

**VECC Health Education
Grade 6
Curriculum Guide 2007**

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
March & April <hr/> “Danger Ahead: The Truth about Drugs”	What are drugs used for? How are drugs misused and how do they affect the body? Who is affected when drugs are misused and abused? How does it affect the other members of the family? How can understanding positive values help us to avoid using drugs?	2.1 A: 1-4 B: 1-3 C: 1-4 D: 1-5 E: 1-5 F: 1-7 2.3 A: 1-4 B: 1-9 C: 1-6	Lesson 1: The Effects of Use and Misuse of Drugs <ul style="list-style-type: none"> Define the terms drug misuse, and drug abuse, and identify the short and long term effects of different categories of drugs on the body Set a goal to protect your body from misuse and abuse of drugs Differentiate among proper use, misuse and abuse of drugs Compare and contrast the effects of proper drug use with misuse and abuse Lesson 2: Drug Abuse And the Family <ul style="list-style-type: none"> Describe reasons for abusing drugs and how drug abuse by one member affects the whole family Show why it is important to talk to an adult you know and trust if you have problems that are hard to handle List resources in the community that can help with drug problems Analyze why drug abuse on the part of one family feel guilty ashamed, and embarrassed Lesson 3: Drugs and Advertising <ul style="list-style-type: none"> Identify the ways in which some advertising promotes drug use Discuss the danger of misusing and abusing drugs as a method of solving problems Analyze print and electronic media ads to determine whether or not they promote the misuse or abuse of drugs Predict the consequences of using various over-the-counter drugs with various health problems Lesson 4: Choose to be Drug Free <ul style="list-style-type: none"> Explain why drugs won't solve problems Find a graphic way to show that the more you stick with positive values, the stronger you get Make a list of all the activities you can think of that would be fun and would also help you to be the strongest, healthiest and most positive person you can be Compare and contrast someone drug free vs. not drug free. 	Students will be assessed through: <ul style="list-style-type: none"> Personal participation in classroom and small group discussions Personal content & organization of Health notebook Written assignments, projects, and reports <ul style="list-style-type: none"> Individual Group Unit Tests and Quizzes 	Learning will take place through: <ul style="list-style-type: none"> Teacher led instruction Classroom discussions Group activities Graphic organizers Role Playing 	Student achievement will take place through: <ul style="list-style-type: none"> Outlining of teacher led instruction and taking written notes Participation in classroom discussions Brainstorming activities Charting personal graphic organizers in: <ul style="list-style-type: none"> Decision making Comparing and Contrasting Predicting Consequences Researching, reading, analyzing and writing about use and misuse of drugs.

