p>Standard 8 Students will demonstrate the ability to <i>advocate</i> for personal, family and community health.</p>	<p>Individuals can make decisions that protect their health.</p> <p>People can help others resist health-risky behaviors</p>	<p>Do I control my choices?</p> <p>How can I help others?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Resist pressures to use tobacco, alcohol and other drugs. • Analyze advertising messages • Support others in resisting pressures to use drugs. • Model DM by providing alternatives to ATOD use. • Accept personal responsibility for choices and ATOD. • Deal with peer pressure • Encourage others not use ATOD • Get help 	<p><u>Suggested Summative Assessments:</u></p> <p>Performance task Rubrics quizzes</p>
<p>Unit Seven: Healthy Sexuality (DOE Model Unit²) Timeline: 15 hours</p>			
<p>Standard 1 Students will <i>understand essential health concepts</i> in order to transfer knowledge into healthy actions for life.</p>	<p>Health is complex</p> <p>Conflict is part being human</p>	<p><u>Essential Questions:</u></p> <p>What is sexual health?</p> <p>What prevents people from practicing</p>	<p><u>Suggested Formative Assessments:</u></p> <p>Observation of student collaboration</p>

² http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/health.shtml

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Standard 2 Students will <i>analyze the influence</i> of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 Students will demonstrate the ability to <i>access information</i>, products and services to enhance health.</p> <p>Standard 4 Students will demonstrate the ability to use interpersonal <i>communication skills</i> to enhance health and avoid or reduce health risks.</p> <p>Standard 5 Students will demonstrate the ability to use <i>decision-making skills</i> to enhance health.</p> <p>Standard 6 Students will demonstrate the ability to use <i>goal-setting skills</i> to enhance health.</p> <p>Standard 7 Students will demonstrate the ability to <i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p>	<p>Life is about change</p> <p>Health is personal power.</p>	<p>healthy behaviors?</p> <p>Who/what influences my decisions about sexuality?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Make a personal commitment to abstain from sexual intercourse. • Refuse unwanted or unprotected sex • Demonstrate realistic interactions among others • Demonstrate effective message tactics and strategies • Demonstrate effective refusal skills. 	<p>Journal Exit tickets Reflection journal Personal contract for healthy sexuality</p> <p><u>Suggested Summative Assessments:</u> Performance task Rubrics quizzes</p>

Curriculum Framework for Health Education

School: Kuumba Academy Charter School

Curricular Tool: The Great Body Shop

Grade: 8

Teacher: _____

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Drugs, Alcohol, Smoking ≠ A Healthy Bod; Substance Abuse Prevention¹ Timeline: 15 hours			
<p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 3: Participates regularly in physical activity</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p>Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p> <p>Standard 7 Students will demonstrate the ability to</p>	<p>Knowledge of essential health information impacts the adoption of healthy behaviors.</p> <p>Making healthy choices are not always easy. I need to be an advocate for myself and others.</p> <p>Health is affected by personal decisions and outside forces.</p> <p>Understanding pressures can help in making decisions.</p> <p>Individuals can make decisions that protect their health.</p> <p>People can help others resist health-risky behaviors.</p>	<p>Essential Questions:</p> <p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>Why use tobacco, alcohol, and marijuana?</p> <p>Why avoid tobacco, alcohol, and marijuana?</p> <p>How do I control my choices?</p> <p>How can I help others?</p> <p>How do I decide?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Learn about the effects of alcohol on the body • Explore the consequences of drinking alcohol • Explore the influence of peer pressure on drinking behavior • Develop strategies for dealing with 	<p>Suggested Formative Assessments:</p> <p>Teacher observations Class discussions Journal entries</p> <p>Suggested Summative Assessments:</p> <p>Transfer task Rubric</p>

¹ This unit will be taken from *The Great Body Shop* program for middle school.

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><i>practice health-enhancing behaviors</i> and avoid or reduce health risks. (self-management)</p> <p>Standard 8 Students will demonstrate the ability to <i>advocate</i> for personal, family and community health.</p> <p>-----</p> <p>Project ALERT (Booster) (DOE Model Unit) 3 hours</p>		<p>peer pressure</p> <ul style="list-style-type: none"> • Learn how illegal drugs hurt the body • Discover negative reactions people have to taking drugs • Identify ways to deal with the pressure to use illegal drugs • Determine alternatives to taking drugs • Investigate the reasons people smoke • Explore what smoking does to the body • Explore how peer pressure can affect the decision to smoke • Identify ways to deal with peer pressure centered around smoking <p>-----</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Resist pressures to use tobacco, alcohol, and other drugs. • Analyze advertising messages. • Support others in resisting pressures to use drugs. • Model DM that provides alternatives to ATOD use. 	

Kuumba Academy Charter School – Health Education Unit Modifications

6-8 Grade Cluster

Physical Activity

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

Kuumba Academy has a strong desire to educate the whole child. In addition to strengthening minds, the school believes strongly in giving students the knowledge and tools to understand the importance of life long health. Physical activity is essential to good health. This unit helps students learn about how to exercise effectively and safely while helping them to establish exercise goals.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications are needed.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications are needed. This unit can be taught in many different settings.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications will be made.

