

Health Curriculum Map Revised

Sussex Montessori School

Based on First State Montessori Academy Curriculum
and Delaware Department of Education Guidelines

Table of Contents

Introduction	page: 4I-3-4
Kindergarten- 2 nd Grade Health Curriculum Health Scope and Sequence K – 2 nd	page: 4I-5 pages: 4I-6 to 4I-20
3 rd Grade- 6 th Grade Health Curriculum Health Scope and Sequence 3 rd - 6 th	page: 4I-21 pages: 4I-22 to 4I-43
National institute for Drug Abuse Brain Power program scope and sequence	pages 4I-44 to 4I-51

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

Maria Montessori

As reflected by Dr. Montessori, Sussex Montessori School has the goal of providing rich experiences for children in a safe and supportive school climate in which each child is healthy, safe, engaged, supported and challenged. This will be attained through traditional academics as well as considerations of the whole child and his needs. Children must be considered in their entirety and experiences that move beyond the traditional classroom are needed, In this vein, a program of instruction in art, music, theater and dance, and physical education including health, to children in all grades.

In order to better understand their world, children need experiences offered by these supplemental classes This not only exposes them to the arts, but allows them to use their bodies in different ways, learning about their strengths and challenges beyond the classroom walls. These classes also give children the opportunity to learn about other ways in which they may be ‘smart’, as explained by Howard Gardner’ multiple intelligences of linguistics, logical/mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, naturalistic, and visual/spatial. Attention to each of these intelligences builds a

positive school climate which in turn reduces bullying and improves attendance, engagement, empowerment, ownership, teaching and learning.

www.whatworks.wholechildducation.org

Additionally, it is vital that all children learn how to negotiate their ever-changing world by learning about and appropriately utilizing the tools available to them. The tolls are changing quickly and children will gain familiarity and understanding of them through library and technology education. It is imperative that children educated in the 21st century are given the opportunity to learn how these tools serve the well, when to use them, and when, perhaps to set them aside.

Sussex Montessori School’s curriculum outlines a variety of ways in which children will access the arts, movement, technology and library throughout their day. The supplementary classes offered in these areas are opportunities to strengthen these connections and allow for direct instruction to further support their learning. Most importantly, children have the opportunity to experience their ever-changing world through all classes at Sussex Montessori School. It is in living Dr.

Montessori's mission that children are given multiple opportunities to learn how to coexist, working together respectfully and responsibly.

This document focuses on the Health curriculum. Maria Montessori viewed taking care of one's body as a practical life responsibility. All people need to make time to care for themselves so that they can care for others. This curriculum focuses children on making healthy life choices regarding foods, exercise, relationships, and their use of time.

Sussex Montessori School
Health Curriculum
K-2nd Grade

**Health Scope and Sequence
K through 2nd Grade**

Health Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.			
Unit Oder	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
On-going: National institute for Drug Abuse program (Brain Power) to encourage healthy attitudes toward alcohol, tobacco and drugs use to be delivered by the school nurse and counselor (see below for scope and sequence).			
<p>September Grade K, 1, 2: Classroom discussion: What are healthy behaviors? K: Write a sentence telling something you do that is healthy and illustrate it. Collect these pages into a booklet. Grade 1, 2: Create a list to be added to including:</p> <ul style="list-style-type: none"> ● Good nutrition ● Regular exercise ● Safety measures such as a seat belts, helmets, sunscreen, hygiene ● No drug use ● No smoking ● Proper health care 	1.1 Recognize that healthy behaviors impact personal health.	Healthy for Life	Functional knowledge of health concepts impacts health behavior. My knowledge and attitudes about health help me act in healthy ways. What is health?
<p>September K: Have the “booklet” of healthy behaviors</p>	1.2 Recognize that there are multiple dimensions of health	Healthy for Life	Functional knowledge of health concepts impacts

<p>created by the class available for the children to read. Review the list of healthy behaviors created by the class. Grade 1, 2: Classroom discussion: Which healthy behavior (if any) could be eliminated to retain a healthy lifestyle? Are there things that some people do that others don't? Does this mean some people are healthier than others? Does someone have to do everything healthy to be healthy?</p>			<p>health behavior</p>
<p>September Practical Life: Care of self and others; Review hand washing techniques and sneezing etiquette November Direct instruction: communicable diseases; Immunizations Classroom discussions: What are ways to prevent the passing of germs? Grade 2: Illustrate the steps in proper hand washing</p>	<p>1.3 Describe ways to prevent communicable diseases.</p>	<p>Healthy for Life Living well with others Technology</p>	<p>Functional knowledge of health concepts impacts health behavior. What prevents people from practicing healthy behaviors?</p>

