

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY  
DRAFT**

**COURSE TITLE:** Sixth Grade Health  
**COURSE NUMBER:**  
**CALPADS NUMBER:** 2535  
**CST:** None  
**DEPARTMENT:** P.E. & Science  
**NCLB CREDENTIAL  
REQUIREMENT:** Please see attachment  
**LENGTH OF COURSE:** Quarter  
**CREDITS PER QUARTER:** 2.5  
**GRADE LEVEL(S):** 6  
**REQUIRED OR ELECTIVE:** ELECTIVE  
**PREREQUISITES:**

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION:**

This course provides for development, instruction, and evaluation of planned sequential health curriculum for sixth grade students. It is designed to increase student awareness, attitudes, skills, and behaviors related to health. The main theme, creating health literacy, is reinforced by the three content areas of the Health Education Standards. These three areas are Injury Prevention and Safety, Alcohol, Tobacco, and other Drugs, and Mental, Emotional, and Social Health.

**COURSE OUTLINE:**

**1. MAJOR GOALS**

- 1.1 To demonstrate critical thinking skills as they relate to their personal and environmental safety.
- 1.2 To demonstrate an understanding of prevention and awareness of the negative consequences regarding the affects of alcohol, tobacco, and other drugs.
- 1.3 To develop respect for and promotion of one's mental and emotional health and that of others.
- 1.4 To develop an understanding of how their personal decisions can affect their health.
- 1.5 To explore career possibilities in the health field.

## **2. PERFORMANCE OBJECTIVES:**

### **2.1 Injury Prevention and Safety**

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#### **Standard 1: Essential Concepts**

- 1.1.S Explain methods to reduce conflict, harassment, and violence.
  - 1.2.S Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.
  - 1.3.S Describe the risks of gang involvement.
  - 1.4.S Examine disaster preparedness plans for the home and school.
  - 1.5.S Examine the risks of possessing a weapon at home, at school, and in the community.<sup>1</sup>
  - 1.6.S Examine safety procedures when using public transportation and traveling in vehicles.
  - 1.7.S Discuss safety hazards related to Internet usage.
  - 1.8.S Describe hazards related to sun, water, and ice.
  - 1.9.S Describe how the presence of weapons increases the risk of serious violent injuries.<sup>2</sup>
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#### **Standard 2: Analyzing Influences**

- 2.1.S Analyze the role of self and others in causing or preventing injuries.
  - 2.2.S Analyze influences on both safe and violent behaviors.
  - 2.3.S Analyze personal behaviors that may lead to injuries or cause harm.
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#### **Standard 3: Accessing Valid Information**

- 3.1.S Identify rules and laws intended to prevent injuries.
  - 3.2.S Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
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#### **Standard 4: Interpersonal Communication**

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<sup>1</sup> See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon.

<sup>2</sup> *EC* Section 49330.

- 4.1.S Practice effective communication skills to prevent and avoid risky situations.
  - 4.2.S Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.<sup>3</sup>
  - 4.3.S Demonstrate escape strategies for situations in which weapons or other dangerous objects are present.<sup>4</sup>
  - 4.4.S Practice communication and refusal skills to avoid gang involvement.
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### **Standard 5: Decision Making**

- 5.1.S Use a decision-making process to determine a safe course of action in risky situations.
  - 5.2.S Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.
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### **Standard 6: Goal Setting**

- 6.1.S Develop a personal plan to remain safe and injury-free.
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### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.S Practice ways to resolve conflicts nonviolently.
  - 7.2.S Practice safe use of technology.
  - 7.3.S Practice positive alternatives to gang involvement.
  - 7.4.S Practice basic first aid and emergency procedures.
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### **Standard 8: Health Promotion**

- 8.1.S Support injury prevention at school, at home, and in the community.
- 8.2.S Promote a bully-free school and community environment.
- 8.3.S Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.

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<sup>3</sup>EC Section 49330.

<sup>4</sup>Ibid.