Delaware Model Unit: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Physical Activity
Designed by: Patrick Gallucci
District: Polytech
Content Area: 6–8
Grade Level(s): 4 lessons

Summary of Unit

Physical activity is particularly important for young learners who are establishing personal health promotion habits. This unit reviews the benefits of physical activities and helps students analyze the influences on physical activity.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Physical Activity; Personal Health and Wellness
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

* Includes technology integration

Big Idea

Movement is vital

Unit Enduring Understandings

Multiple factors impact health behaviors and personal health

What I believe and what others believe influence my health

There are criteria to determine the validity of health information, products, and services

Essential Questions(s)

What prevents people from exercising?

What can people do to limit injury caused by exercise?

Knowledge and Skills

Students will know...

Health benefits of physical activity.

Components of physical activity.

How to use proper equipment and precautions to protect themselves during physical activity.

How different influences affect physical activity choices.

Students will be able to...

Analyze influences on personal activity levels.

Explain the frequency, intensity, and amount of time needed for healthful physical activity.

Explain the importance of protective equipment when playing sports.

Analyze influences on the physical activity of individuals.

Identify the health benefits of physical activity.

Identify components of physical activity.

Demonstrate how to use proper equipment and precautions to protect themselves during physical activity.

Explain how different influences affect physical activity choices.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Task(s)

You decide to try out for the local traveling athletic team of your choice. It is difficult to make the team, and you want to be in the best possible shape. You have two months to prepare for the try-out camp. Design an individual fitness plan incorporating the components of physical fitness and the F.I.T. (frequency, intensity, time/type) principle. Explain the benefits of being physically fit and safety precautions you need to take while training.

Rubrics

4. The student work shows a sophisticated understanding of the components of physical activity and the F.I.T. principle. The project fully describes the importance, benefits, and safety precautions in doing physical activity.

3. The student work shows an adequate understanding of the components of physical activity and the F.I.T. principle. The plan substantially describes the benefits and safety precautions in doing physical activity.
2. The student work shows a limited understanding of the components of physical activity and the F.I.T. principle. The plan partially describes the benefits and safety precautions in doing physical activity.
1. The student work shows no apparent understanding of components of physical activity and the F.I.T. principle. The plan has some misconceptions when describing the benefits and safety precautions in doing physical activity.

Other Evidence

Playing It Safe Handout

Bulletin board or poster on “Do You Know How to Play It Safe?” using handouts and instruction from lesson three.

Small-group skits on internal, family, peer, and media influences on activity levels will be done in lesson four.

Student Self-Assessment and Reflection

Lesson One – Students will write a reflective statement about their activity levels and what influences them to be physically active.

Lesson Two – Students will evaluate their own activity log and consider changes they would like to make.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>



PA Lesson 1



PA Lesson 2



PA Lesson 3



PA Lesson 4

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

www.healthteacher.com

www.kidshealth.org/kid/stay_healthy/index.html
www.kidshealth.org/kid/stay_healthy/fit/sport_safety.html
www.thecommunityguide.org/pa/pa-int-school-pe.pdf
<http://aspe.hhs.gov/health/reports/physicalactivity/>
www.webmd.com/content/tools/1/calc_heart_rate.htm

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Students in grades 6–8 sometimes still believe that whatever they see and read is accurate information. This unit promotes the re-examination of the influences that athletes and others make on one's own beliefs and practices particularly regarding physical activity.

Accommodations/Differentiation

Small-group work

Multiple means of expression (role-play, bulletin board, writing, etc.)

Use verbal, technology, audio, and written instruction

Copy PowerPoint presentations for some students

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

Students will be introduced to a new theory of fitness and will be asked to use that theory in a personal application for improved fitness. They will draw conclusions, apply those conclusions to a fitness plan, and prepare for a personal goal.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

This health education unit may be taught in conjunction with physical education. It builds on skills learned from the CATCH program.

Physical activity is related to academic achievement as evidenced by recent studies and long-time observation.

Families and communities can benefit from participation in F.I.T. activities.

Kuumba Academy Charter School – Health Education Unit Modifications

6-8 Grade Cluster

Project ALERT (Core Curriculum)

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

At Kuumba Academy, The Project ALERT curriculum will be adopted to teach substance abuse prevention. The health teacher will be trained in Project ALERT as the training becomes available.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications are needed.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications are needed.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No modifications will be made; the health teacher at Kuumba Academy Charter School will follow the curriculum with fidelity.