<p>December Direct instruction: 5, 2, 1 Almost None K: Sort food pictures into “healthy” and “unhealthy” piles Grade 1: Sort food pictures into dairy, protein, carbohydrates, sweets, fats/oils, fruits and vegetables Grade 2: From the food photos select those that make a well-balanced meal, write the choices down and illustrate them on a paper plate.</p>	<p>Distinguish between healthy food choices and unhealthy food choices and explain your thinking. Apply nutritional knowledge to a self-designed healthy meal.</p>	<p>Healthy for Life</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>
<p>October/November Read Officer Buckle and Gloria (Rathman) Group Name: Variation of “Simon Says:” Kids stand when a safe thing to do (e.g. look both ways when crossing the street) is called out and sit when something unsafe is called out (e.g. swimming alone) K: Direct instruction (Safety tips): wearing a helmet, playground safety, stranger danger, etc. Grade 1: Create a safety tip star Grade 2: Add to a group list of safety tips for school (playground, field trip, etc.)</p>	<p>1.4 Illustrate ways to prevent common childhood injuries.</p>	<p>Healthy for Life Safety First Technology</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>

<p>January Direct instruction (or review): How to dial 9-1-1 in case of a medical or safety emergency K: KWL chart about dentists Read Dr. DeSoto (Steig) Visit a dentist’s office and/or have a dentist come into the class Have a doctor come in to speak with the class Following these visits, complete the chart Listen to a heartbeat using a stethoscope Grade 1: Classroom discussion: who are the people in our lives who provide health care Grade 2: As a group, develop a list of questions about being a school nurse for the school nurse. Invite him/her to the class to ask the questions</p>	<p>List healthcare professions.</p>	<p>Healthy for Life Professions What to do in an emergency</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>
<p>February Classroom discussions: why is it important to get regular health care? K: Draw a picture of a healthcare professional or a time you went to see one Direct instruction: preventative care Grade 2: Writing prompt: What are the risks to our health if we do not seek regular health care?</p>	<p>1.5: Describe why it is important to seek health care.</p>	<p>Healthy for Life Technology</p>	<p>Functional knowledge of health concepts impacts health behavior</p>

Health Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.			
<p>December Read Bread and Jam for Frances (Hoban) Classroom discussion: What did Frances like to eat? What did her parents want her to eat? What do you like to eat? What do your parents what you to eat? Is there a way to make everyone in the family happy and healthy? In what other ways to families influence our health? Grade 1: Draw a picture of your perfect, healthy lunch Grade 2: Create a Venn diagram depicting your food preferences and your parents' preferences for you.</p>	<p>2.1: Describe how the family influences personal health practices. Examine family health practices in light of one's own preferences.</p>	<p>Healthy for Life Fundamental Needs of People</p>	<p>Health is influenced by multiple factors.</p>
<p>September Classroom discussion: What does your school do to support your health (e.g., recess, gym, nutrition, hand washing)? What are other things your school could/should do? Grade 2: As a group, determine a change the school should make to enhance the health of the students and suggest it the person most influential in that care (director, gym teacher, nurse, etc.)</p>	<p>2.2 Identify how the school can support personal health practices.</p>	<p>Healthy for Life</p>	<p>Health is influenced by multiple factors.</p>

<p>January Direct instruction: What is media? How do ads work? Have examples of media. Have examples of food, exercise product, and nutritional supplement ads. Grade 1, 2: Classroom discussion: What are the ads trying to show? How can we make good decisions when looking at ads? Grade 2: Cut food ads out of magazines and create collages showing healthy and unhealthy choices.</p>	<p>2.3 Describe how the media can influence health behaviors.</p>	<p>Healthy for Life Media/Propaganda</p>	<p>Health is influenced by multiple factors. What prevents people from practicing healthy behaviors?</p>
--	---	---	---

Health Standard 3: Students will demonstrate the ability to assess information, products, and services to enhance health.			
<p>January Direct instruction (or review): How to dial 9-1-1 in case of a medical or safety emergency. Classroom discussion: How do we know whom to trust? K: Review what was learned about health professionals. Grade 1: Classroom discussion: who are the people in our lives who provide health care and/or help us live healthy lives? Grade 1, 2: Writing prompt: list your trusted adults.</p>	<p>3.1: Recognize trusted adults and professionals who can help promote health.</p>	<p>Healthy for Life Professionals</p>	<p>Utilizing valid resources facilitates health.</p>
<p>January Grade 2: As a group, develop a list of questions about being a school nurse for the school nurse. Invite her/him to the class to ask the questions. February Grade K, 1, 2: Review the school personnel and their jobs. Which of these people would help one with a health issue? What makes these people safe? Who else could one go to? Grade 1, 2: Review one's list of trusted adults. Write after each if one would go to that adult for a health, safety, social or other concern for help</p>	<p>3.2: Describe ways to locate school and community health helpers.</p>	<p>Healthy for Life Technology</p>	<p>Utilizing valid resources facilitates health.</p>