## 2.2 Alcohol, Tobacco, and Other Drugs

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### **Standard 1: Essential Concepts**

- 1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.
  - 1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use.
  - 1.3.A Differentiate between the use and misuse of prescription and nonprescription medicines.
  - 1.4.A Identify the benefits of a tobacco-free environment.
  - 1.5.A Explain the dangers of secondhand smoke.
  - 1.6.A Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.
  - 1.7.A Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.
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### **Standard 2: Analyzing Influences**

- 2.1.A Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
  - 2.2.A Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.
  - 2.3.A Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
  - 2.4.A Explain how culture and media influence the use of alcohol and other drugs.
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### **Standard 3: Accessing Valid Information**

- 3.1.A Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.
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### **Standard 4: Interpersonal Communication**

- 4.1.A Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.

4.2.A Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

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### **Standard 5: Decision Making**

- 5.1.A Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
  - 5.2.A Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.
  - 5.3.A Analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.
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### **Standard 6: Goal Setting**

- 6.1.A Develop personal goals to remain drug-free.
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### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.A Practice positive alternatives to using alcohol, tobacco, and other drugs.
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### **Standard 8: Health Promotion**

- 8.1.A Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

## **2.3 Mental, Emotional, and Social Health**

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### **Standard 1: Essential Concepts**

- 1.1.M Describe the signs, causes, and health effects of stress, loss, and depression.
- 1.2.M Summarize feelings and emotions associated with loss and grief.
- 1.3.M Discuss how emotions change during adolescence.
- 1.4.M Describe the importance of being aware of one's emotions.
- 1.5.M Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.
- 1.6.M Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.

- 1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
  - 1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).
  - 1.9.M Discuss the harmful effects of violent behaviors.
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### **Standard 2: Analyzing Influences**

- 2.1.M Analyze the external and internal influences on mental, emotional, and social health.
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### **Standard 3: Accessing Valid Information**

- 3.1.M Identify sources of valid information and services for getting help with mental, emotional, and social health problems.
  - 3.2.M Discuss the importance of getting help from a trusted adult when it is needed.
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### **Standard 4: Interpersonal Communication**

- 4.1.M Practice asking for help with mental, emotional, or social health problems from trusted adults.
  - 4.2.M Describe how prejudice, discrimination, and bias can lead to violence.
  - 4.3.M Demonstrate ways to communicate respect for diversity.
  - 4.4.M Demonstrate the ability to use steps of conflict resolution.
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### **Standard 5: Decision Making**

- 5.1.M Apply a decision-making process to enhance health.
  - 5.2.M Describe situations for which someone should seek help with stress, loss, and depression.
  - 5.3.M Compare and contrast being angry and angry behavior, and discuss the consequences.
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### **Standard 6: Goal Setting**

- 6.1.M Make a plan to prevent and manage stress.
- 6.2.M Describe how personal goals can be affected if violence is used to solve

problems.

- 6.3.M Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
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### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Carry out personal and social responsibilities appropriately.
  - 7.2.M Practice strategies to manage stress.
  - 7.3.M Practice appropriate ways to respect and include others who are different from oneself.
  - 7.4.M Demonstrate how to use self-control when angry.
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### **Standard 8: Health Promotion**

- 8.1.M Encourage a school environment that is respectful of individual differences.
- 8.2.M Object appropriately to teasing or bullying of peers that is based on personal characteristics and perceived sexual orientation.

## **3. CONTENT OUTLINE:**

### **3.1 Injury Prevention and Safety**

- 3.1.1 Methods to reduce conflict, harassment, and violence
- 3.1.2 Basic first aid and emergency procedures
- 3.1.3 Awareness of safety hazards
- 3.1.4 Analysis of influences on personal behaviors
- 3.1.5 Accessibility to resources related to personal safety
- 3.1.6 Effective communication skills to prevent unsafe situations
- 3.1.7 Decision making process
- 3.1.8 Personal safety plan
- 3.1.9 Nonviolent conflict resolution
- 3.1.10 Positive alternatives to unsafe behaviors
- 3.1.11 Promotion of safe behaviors

### **3.2 Alcohol, Tobacco, and other Drugs**

- 3.2.1 Explanation of the short- and long-term affects of alcohol, tobacco, and other drug use
- 3.2.2 Differentiation between use and misuse of medicines
- 3.2.3 Positive alternative to alcohol, tobacco, and other drug use