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Project ALERT (Core Curriculum)
Designed by: Tom Butler, Ed.D., Project ALERT Trainer
Organization: Safe and Drug Free Schools Program
Grade Cluster: 6-8 (preferably 6th or 7th grade)
Time Frame: 11 Core Lessons

Summary of Unit

Project ALERT is a substance use prevention curriculum developed with the funding and direction of RAND, the nation's leading think tank on drug use prevention. The Project ALERT strategies are to motivate students against drug use, provide skills and strategies to resist drugs, and establish new nonuse attitudes and beliefs. Learning activities are primarily small-group activities, role-playing exercises, real-life videos, and guided classroom discussions. The Core Curriculum consists of 11 lessons best taught with a few days between lessons. A second unit of three booster lessons should be delivered the following year. Project ALERT complements other curricula and can be implemented in conjunction with lessons from sexuality education, health, physical education, science, and social studies. The program is available from the BEST Foundation for a Drug-Free Tomorrow, Los Angeles, California (800) 253-7810. Project ALERT was developed and field tested over a ten-year period by RAND. Trained teachers receive the 14 detailed lesson plans, including videos and posters, as well as a free newsletter and online resources.

This unit is intended for use by educators who have been trained in the curriculum with the permission of Project ALERT publishers.

Stage 1 – Desired Results

(What students will know, be able to do and understand)

Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:
Alcohol, tobacco, and other drugs (ATOD)
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

* Includes technology integration

Big Idea:

Health is Personal Power

Unit Enduring Understanding(s)

Health is affected by personal decisions and outside forces.

Understanding pressures can help in making decisions.

Individuals can make decisions that protect their health.

People can help others resist health-risky behaviors.

Essential Questions

What is Health?

What prevents people from practicing healthy behavior?

Unit Essential Questions

Why use tobacco, alcohol, and marijuana?

Why avoid tobacco, alcohol, and marijuana?

Do I control my choices?

How can I help others?

Knowledge and Skills

Students will know...

- Reasons that people use alcohol, tobacco, and marijuana.
- Reasons not to use alcohol, tobacco, and marijuana (benefits of nonuse).
- Social and physical consequences of using alcohol, tobacco, and marijuana.
- Where pressures come from.
- Alternatives to drug use.

Students will be able to...

- Resist pressures to use tobacco, alcohol and other drugs.
- Analyze advertising messages.
- Support others in resisting pressures to use drugs.
- Model DM by providing alternatives to ATOD use.
- Accept personal responsibility for choices about ATOD.
- Deal with peer pressure.
- Encourage others not to use ATOD.
- Get help.

Stage 2 – Assessment Evidence (Evidence that will be collected to determine whether or not Desired Results are achieved)

Unit Transfer Task

1. Systo has been your friend since you were very young. Recently, Systo has been acting strangely. You believe he may be thinking about smoking marijuana. You believe that Systo would never try marijuana unless there was a lot of pressure to do so. Based on what you know about marijuana, write a letter to Systo that would help him recognize the pressures and ways to resist them.

Rubric(s)

4. Student work demonstrates the superior use of interpersonal communication skills to advocate for healthy behavior, accurately and completely demonstrates the ability to identify pressure messages, and provides a complete and accurate rationale for not using drugs.
3. Student work demonstrates average use of interpersonal communication skills to advocate for healthy behavior, demonstrates ability to identify pressure messages with minor misunderstanding, and provides a reasonable rationale for not using drugs.
2. Student work demonstrates some use of interpersonal communication skills to advocate for healthy behavior and demonstrates incomplete ability to identify pressure messages and minimal ability to form a rationale for not using drugs.

1. Student work does not demonstrate the ability to use interpersonal communication skills to advocate for healthy behavior and demonstrates little or no ability to identify pressure messages or to form a rationale for not using drugs.

Other Evidence

Letter to the Editor: Student will write a letter to the editor of his/her local newspaper, describing and decrying the methods that advertisers use to entice young people to smoke, drink, or overuse prescription or nonprescription drugs.

Self-talk: After the teacher explains that self-talk is the things you say to yourself in your head, the student will develop a scenario and discuss how self-talk can be negative (cause pressure or doubt) or positive (build strength or resolve) and how it can be used to cope with pressure from others. Possible scenarios:

- a. Tony is trying to throw a basketball through a hoop. He keeps missing, and he is feeling frustrated. He could be saying to himself:
- b. Jamal is at a party where other kids are drinking alcohol. He feels out of place. He could be saying to himself:
- c. Becky was hoping that Ben would invite her to the dance but he didn't. Becky could be saying to herself:

Production: Students, working in groups, will develop a video or a PowerPoint presentation demonstrating various strategies to resist pressure to use drugs or ways that friends can support friends in resisting pressures.

Drug Pairs Game: Play the Drug Pairs Game at <http://www.druginfo.org.uk/pairs.htm>

Exam: The student will complete an exam developed from the "Knowledge Assessment Tool" on the Project Alert website. <http://www.projectalert.com>

Student Self-Assessment and Reflection

Reflection journal

Personal contract for healthy decision-making and drug resistance

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws. <http://www.umuc.edu/library/copy.shtml>

Core Lesson 1. Introduction to Project ALERT Curriculum

Introduces Project ALERT to students, sets the tone for the program, and clarifies reasons why people do and do not use drugs.