<p>Health Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.</p>			
<p>September and on-going Peace table: Children sit together to talk through conflicts and other issues – this is modeled by teachers from the youngest ages in the school. Practice the “I think I heard you say” discussion game to enhance grace and courtesy in conversation and listening skills.</p>	<p>4.1: Model healthy ways to express needs, wants and feelings.</p>	<p>Healthy for Life Communication skills</p>	<p>Effective communications protects and enhances health. What prevents people from practicing healthy behaviors?</p>
<p>September and on-going Practice the “I think I hear you say” discussion game to enhance grace and courtesy conversation and listening skills. January Listen to one’s heartbeat through a stethoscope.</p>	<p>4.2: Utilize listening skills to enhance health.</p>	<p>Healthy for Life Healthy relationships Grace and courtesy Listening skills</p>	<p>Effective communication protects and enhances health.</p>
<p>March Direct instruction: What to do when approached by a stranger or otherwise are in a dangerous situation? Grade 1, 2: Teacher provides “threatening situation” scenarios to be drawn from a hat for students to act out in pairs or threes</p>	<p>4.3: role play ways to respond when in an unwanted, threatening or dangerous situation.</p>	<p>Healthy for Life Communication skills</p>	<p>Effective communication protects and enhances health.</p>

<p>March Grade 1, 2: Who are your trusted adults? Teacher provides "telling a trusted adult" scenarios to be drawn from a hat for students to act out in pairs or threes. Make a classroom list of trusted adults.</p>	<p>4.4: Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>Healthy for Life Communication skills</p>	<p>Effective communication protects and enhances health</p>
--	---	---	--

Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.			
<p>January Class discussion: What are things we could do to be healthier? (Create a list) How would we go about making these things happen?</p>	<p>5.1: Identify situations when a health-related decisions in needed.</p>	<p>Healthy for Life Writing skills Communication skills</p>	<p>Decision making is a process that impacts health.</p>
<p>January Do we make the decision, or does someone make it for us? How do we know when we need help? Who should we turn to if/when we need help making a decision? (Review the lists of trusted adults and the list of things that would make us healthier. Grade 2: Create a graphic or list that shows changes we can make on our own and those for which we would require help.</p>	<p>5.2: Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>Healthy for Life Goal-setting</p>	<p>Decision making is a process that impacts health.</p>

Health Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
<p>October Students make lists of the things they do to be healthy and a list of things they should do to be healthier. K: As a class, choose something the group can do each day (e.g. jumping jacks each morning, stretches, etc.). Grade 1, 2: Choose something from the list you would like to improve about your health and set a goal. Classroom discussion: Why is it important to set a goal and how might it help?</p> <p>January What is a New Year’s Resolution? Grade 1, 2: Writing prompt: What is your New Year’s Resolution?</p>	<p>6.1: Identify a short term personal health foal and take action toward achieving the goal.</p>	<p>Healthy for Life Goal-setting Making choices Physical fitness</p>	<p>Goal setting enhances health outcomes.</p>

<p>October Grade 1, 2: Review one’s goal: What are the logical steps and/or benchmarks to take/st in order to reach one’s goal. Make a schedule of these benchmarks What does it mean “to be one’s own best friend”? Sometimes helping yourselves means asking for help. Review the generated list of trusted adults Determine ways that someone might be helpful and ask for that help.</p>	<p>6.2: Identify who can help when assistance is needed to achieve a personal health goal.</p>	<p>Healthy for Life Goal-setting Physical fitness</p>	<p>Goal setting enhances health outcomes.</p>
---	--	---	---

Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
<p>September See Standard 1 October Students make lists of the things they do to be healthy and a list of things they should do to be healthier. Review healthy behaviors (see Standard 1).</p>	<p>7.1: Show healthy practices to maintain or improve personal health.</p>	<p>Healthy for Life Goal-setting Physical fitness</p>	<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>
<p>October Review healthy behaviors (see Standard 1). Share one’s health goals and progress with the teacher one-on-one.</p>	<p>7.2: Share examples of health practices to avoid or reduce health risks.</p>	<p>Healthy for Life Goal-setting</p>	<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>

Health Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.			
<p>September and on-going Participate in group discussions about various health-related issues.</p> <p>April Review one’s health goal and ask for additional help to reach the goal in necessary.</p>	<p>8.1: Make requests to promote personal health.</p>	<p>Healthy for Life Technology</p>	<p>Advocacy is critical to personal, family and community health.</p>
<p>February Classroom discussion: What is a role-model? Who are some of your role-models? What do role-models do? What are some ways we can be good health role-models for each other? Grace and Courtesy: Older children help and guide younger children. Choose something to do to help someone else in the school be healthy or safe.</p>	<p>8.2: Encourage peers to make positive health choices.</p>	<p>Healthy for Life Helping others Grace and courtesy</p>	<p>Advocacy is critical to personal, family and community health.</p>
<p>May Grade K, 1, 2: Attend the school “Health Fair”</p>	<p>Continue to inform oneself about healthy lifestyle choices.</p>	<p>Healthy for Life Technology</p>	<p>Functional knowledge of health concepts impacts health behavior. Advocacy is critical to personal, family and community health.</p>

Additional Topics

- Families and relationships
- Understanding and respecting diversity (e.g., gender, mental and physical disabilities, culture, race/ethnicity, sexual orientation, religion and age)
- Personal assets and strengths (self esteem)
- Emotional health
- Conflict resolution
- Anger management
- Interpersonal relationships and communication