- 3.2.4 Internal and external influences that affect the use of alcohol, tobacco, and other drugs
- 3.2.5 Identification of resources regarding alcohol, tobacco, and other drug use and abuse
- 3.2.6 Effective verbal and nonverbal refusal skills
- 3.2.7 Analysis of consequences related to a decision to use alcohol, tobacco, and other drugs
- 3.2.8 Development of personal goals to remain drug free
- 3.3 Mental, Emotional, and Social Health
  - 3.3.1 Changes in emotions during adolescents
  - 3.3.2 Awareness of one's own emotions as well as those of others
  - 3.3.3 Awareness of the different types of violent behaviors
  - 3.3.4 Appropriate help for mental, emotional, and social health issues
  - 3.3.5 Ways to communicate respect for diversity
  - 3.3.6 Understanding the difference between anger and angry behavior
  - 3.3.7 Personal stress management plan
  - 3.3.8 Affect of violence on personal goals
  - 3.3.9 Appropriate personal and social responsibility
  - 3.3.10 Appropriate objections to teasing or bullying of peers

#### **4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:**

- 4.1 Lecture and demonstration
- 4.2 Journal writing and reflection
- 4.3 Opportunity to build reading and writing skills
- 4.4 Vocabulary building skills
- 4.5 Use research based student engagement strategies such as those suggested by Kate Kinsella
- 4.6 A binder/portfolio may consist of sections:
  - 1. Lecture notes
  - 2. Cornell notes
  - 3. Class work
  - 4. Informational worksheets (thought process, discussions, diagrams, safety procedures, etc.)
  - 5. Projects
- 4.7 Computer technology and instruction
- 4.8 Group and individual activities
- 4.9 Guest speakers from board approved agencies

#### **5. EVALUATION OF STUDENT PROGRESS:**

- 5.1 Tests
- 5.2 Quizzes



- 5.3 Class Work
- 5.4 Summaries of current health related articles
- 5.5 Presentation of research (power point, poster, paper, etc.)
- 5.6 Oral reports
- 5.7 Discussions

**6. TIME ESTIMATES:**

- 6.1 Injury Prevention and Safety - three weeks
- 6.2 Alcohol, Tobacco, and Other Drugs - three weeks
- 6.3 Mental, Emotional, and Social Health - three weeks

**7. INSTRUCTIONAL MATERIALS:**

- 7.1 District adopted textbooks and supplementary materials that comply with the California Education Code
- 7.2 Multimedia technology and software that comply with the California Education Code
- 7.3 Presentations by outside speakers that comply with the California Education Code from board approved agencies

**8. EXPECTATIONS FOR TEACHERS:**

- 8.1 All information and materials in this course will be medically accurate, objective, current and appropriate for use with pupils of all races, genders, ethnic and cultural backgrounds and pupils with disabilities
- 8.2 This course will be taught by instructors trained in the appropriate courses

**Sample Lesson Plan (using backward planning model)**

**Standard to be taught:**

- 5.1M Apply a decision-making process to enhance health

**Assessment:**

- 1. Poster making project

**Teaching strategies:**

- 1. Whole group direct instruction
- 2. Partners

**Student activities:**

- 1. Quick write on
  - a. List three decisions that you had to make during the past week
  - b. Which one was the most difficult and why?
- 2. Oral Cloze reading (teacher directs students to think pair share key concepts)

- throughout.)
3. Partner poster making
    - a. Create a colorful poster that could help younger children work through the Decision-Making Process
  4. Poster Presentation

**Resources:**

1. Board adopted textbook
2. Markers
3. Poster paper

**Committee Members:**

Melinda Hall	Director of Curriculum & Instruction	Curriculum & Instruction
Spoogmai Habibi	Curriculum Specialist	Curriculum & Instruction
Elizabeth Foster	P.E./Health Instructor	Oak Grove Middle School
Robin Stoneking	Science/Health Instructor	Riverview Middle School
Renee Walker	Health Education Coordinator	Bay Area Communities for Health Education (BACHE)
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