- Introduction to the curriculum and discussion of decision-making
- Develop ground rules
- Make reasons lists in groups: why some people smoke cigarettes, why some people use marijuana, reasons not to smoke cigarettes, reasons not to use marijuana
- Comparison of alcohol and marijuana
- Video “Let’s Talk About Marijuana” with discussion
- Homework: “Test Your Drug IQ” to be completed with parent(s) or other adult

Core Lesson 2. Consequences of Smoking Cigarettes and Marijuana

Motivates students to resist drug use by having them identify immediate and later consequences of smoking cigarettes and marijuana; increases students’ perceptions that using cigarettes and marijuana impacts their daily lives and social relationships.

- Discuss immediate and later consequences of smoking cigarettes
- Compare cigarettes and smokeless tobacco
- Discuss immediate and later consequences of using marijuana
- Review consequences, using three cigarette posters and two marijuana posters
- Video “Pot: The Party Crasher” with discussion
- Homework: “What Teenagers Want to Know About Alcohol”

Core Lesson 3. Drinking Consequences and Alternatives

Identifies reasons why people drink alcohol, discusses consequences of drinking, demonstrates similarities between drinking alcohol and using marijuana, presents how alcohol is used to cover their feelings, and brainstorms alternatives to drinking.

- Make reasons lists in groups: using lists from Lesson 1, students identify reasons that people use marijuana that are also reasons that they use alcohol and feelings that may make young people want to drink
- Make list of consequences of drinking alcohol
- Discuss how alcohol is used to cover feelings, centering on posters “Drinking to Cover Feelings”
- Discuss alternatives to drinking using “Alternatives to Drinking” sheet

- Play “Alcohol Facts Game,” a team game that allows students to discover facts about alcohol
- Homework: complete “Alternatives to Drinking” sheet

Core Lesson 4. Introduction to Pressures

Marks the transition into the skill-building section of the curriculum; helps students resist pressures to use drugs by identifying what the different pressures are and where they come from; counters belief that “everyone uses” with survey information indicating that most teenagers do not use drugs.

- Identify “Where Does Pressure to Use Drugs Come From?”
- Discuss the prevalence of substance use in teens; normative activity in which teens learn that only a relatively small percentage of their peers use drugs, followed by discussion
- Explore messages contained in alcohol and tobacco advertisement
- Rewrite ads to reflect the truth about the products
- Homework: “Advertisement Count Sheet”; “Let’s Clear the Air: Straight Talk About Teenagers and Smoking”

Core Lesson 5. Social Pressures to Use Drugs

Provides the first example of the modeling, practice, and feedback strategy used throughout the curriculum; identifies social pressures to use drugs; teaches resistance skills and facilitates saying “no” in social situations by allowing students to practice resistance in skits built around trigger video.

- Partial video “Lindsey’s Choice”
- Prepare and deliver skits in which students complete the video scenario by providing refusal to offer to smoke cigarettes
- View the rest of video with three endings and discussion of the endings
- Homework: “Parent/Adult Interview: Peer Pressure”

Core Lesson 6. Resisting Internal and External Pressures to Use Drugs

Identifies internal pressures to use drugs; students discuss and practice resistance techniques for internal and external pressures.

- Review and practice saying “No” to external pressures
- Discover ways to say “No” to internal pressures using demonstration and poster “Pressures from Inside Yourself”
- Practice ways to say “No” to internal pressures using “Internal Pressure Scenarios”
- Generalize pressure and resistance techniques with discussion and Q & A
- Homework: complete “Internal Pressure Scenarios” and show them to parent(s) or other trusted adult

Core Lesson 7. Practicing Resistance Skills

Facilitates practice of resisting external pressures to use drugs in skits built around trigger video; presents alternative ways to resist pressure; encourages students to openly express feelings of being capable of resisting internal pressures.

- Partial video “Pot or Not?”

- Prepare and deliver skits in which they complete the video scenario by providing refusal to offer to use marijuana
- View rest of video with three endings and discussion of the endings
- Review “Parent/Adult Interviews”
- Homework: “What’s the Real Story? Teenagers Want the Truth Marijuana”

Core Lesson 8. Inhalant Abuse

Introduces inhalants; shows students how to protect themselves from accidental inhalant poisoning; discusses physical consequences of inhalant abuse; identifies ways to resist pressure to try inhalants and ways to protect home and family from exposure.

- Introduce concept of body pollution
- Reinforce oxygen’s importance to the body
- Distinguish between nonpoisonous and toxic chemicals
- Discuss poisoning by breathing chemical fumes using poster “Toxic Chemicals Affect Your Body Right Away”
- Discuss protection from toxic chemicals in inhalants using visual “How to Protect Yourself from Toxic Chemicals”; students supply answers
- Discuss how chemicals can harm the body using visual “How Toxic Chemicals Can Kill You”
- Make reasons lists in groups: “Reasons Not to Inhale Toxic Fumes”
- Homework: complete “Our Family’s Guidelines for Using Household Chemicals” with parent(s) or other adult

Core Lesson 9. Review and Practice Resistance Techniques

Reinforces earlier lessons by reviewing resistance techniques and facilitating resistance practice; introduces the concepts of benefits from not using drugs.