Sussex Montessori School
Health Curriculum
3rd - 6th Grade

**Health Scope and Sequence
3rd through 6th Grade**

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understands and/or Essential Questions
Ongoing: National Institute for Drug Abuse Program (Brain Power) to encourage healthy attitudes toward alcohol, tobacco and drug use to be delivered by the school nurse or counselor.			
Health Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.			
<p>September Grade 3: Class discussion: What are some healthy things that you already do? How are these helpful or healthful for you? Respond to a prompt in one’s journal: What is something you do for yourself that is healthy and how do you know it is? Grade 4, 5: Classroom discussion: Brainstorm a list of healthy behaviors. At random, each student gets three (there will be repeats) items from the list. Students reflect on their attitudes toward these three items and determine if they will adopt, alter or avoid these healthy behaviors. Students write their responses and rationales and return to present them to the group. Grade 6: Review one’s own lifestyle habits and assess one’s health; analyze the connection.</p>	<p>1.1: Describe the relationship between healthy behaviors and personal health. (Grade 6: Analyze the relationship between healthy behaviors and personal health.)</p>	<p>Healthy for Life</p>	<p>Functional knowledge of health concepts impacts health behavior. “My knowledge and attitudes about health help me act in healthy ways.”</p>

<p>September Grade 3: Create a list of the things you already do to safeguard your health. Grade 4: Review the list of healthy behaviors brainstormed by the class. Classroom discussion: How do we know we are healthy? Grade 5: Direct instruction: The differences between “intellectual”, “emotional”, “social” and “physical”. Class discussion: What attributes or behaviors would make one “healthy” in those areas? Respond in writing: How would you characterize your intellectual, emotional, social and physical health? Grade 6: Prepare one’s own “Health Report Card”, assessing one’s intellectual, emotional, social and physical health and making suggestions for improvement. As the year progresses, monitor one’s improvements, make note of resources one uses, and adapt one’s goals as new information and sensitivities emerge.</p>	<p>1.2: Identify indicators of intellectual, emotional, social and physical health. (Grade 6: Describe the interrelationship of intellectual, emotional, social and physical health during adolescence. 6.2: Develop a goal to adopt, maintain, or improve a personal health practice. 6.3: Apply strategies and skills needed to attain the personal health goal. 6.4: Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.)</p>	<p>Healthy for Life</p>	<p>Functional knowledge of health concepts impacts health behavior. Goal setting enhances health outcomes.</p>
---	--	-------------------------	---

<p>September Practical Life: Care of self and others: review hand washing techniques and sneezing etiquette. November Grade 3: Review the things we do to prevent passing germs (e.g. wash our hands after toileting, after blowing our noses and before eating etc.) Create hand washing guides (words and pictures) for the lavatories with help from the technology coordinator. Grade 4, 5: Direct instruction: communicable diseases. Grade 4: Classroom discussion: What are ways to prevent the passing of germs? Is there a difference between methods for avoiding germs and communicable diseases? Grade 5: Choose a communicable (or childhood) disease (e.g. TB, AIDS, Chicken Pox) to research (history, mode of transmission, treatment, etc.) Create a PowerPoint and present to the class. Grade 4: Watch the PowerPoint presentations and respond to the prompt: In what ways can your home and school contribute to or prevent the communication of disease. Grade 6: Determine risks in Delaware to general health (e.g.: allergens, pollutants, etc.) and assess their impact on one’s own health.</p>	<p>1.3: Describe ways in which safe and healthy school and community environments can promote personal health. (Grade 6: Analyze how the environment impacts personal health.)</p>	<p>Healthy for Life Living well with others Technology</p>	<p>Functional knowledge of health concepts impacts health behavior. What prevents people from practicing healthy behaviors?</p>
---	---	--	--

<p>December Grade 3: Review 5, 2, 1 Almost None. Create a list of fruits and vegetables one likes to eat and a list of ways to get 1 hour of exercise that one enjoys. Grade 4, 5: Nutrition Review 5, 2, 1 Almost None Design a healthy menu and create a shopping list.</p>	<p>Distinguish between healthy food choices and unhealthy food choices and explain your thinking. Apply nutritional knowledge to a self-designed menu.</p>	<p>Healthy for Life</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>
<p>November Grade 3: Direct instructions: What are immunizations? Which ones do kids in the US usually get? Grade 4, 5: Classroom discussion What do Immunizations do? Should they be mandatory? Grade 5: Choose a communicable (or childhood) disease (e.g., TB, AIDS, Chicken Pox) to research (history, mode of transmission, treatment, etc.) Create a PowerPoint and present to the class. Grade 4: Watch the PowerPoint presentations and respond to the prompt: In what ways can your home and school contribute to or prevent the communication of diseases. Grade 6: As a group, create a survey or other interview tool to capture family health history. Interview family members, if possible, and determine what health issues may impact one in the future. What are the means for mitigating potential health risks?</p>	<p>1.4: Describe ways to prevent common childhood injuries and health problems. (Grade 6: Describe how family history can impact personal health.)</p>	<p>Healthy for Life Safety First Technology</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>