- Review using visual “Where Does Pressure to Use Drugs Come From?”
- Provide resistance responses to pressures
- Prepare resistance skits (may use other issues such as cheating, skipping school) and act them out
- Play “Benefits Game” in which students in groups race to write a list of benefits of not using tobacco and another of benefits of not using marijuana or alcohol
- Review the lists
- Homework: “Ten Questions Teenagers Ask Most About Drugs – And Their Answers,” “Oral Report on Drugs,” and “Oral Report on Drugs: Family Response Form”

Core Lesson 10. Smoking Cessation

Identifies why it is hard to quit smoking; offers techniques for quitting and changing general behavior; identifies ways to support friends who want to change nonproductive behavior.

- Complete visual “Why It’s Hard to Quit Smoking” with teacher correcting misconceptions
- Video “Clearing the Air” with discussion
- Quitting lists: in groups, students answer questions related to quitting smoking

- “Making Changes in My Life” sheets: students identify something that each could change and map out strategy to begin the change

Core Lesson 11. Benefits of Not Using Drugs

Reviews and reinforces negative consequences of using drugs; motivates resistance by reviewing benefits of not using drugs; elicits written commitments from students.

- “Information Review Game” played in teams
- Video “Saying ‘No’ to Drugs” with discussion
- Written commitment to “Choose a Healthy Lifestyle Free From Drugs”
- Wrap-up and summary with reinforcement of students’ achievements during the first year of Project ALERT

Resources and Teaching Tips

Resources

This unit is based on the self-contained curriculum, Project ALERT. Teachers must have training, which is offered by the Department of Education to implement the program. For information about teacher training, contact Janet Ray at DE DOE (jaray@doe.k12.de.us).

Basic Facts About Drugs: Alcohol at <http://www.acde.org/educate/Research.htm>

Basic Facts About Drugs and Marijuana at <http://www.acde.org/educate/Research.htm>

Start with the Facts at <http://www.acde.org/educate/Research.htm>

What Is Inhalant Abuse > Dangers at <http://www.inhalant.org/inhalant/dangers.php>

National Institute on Drug Abuse (NIDA) for Teens: Marijuana at http://teens.drugabuse.gov/facts/facts_mj1.asp

NIDA for Teens: VIDEO: Dealing with Peer Pressure, School Media Associates, 1-800-451-5226

The BEST Foundation for a Drug Free Tomorrow <http://www.projectalert.com> can provide additional assistance with implementation of the curriculum.

Monitoring the Future <http://www.monitoringthefuture.org> is an ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults. It is an excellent source of data for the normative education activity in Core Lesson 4.

The Delaware Drug and Alcohol Tracking Alliance provides a website, <http://www.udel.edu/delawaredata/>, that provides PowerPoint and reports from various surveys, including the Delaware Youth Risk Behavior Survey, Delaware Youth Tobacco Survey, and the ATOD Abuse Among Delaware Students.

Teaching Tips

The various activities will permit the teacher to gather ongoing evidence of understanding and to modify and reinforce as needed.

The group work can be random assignment or assignment based on ability and skill level.

Accommodations/Differentiation

Most Project ALERT activities are done in groups.

In families where adults are reluctant to help with the homework, ask students to identify other adults who care about them who might help. As a last resort, ask teacher colleagues to help.

Make sure that the director of the skits has leadership qualities.

Print homework in Spanish if necessary.

Give extra credit for turning in the homework assignments.

Provide extra time on activities if needed.

Possible accommodation for Transfer Task only if a student seems unable to write the letter without cues:

Dear Systo,

I am really worried about you. We haven't been hanging out much lately and you always seem to be with that bunch of tenth graders after school. I'm getting worried about you. I'm afraid they are trying to get you to smoke marijuana.

Think about it. Are they pressuring you to use marijuana? I bet they've been saying things like _____ and _____. You're way to cool to fall for that stuff. You should tell them _____ and _____.

Remember what we learned about marijuana? It can damage your _____, your _____, and your _____. It can mess with your mind and get you hooked, you know, _____. You can also get into trouble with _____ and _____. Do you still want to be on the wrestling team? Well, marijuana may _____ and _____.

Remember that certain someone you really wanted to go to the dance with? I bet if he/she heard you were getting high, he/she would say _____. So would some of our friends. Think it over. I'm your friend and we can talk about it anytime.

Your pal,

Provide a sample letter about another health-related issue as an example for the transfer task.

Dear Systo,

I am really worried about you. We haven't been hanging out much lately and you always seem to be with that bunch of tenth graders after school. I'm getting worried about you. You always wanted to be on the wrestling team and I'm afraid the tenth graders may be pressuring you to eat a lot of fast, fatty food.

Think about it. Are they pressuring you to eat a lot of burgers and fries? I bet they've saying things like "just a couple of cheeseburgers won't hurt you" and "don't pay any attention to that stupid health teacher." You're way to cool for that stuff. You should tell them "I don't want to get fat" and "real friends wouldn't try to make me eat stuff that would make me gain weight."

Remember what we learned about diet and obesity? Unhealthy diet can damage your heart, your ability to wrestle, and your pancreas, leading to diabetes. Some people even get hooked into overeating, you know addicted to food. You can also get into trouble with your mom and your coach. Do you still want to be on the wrestling team? Well, gaining weight and not eating the right food may slow you down and sap your strength.

Remember that certain someone you really wanted to go to the dance with? I bet if she heard you were getting fat, she would say "no way." So would some of our friends. Think if over. I'm your friend and we can talk about it anytime.

Your pal,

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

The curriculum unit is consistent with principles of UDL and 21st Century Learning. Units are very participatory and student centered with students developing and acting out skits (role plays), developing scenarios, searching for solutions to problems and situations, writing “reasons lists,” and learning through games, and other methods. Multiple learning strategies that stimulate a variety of senses are employed. Students demonstrate acquisition and transfer of knowledge and skills. The links among decision-making, skill acquisition, and health are strongly reinforced.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate), families, and communities.

Relationships with drug use and other health issues are often addressed by nonprofit agencies. For example, AIDS Delaware (302-652-6776) is a good contact for speakers and information about the relationship between drug use and HIV/AIDS.

The American Lung Association (302-655-7258) provides many resources for tobacco prevention. Information on trends of tobacco, alcohol, and drug use can be obtained through the Delaware Drug and Alcohol Tracking Alliance at <http://www.udel.edu/delawaredata/>

School counselors and school nurses can often refer students to substance dependence treatment or offer support services to students and their families.

School district policies on smoking, drinking alcohol and other drug use can be reinforced while implementing the curriculum.

Kuumba Academy Charter School – Health Education Unit Modifications

6-8 Grade Cluster

Healthy Sexuality

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit was selected for the 7th grade health class because it both promotes abstinence and seeks to build relationships between students and their parents, opening lines of communication around sexuality. Saying no and resisting the pressure to engage in risky sexual behaviors is hard and this curriculum will help each student create a network of support. Furthermore this curriculum will help the students at Kuumba Academy Charter School to define healthy relationships so that they understand when relationships might be abusive or inappropriate. In addition, the lessons on communication, decision-making, and goal-setting will give the students the tools to make smart decisions and work well within the framework of a 21st century school design.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will be made to the methods of instruction embedded in this unit.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications are needed.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

The unit may also be modified slightly to more clearly to define the consequences of having sex. Materials from *Making Proud Choices* can be used for these sections, especially Modules 5 and 6: The Consequences of Sex. While the message is still one of abstinence, students need to understand that if they do decide to have sex, they are risking pregnancy and STD's, including HIV/AIDS.

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Healthy Sexuality
Designed by: Fran Strosser
District: Smyrna
Grade Cluster: 6-8
Time Frame: 10 Lessons

Summary of Unit

Healthy Sexuality is an abstinence-based curriculum for use in middle schools, available from the Rocky Mountain Center for Health, Promotion and Education, Lakewood, Colorado (303) 239-6494.
www.rmc.org

The curriculum focuses on abstinence while providing life-saving information on sexually transmitted diseases, including HIV/AIDS. Effective health education strategies are used to teach students to resist social pressures to engage in sexual intercourse (including external pressures from peers and media as well as internal pressures). Students will learn how to identify and use support systems among family, community, and friends. This combination of learning skills to resist sexual involvement and developing a personal support system is built into the classroom activities and is reinforced by parent/guardian involvement activities.

To accomplish the primary goal of empowering students to take personal responsibility for their sexual behavior, several intermediate goals are embedded in the curriculum. These goals reflect the needs and interests of parents, guardians, educators, students, and health professionals.

The curriculum goals include:

1. Promote abstinence.
2. Increase parent/guardian communication about sexuality.
3. Assist students in developing their own support systems.
4. Define and promote healthy relationships.
5. Teach and practice life skills for resisting pressure to engage in sexual activity.
6. Practice effective communication, decision-making, and goal-setting skills.
7. Provide factual information on sexually transmitted diseases (STDs), including HIV/AIDS.

Stage 1 – Desired Results

(What students will know, be able to do and understand)

Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Specify core concepts to be addressed:
Family Life and Sexuality
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior. *
- 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.
* Includes technology integration

Big Idea:

Health is Personal Power

Unit Enduring Understanding(s)

Health is complex.

Conflict is part of being human.

Life is about change.

Essential Questions

What is Health?

What prevents people from practicing healthy behavior?

Unit Essential Questions

What is sexual health?

Who/what influences my decisions about sexuality?

Knowledge and Skills

Students will know...

The benefits of healthful decision making.

That most students are not engaging in sexual intercourse.

The benefits of setting sexual limits.

The risks of unintended pregnancy and disease with unprotected sexual intercourse.

The influences on sexual behavior.

Students will be able to...

- Make a personal commitment to abstain from sexual intercourse.
- Refuse unwanted or unprotected sex.
- Demonstrate realistic interactions among others.
- Demonstrate effective message tactics and strategies.
- Demonstrate effective refusal skills.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

Sexuality Skit

You are a writer for Public Television and have been assigned to the medical team working on a series on teen sexual health. You will design a skit and then perform the skit for content and message in front of the class/audience. These skits may also be done as video presentations. The skit must demonstrate the use of sound decision-making skills, goal-setting skills, communication skills, refusal skills, message strategies, and tactics to prevent teens from giving in to peer pressure. The key message is "Respect Your Body, Respect Yourself." You will have to justify and support your thinking and defend the skills and behaviors used in your skit in writing.