<p>January Grade 3 - 5: Classroom discussion: What are common childhood injuries? How can we help ourselves and each other prevent them? Grade 3: Writing prompt: What do you already do to prevent getting hurt? Grade 4: Create a playground safety poster to encourage safe practices on the playground. Grade 5: Research the child passenger laws and the helmet laws in the State of Delaware. Are these laws appropriate, too lenient or too harsh? Defend your position.</p>	<p>Identify common childhood injuries and describe how to prevent them.</p>	<p>Healthy for Life Safety First Technology Language arts skills</p>	<p>Functional knowledge of health concepts impacts health behavior. What prevents people from practicing healthy behaviors?</p>
<p>February Grade 3: Write about a time you went to the doctor (well or sick visit) and why. Grade 4, 5: Classroom discussion: When and why is it important to get regular health care? Grade 5: With the technology teacher, research local agencies that provide healthcare services on a sliding scale (e.g. WestSide Health, Ministry of Caring) and create a resource page for distribution. Grade 6: Research the major adolescent health/safety issues and create a prevention poster of other instructive visual for peers.</p>	<p>1.5: Describe when it is important to seek health care. (Grade 6: Describe ways to reduce or prevent injuries and adolescent health problems.)</p>	<p>Healthy for Life Technology</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>

<p>February What constitutes appropriate health care? What are the pitfalls of not seeking care and following medical advice? What prevents one from practicing healthy behaviors? Review one's "Health Report Card", assess progress and make a plan for improvements.</p>	<p>1.6: Explain how appropriate health care can promote personal health. 1.7: Describe the benefits of and barriers to practicing a healthy behavior.</p>	<p>Healthy for Life</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>
<p>January Discussion: What are unhealthy behaviors adolescents engage in? Why? How should risks be more effectively communicated to and "heard" by adolescents? What is the major risk that applies to you and what can you do to mitigate the risk?</p>	<p>1.8: Examine the likelihood of injury or illness if engaging in unhealthy practices. 1.9: Imagine how serious injury or illness could be if engaging in unhealthy practices.</p>	<p>Healthy for Life</p>	<p>Functional knowledge of health concepts impacts health behavior.</p>

Health Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.			
<p>December Grade 3: Re-read Bread and Jam for Frances (Hoban). How did Frances’ parents influence her eating habits. Literature response journals entry. Grade 4, 5: Read several passages from Farmer Boy (Wilder) that focus on mealtimes. Create a list of the foods mentioned and determine whether they are healthy or unhealthy. Classroom discussion: How did the times, the situation, and the family influence what the Wilder family ate? Writing Prompt: How do the times, the situation and your family’s culture influence what you eat? Grade 6: Literature circle discussion: In one’s own family, and as a springboard from Natalie Babbit’s The Search for Delicious, what would you enter in a dictionary under delicious? Are the group’s choices generally healthy or unhealthy? Create a group continuum in two ways: healthy to unhealthy, and group consensus of delicious to not-so-delicious.</p>	<p>2.1: Describe how the family and culture influence personal health practices. (Grade 6: Examine how the family influence the health of adolescents.) Compare cultural (family) responses to common holidays. 2.2 Grade 6: Describe the influence of culture on health beliefs and practices.)</p>	<p>Health for Life Fundamental Needs of People</p>	<p>Health is influenced by multiple factors.</p>

<p>February Grade 3: Direct Instruction: What is a peer? Group discussion: What are some things you do with your peers that are healthy or unhealthy behaviors? Grade 4, 5, 6: Classroom discussion: What is peer pressure? What are some ways peer pressure can be helpful? What are some ways peer pressure can be harmful? Grade 4: Writing prompt: How can one respond to harmful peer pressure in a productive way? Grade 5: Writing prompt: What are the ways you are a positive influence of your peers? Grade 6: What can you do to be a more positive influence on your peers? How do your behaviors influence your peers, your family and your community? How do their behaviors influence your health.</p>	<p>2.2: Express how peers can influence healthy and unhealthy behaviors. 2.3 Grade 6: Describe how peers influence healthy and unhealthy behaviors. 2.6 Explain how the perceptions of norms influence healthy and unhealthy behaviors.) 2.7 Relate how personal values and beliefs influence individual health practices.</p>	<p>Healthy for Life</p>	<p>Health is influenced by multiple factors.</p>
<p>September Grade 3, 4, 5: Class discussion: What do we do at school to promote healthy living? Is there anything at school that we could do better? What do you do at home to be healthy?</p>	<p>2.3: Describe how the school and community support personal health practices.</p>	<p>Healthy for Life</p>	<p>Health is influenced by multiple factors.</p>

<p>January Grade 3: What is media? Design your own ad for the healthy food of your choice. Include a drawing, language that explains why your food is healthy, something catchy or interesting to make the customer want to buy your food. Grade 4, 5, 6: Review "Media" Class discussion: What role do media and technology play in people's health? Small group discussion: How would people's health be different without media or technology? (One person acts as a moderator, one as a scribe, one as the spokesperson for the group). Present your thought to the class as a whole.</p>	<p>2.4: Explain how media influences thoughts, feeling and health behaviors. (Grade 6: Analyze how messages from media influence health behaviors.)</p>	<p>Healthy for Life Media/Propaganda Collaborative work Public Speaking</p>	<p>Health is influenced by multiple factors.</p>
<p>December Review 5, 2. 1, Almost None Grade 3: Class discussion: What is the difference between "technology use" and "screen time"? Grade 4, 5, 6: Class discussion: What role do media and technology play in people's health? Small Group discussion: How would people's health be different without media or technology? (One person acts as a moderator, one as a scribe one as the spokesperson for the group). Present your thoughts to the class as a whole.</p>	<p>2.5: Describe ways technology can influence personal health. (Grade 6: Analyze the influence of technology on personal and family health.) 2.8 Describe the influence of alcohol and other drug use on judgement and self-control.</p>	<p>Healthy for Life Technology Collaborative work</p>	<p>Health is influenced by multiple factors.</p>