List of possible scenarios:

1. Your partner says s/he will break up with you if you do not have sex.
2. Your partner has been using alcohol and wants to have sex.
3. Your friend has been using drugs and wants to have sex with her/his partner.
4. You have decided not to have sex anymore, even though you and your partner have had sex before.
5. A date pressures you after you have said NO.
6. You are at a party with no adult chaperones.
7. A friend supports you in your decision not to have sex.
8. All your friends are bragging about having sexual intercourse and start calling you names because you have decided not to have sex.
9. Student choice option—check with teacher about topic.

Rubric(s)

4. Student work completely and accurately describes healthy sexuality with clear use of relationships between health and behavior. The use of skills (particularly interpersonal skills, decision-making skills, and goal-setting skills) is emphasized and comprehensive throughout the oral and written assignments.
3. Student work describes healthy sexuality and relationships between health and behavior with minor misinformation. The use of skills is emphasized but less comprehensive in the oral and written assignments.
2. Student work describes healthy sexuality and the relationships between health and behavior incompletely and with increased misinformation. The use of skills is not emphasized well in either the oral presentation or written assignments.

1. Student work does not describe healthy sexuality and/or the relationships between health and behavior. Skills are poorly represented in the oral presentation or written assignment.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).

Interviews – The student will interview a parent/guardian or other family member and a friend to open lines of communication and to understand beliefs about healthy sexuality.

Health Hints from the Expert – Students will write a letter responding to a teenager’s concern about sexuality.

Mission Possible-Media Messages – Students will analyze an advertisement for sexual messages. They will summarize the false messages and omitted information in the advertisement.

STD Game – Students will gain knowledge and awareness about STDs, how they are spread, how they are treated, and how they can be prevented.

Health Article Review – Students will complete a health article review about Healthy Sexuality using a current event article.

Quiz – Students will complete a quiz on healthy sexuality.

Healthy Sexuality Decision Making – Students will develop and present role-plays providing evidence of their ability to effectively use the decision-making steps incorporated in the WAIT Skill.

Student Self-Assessment and Reflection

Reflection journal

Personal contract for Healthy Sexuality

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

To begin the *Healthy Sexuality* Curriculum, consider writing “healthy sexuality” on the board. It is not usually difficult to hook the students into this topic. It is important to set ground rules of respect for others and self, no gossiping, and use of correct terminology.

1. Introduce the essential questions and discuss the transfer task.
2. Note the key vocabulary terms, the daily journal requirement, and performance tasks.
3. Design class agreements for student and teacher comfort.
4. In small groups, have students watch a puberty video and answer the Video Listening Guide (Suggestions: Kids To Kids-Talking About Puberty, Then One Year by Churchill Media, or New Improved Me by Sunburst Video). Have students complete the Video Listening Guide (Appendix A).



Appendix A

5. Lesson One: Setting the Stage
 - a. Students will complete a Home Learning Opportunity: My Life as a Teen: The Not Too Distant Past, with a parent or trusted adult. Note: use Lesson One Copy Master for documentation of Home Learning Opportunity.
 - b. Students will brainstorm ten things about puberty-place on newsprint or the board. Review with class for accuracy.
 - c. Students will participate in a cooperative learning activity re terminology around puberty. (Sexuality Lingo, Lesson One, *Healthy Sexuality*)
 - d. Introduce the question box.
 - e. As "health experts," students will respond to an anonymous letter regarding puberty.

6. Lesson Two: A Time of Change
 - a. Students will watch a 22-minute video (*Abstinence: It's the Right Choice*) and list ten reasons for choosing abstinence.
 - b. Use think/pair/share to discuss video discussion questions handout (Appendix B).



Appendix B

- c. Students will write a letter as a student health expert on a school newspaper in response to a middle school student's concern about puberty. The assignment and rubric are in the lesson plan

7. Lesson Three: Choosing Abstinence
 - a. In small groups, have students list where sexual messages originate.
 - b. Students will analyze two magazine articles for false information about sex and/or romance.
 - c. In small groups, students will discuss the POWER chart as it deals with healthy sexuality.

8. Lesson Four: Sexuality Myths and Facts
 - a. In small groups, students will play a game dealing myths and facts about sexual intimacy.
 - b. Students will complete a Home Learning Opportunity: Sex in the Media and return documentation of family participation.
 - c. Students will cooperatively complete hidden messages in media report.

9. Lesson Five: Defining Healthy Sexuality
 - a. Introduce the WAIT Skill situation analysis and communication techniques for peer pressure.
 - b. Practice skills of communication using the WAIT skill.
 - c. In small groups, students will role play scenarios on sexual health using appropriate decision-making skills, effective communication skills, and refusal skills
 - d. Share role-plays with whole class and critique for content.
 - e. Pairs of students will design and perform skits about healthy sexuality using their new tools and skills.