Health Standard 3: Students will demonstrate the ability to assess information, products and services to enhance health.			
<p>February Grade 3: Group discussion: If you need health information, where would you go to get it? Grade 4, 5, 6: With the technology teacher, research local agencies that provide healthcare services on a sliding scale (e.g. WestSide Health, Ministry of Caring) and create a resource page for distribution.</p>	<p>3.2: Locate resources from home, school and community that provide valid health information. (Grade 6: Access valid health information from home, school and community.)</p>	<p>Healthy for Life Technology</p>	<p>Utilizing valid resources facilitates health.</p>

<p>March Grade 3: As a group, brainstorm a list of health information sources - where would you go for information, products or services? Grade 4, 5: Classroom discussion: How do we know whom and what to trust (i.e. one person, website, advertisement/media, etc. over another)? How can we find valid information? In small groups, create a list of characteristics of a trustworthy source of information. Go through magazines and cut out ads, etc. and create collages depicting “valid” and dubious health information, products and services. Make presentations of the collages and defend your groups’ estimations. Grade 6: As a group, research community and area health services, survey each to determine services and requirements, and create a “database” for the school.</p>	<p>3.1 Compare and contrast characteristics of valid health information, products and services. (Grade 6: Analyze the validity of health information, products, and services. 3.3 Explore the accessibility of health services. 3.5 Locate valid and reliable health products and services.)</p>	<p>Healthy for Life Collaborate work Public speaking Technology</p>	<p>Utilizing valid resources facilitates health.</p>
---	---	--	--

<p>March Grade 6: Discussion: When should a person seek professional health services? What should someone do when s/he sees someone in need of professional health services? What are legal requirements? What are moral requirements?</p>	<p>3.4: Describe situations that may require professional health services.</p>	<p>Healthy for Life</p>	<p>Utilizing valid resources facilitates health. Health is influenced by multiple factors.</p>
--	--	-------------------------	---

<p>Health Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.</p>			
<p>September and on-going Grade 3 - 5: Practice the "I think I heard you say" discussion game to enhance grace and courtesy in conversation and listening skills. January Grade 4: Create a playground safety poster to encourage safe practices on the playground. Grade 5: Research the child passenger laws and the helmet laws in the State of Delaware. Are these laws appropriate, too lenient or too harsh? Defend your position. April Grade 4, 5, 6: Role-plays - teachers and students generate scenarios in which a student could be forced to make a health-related choice (e.g., is offered a cigarette). Students role-play how to react in a healthy way.</p>	<p>4.1: Demonstrate effective verbal and nonverbal communication skills to enhance health. (Grade 6: Apply effective verbal and nonverbal communication skills to enhance health.)</p>	<p>Healthy for Life Artistic expression Communication skills</p>	<p>Effective communication protects and enhances health. What prevents people from practicing healthy behaviors?</p>

<p>September and on-going Practice the “I think I heard you say” discussion game to enhance grace and courtesy in conversation and listening skills. Grade 3: Practice polite and direct responses: “No thank you.” “I have to ask my first.” etc.</p> <p>April Grade 4, 5, 6: Role-plays - teachers and students generate scenarios in which a student could be forced to make a health-related choice (e.g., is offered a cigarette). Students role-play how to react in a healthy way.</p>	<p>4.2: Demonstrate refusal skills to avoid and reduce health risks. (Grade 6: Demonstrate refusal and negotiation skills to avoid or reduce health risks.)</p>	<p>Healthy for Life Healthy relationships Grace and courtesy</p>	<p>Effective communication protects and enhances health.</p>
---	---	--	--

<p>September and on-going Peace table: Children sit together to talk through conflict and other issues -- this is modeled by teachers from the youngest ages in the school. "I think I heard you say" discussion game.</p>	<p>4.3: Recognize the benefits of non-violent strategies to manage or resolve conflict. Grade 6: Model effective conflict management or resolution strategies.</p>	<p>Healthy for Life Conflict resolution</p>	<p>Effective communication protects and enhances health.</p>
<p>March Grade 3: Who are your trusted adults? Could you ask these adults about anything? Which of these adults would be best to ask about health-related issues? Grade 4, 5, 6: Classroom discussion: How do we know whom and what to trust (i.e. one person, website, advertisement, etc. over another)? How can we find valid information? Make a classroom list of trusted adults Teacher provides "asking a trusted adult" scenarios to be drawn from a hat for students to act out in pairs or threes.</p>	<p>4.4: Demonstrate how to ask for assistance to enhance personal health. Grade 6: Decide how to ask for assistance to enhance the health of self and others.</p>	<p>Healthy for Life</p>	<p>Effective communication protects and enhances health.</p>

Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.			
<p>January Grade 3: Mostly our adults look out for us and help us with our health. When might we need to make our own decisions? Grade 4, 5: Writing prompt: When have you had to make a decision that affected your health or safety? Grade 5, 6: What did you decide to do and how did you come to that decision?</p>	<p>5.1: Identify health-related situations that might require a thoughtful decision. (Grade 6: Identify circumstances that can help or hinder healthy decision-making. 5.3: Grade 6: Determine when health-related situations require the application of a decision-making process.</p>	<p>Health for Life Writing skills Communication skills</p>	<p>Decision making is a process that impacts health.</p>
<p>January Grade 4, 5, 6: How do we know when we need help; when is health a collaborative effort?</p>	<p>5.2: Analyze when assistance is needed when making a health-related decision. 5.3: Grade 6: Distinguish when individual or collaborative decision-making is appropriate.</p>	<p>Healthy for Life Goal-setting</p>	<p>Decision making is a process that impacts health.</p>
<p>January Grade 3: Review 5, 2, 1, Almost None What are healthy options in each of these categories? Grade 4, 5, 6: As a group, choose a health “problem” (e.g. childhood obesity, smoking, etc.), break into small groups and develop list of healthy alternatives or solutions to the causes or outcomes of the problem. What alternative (unhealthy) solutions exist?</p>	<p>5.3 List healthy options to health-related issues or problems. 5.4 Grade 6: Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p>	<p>Collaborative work Communication skills Reasoning skills</p>	<p>Decision making is a process that impacts health.</p>

<p>January Grade 3: Group discussion/game: "What if...?" (you never washed your hands; you eat lots of sugary things; you never go outside, etc.) Grade 4, 5, 6: Review the developed list of healthy alternatives and suggest the logical outcomes of the alternative proposed.</p>	<p>5.4 Predict outcomes of each option when making health-related decisions. 5.5 Grade 6 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p>	<p>Collaborative work Communication skills Reasoning skills</p>	<p>Decision making is a process that impacts health.</p>
<p>January Grade 4, 5, 6: In each group, determine the best solution to the health problem and outline some steps to take if you were in charge.</p>	<p>5.5 Choose a health option when making decisions. 5.6 Grade 6: Choose healthy alternatives over unhealthy alternatives when making a decision.</p>	<p>Collaborative work Communication skills Reasoning skills</p>	<p>Decision making is a process that impacts health.</p>
<p>January Grade 4, 5, 6: In each group, determine the best solutions to the health problem and outline some steps to take if you were in charge. Each group presents to the class as a whole.</p>	<p>5.6 Describe the outcome(s) of a health-related decision. 5.7 Grade 6: Analyze the outcome(s) f a health-related decision.</p>	<p>Collaborative work Communication skills Reasoning skills</p>	<p>Decision making is a process that impacts health.</p>

Health Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
<p>October Grade 3: With the PE teacher choose one skill to improve and monitor your progress with her/his help. Grade 4, 5, 6: Students choose one behavior to "improve." What are the logical steps and/or benchmarks to take/set in order to reach one' goal. Grade 6: Make a schedule of these steps and/or benchmarks. Monitor one's progress. Interview with a teacher.</p>	<p>6.1: Set a personal health goal and track progress toward its achievement.</p>	<p>Healthy for Life Goal-Setting Making choices Physical fitness</p>	<p>Goal setting enhances health outcomes.</p>
<p>October Review the generated list of trusted adults (standard 4 above). Review one's personal goal schedule and determine if there are stages or steps at which assistance from someone on that list might be helpful. Determine ways that someone might be helpful and ask for that help.</p>	<p>6.2: Identify resources to assist in achieving a personal health goal.</p>	<p>Healthy for Life Goal-setting Physical fitness</p>	<p>Goal setting enhances health outcomes.</p>

Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
<p>September See Standard 1</p> <p>October Grade 3: With the PE teacher choose one skill to improve and monitor your progress with her/his help. Grade 4, 5, 6: Students choose one behavior to “improve”. What are the logical steps and/or benchmarks to take/set in order to reach one’s goal? Make a schedule of these steps and/or benchmarks. Monitor one’s progress. Interview with a teacher.</p>	<p>7.1: Identify responsible health behaviors. Grade 6: Describe the importance of being responsible for personal health behaviors.</p>	<p>Healthy for Life Goal-setting Physical fitness</p>	<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>
<p>October Review healthy behaviors (see Standard 1) Share one’s health goals and progress with the teacher one-on one. Grade 6: Discuss the role the sixth grade has, as leaders in the school as models to younger children in health, decorum, grace and courtesy, etc. Develop a focus of the week for the class to concentrate on.</p>	<p>7.2: Consider a variety of healthy practices to maintain or improve personal health. Grade 6: Model healthy practices that will maintain or improve the health of self and others.</p>	<p>Healthy for Life Goal-setting</p>	<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p>