10. Lesson Six: Maintaining Healthy Relationships
 - a. Engage the students in a discussion of the qualities needed in healthy relationships.
 - b. In cooperative learning groups, use scenario on identification of external pressures to have sex to apply WAIT and POWER skills.

- c. Review effective interpersonal communication strategies. Note: it may be helpful to make a large poster with the strategies listed in *Healthy Sexuality*.
 - d. Student teams will complete the student handout, Pressure Lines, and report out to the class.
 - e. Follow up with Home Learning Opportunity, Pressure Lines.
11. Lesson Seven: Using the WAIT Skill to Resist Pressure
 - a. Students will set realistic goals for themselves including a plan, a support system, and rewards for reaching their goals.
 - b. Teacher will model a role-play for students using the WAIT skill. Then pairs of students will role-play for the class using the role-plays found in the lesson plan to demonstrate discussed communication techniques.
 12. Lesson Eight: The WAIT Skill Revisited
 - a. Role-plays are practiced and graded using different scenarios.
 - b. A Home Learning Opportunity using the WAIT skill is completed and returned with family documentation.
 13. Lesson Nine: Forming Healthy Relationships
 - a. In same-gender, cooperative learning groups, students describe what it is like being female/male. All students must contribute to the group's work.
 - b. Teacher reviews gender likes and dislikes of puberty and compares to lists of gender likes and dislikes.
 - c. Students respond to needs of each gender for a healthy relationship.
 - d. A Home Learning Opportunity of a Healthy Relationship Quilt will be completed and returned with appropriate documentation.
 14. Lesson Ten: Benefits of Healthy Sexuality
 - a. Students will complete a Goal Setting Plan Worksheet
 - b. Challenge the students to develop a personal Healthy Sexuality Commitment.
 15. Thank the students for their efforts and respect. "You were great. You really learned a lot. Just remember, you now have personal power, a support system, a goal, and a plan that will make it easier to handle all kinds of situations where you have to make a decision that could affect your healthy sexuality. This is not an ending, but a beginning for each of you."

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.

This unit is based on *Healthy Sexuality*, Third Edition, Rocky Mountain Center for Health Promotion and Education. Teachers must have Professional Development to implement the ten-lesson curriculum. For information about teacher training, contact Janet Ray at Delaware Department of Education (jaray@doe.k12.de.us).

HIV/AIDS Fact Sheets can be found at: www.cdc.gov/hiv/resources/factsheets/index.htm

Sexual Risk Facts can be found at: www.cdc.gov/HealthyYouth/sexualbehaviors.index.htm

VIDEO: Abstinence: It's the Right Choice-Video. SVE Churchill Media, 1-800-829-1900

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

When teaching about healthy sexuality, it is important to realize that the students enter the classroom with varying knowledge of the subject matter. It is important to review the basics of reproduction and the male and female reproductive systems.

It is also important to be mindful of students' many belief systems regarding sexual health. It is important to set the tone of respect for self and others.

Having a "question box" is a nice way for students to feel comfortable asking questions and can also serve as formative assessment.

Assumptions to avoid (Krueger, 1994. Adapted from *Healthy Sexuality*)

1. All students live in traditional nuclear families.
2. All students are heterosexual.
3. All students are sexually active.
4. No students are sexually active.
5. All student sexual involvement is consensual.
6. Students who are sexually active are having sexual intercourse.

It is helpful to videotape the role-plays so the class can see them again after guided discussion. Sometimes hidden agendas are revealed by class discussion. **BE SURE TO CHECK DISTRICT POLICY ABOUT VIDEOTAPING OF STUDENTS.**

Remind students that role-plays should also include girls pressuring boys about sex.

Remind students to list positive feelings about their own gender rather than negative.

Do NOT collect the Goal Setting Plan Worksheets or the Healthy Sexuality Commitments. These are personal documents that cannot be assessed. It is suggested that the teacher circulate the room to ascertain students are engaged.

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

Partner or group work

Word wall

Vocabulary lists preprinted with definitions already completed so students just need to find the right word.

Reading aloud

Health quiz questions preprinted

Extra time as needed

Take home quiz with corrections

Computer use

Formatted brochure

Formatted role-play and skit guidelines

Extra credit

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

This unit is designed using principles from UDL and 21st Century Learning. Learners are encouraged to participate using technology for research and a video presentation. Learners will be actively engaged in many ways of expression—written, oral, poster—to demonstrate acquisition and transfer of knowledge. Informed decisions will be encouraged using accepted models and practice.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

Personal questions about health and sexuality may need to be referred to a health care provider (i.e., school nurse or Wellness Center) or counselor.

Planned Parenthood of Delaware, Children and Families First, and AIDS Delaware are community providers that can offer assistance with classroom instruction.

Home Learning Opportunities – Both students and parents will benefit by participating in the home learning activities. These are designed to help students learn more about their parents or other trusted adults, including their values regarding sexuality. Parents are given the window of opportunity to open or maintain lines of communication with their child.