<p>September Practical Life: Care of self and others; Review hand washing techniques and sneezing etiquette. Grade 6: Become the hand-washing guides for the school; demonstrate proper technique for the younger classes, model consistently and gently redirect students; check hand-washing charts for accuracy and condition.)</p> <p>November Grade 3: Review the things we do to prevent passing germs (e.g., wash our hands after toileting, after blowing our noses, and before eating, etc.) Brainstorm other things we can do. Grade 4, 5: Direct instruction: Communicable diseases. Grade 4: Classroom discussion: What are ways to prevent the passing of germs? Is there a difference between methods for avoiding germs and communicable diseases? Grade 5: Choose a communicable (or childhood) disease (e.g., TB, AIDS, Chicken Pox) to research (history, mode of transmission, treatment, etc.). Create a PowerPoint and present to the class. Grade 4: Watch the PowerPoint presentation and respond to the prompt: In what ways can your home and school contribute to or prevent the communication of diseases?</p> <p>December Grade 3: Review 5, 2, 1 Almost None</p>	<p>7.3: Explore a variety of practices to avoid or reduce health risks.</p> <p>8.1: Grade G: Evaluate practices to avoid or reduce health risk to self and others. 8.1: State a health enhancing position on a topic and support it with accurate information 8.2: Explain how to influence and support others in making positive health choices. 8.3: Work cooperatively when advocating for healthy individuals, families and schools.</p> <p>: Adapt health messages and communication techniques for different audiences.</p>	<p>Healthy for Life</p>	<p>Practicing and adopting healthy behaviors leads to a healthy lifestyle.</p> <p>Advocacy is critical to personal, family and community health.</p>
---	--	-------------------------	--

<p>Create a list of fruits and vegetables one likes to eat and a list of ways to get 1 hour exercise that one enjoys, Grade 4, 5: Nutrition Review 5, 2, 1 Almost None Design a healthy menu and create a shopping list.</p>			
--	--	--	--

Health Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.			
<p>September and on-going Participate in group discussions about various health-related issues. April Grade 5: Choose a health issue (e.g. no drug use, healthy eating, etc.) to describe and “Defend”. Create a PowerPoint or other presentation tool to share the information you have with classmates.</p>	<p>8.1: Express options and give accurate information about health issues. Grade 6: State a health enhancing position on a topic and support it with accurate information.</p>	<p>Healthy for Life Technology</p>	<p>Advocacy is critical to personal, family and community health.</p>
<p>February Grade 3: Direct instruction: What is a peer? Group discussion: What are some things you do with your peers that are healthy or unhealthy behaviors? Grade 4, 5: Classroom discussion: What is peer pressure? What are some ways peer pressure can be helpful? What are some ways peer pressure can be harmful? Grade 4: Writing prompt: How can one respond to harmful peer pressure in a productive way? Grade 5: Writing prompt: What are the ways you are a positive influence on your peers? March Grade 4, 5: Classroom discussion: What is a role-model? Who are some of your role-models?</p>	<p>8.2: Encourage others in making positive health choices.</p>	<p>Healthy for Life Technology Writing skills</p>	<p>Advocacy is critical to personal, family and community health,</p>

<p>What do role-models do? What are some ways we can be good health role models for each other? Grade 4: Write a “My Hero” essay describes how your hero has made a positive influence on your life. Grade 5: Choose a health issue (e.g. no drug use, healthy eating, etc.) to “defend”. Create a PowerPoint or other presentation to share the information you have with classmates</p>			
<p>May Grade 3, 4: Attend the school “Health Fair” Grade 5: Use the healthy lifestyle choice presentation tools in 8.1 to create a “Health Fair” for the school and present your PowerPoint or other presentation tools to the attendees.</p>	<p>Develop a tool for helping others to make positive health choices.</p>	<p>Healthy for Life Technology Public speaking Communication Skills</p>	<p>Functional knowledge of health concepts impacts health behavior. Advocacy is critical to personal, family and community health.</p>

Additional Topics

- Families and relationships
- Understanding and respecting diversity (e.g., gender, mental and physical disabilities, culture, race/ethnicity, sexual orientation, religion and age)
- Growth and development
- HIV/AIDS
- Personal assets and strengths (self esteem)
- Emotional health

Sussex Montessori School

- Conflict resolution
- Anger management
- Stress management
- Interpersonal relationships and communication
- Mental health problems (e.g., eating disorders, gambling, self injury, depression)
- Mental health resources

Attachment 4I - Health

National Institute of Drug Abuse Brain Power Program Scope and Sequence

Grades K-1 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
You Could Be A Scientist	To find out students’ ideas about scientists, talk about different kinds of scientists, and identify some characteristics of people who choose this profession	<ul style="list-style-type: none"> • Students discuss who scientists are and the work that they do. • Students discover their own ability to do the work of scientists.
Meet the Scientists	Scientists will explain their research by identifying what problems they set out to solve, how they solved—or attempted to solve—the problems, and what conclusions they were able to draw from their experiments	<ul style="list-style-type: none"> • Students learn about specific scientists and the work that they do. • Students develop posters explaining the work of each scientist in terms of the steps of scientific inquiry. • Students discover that all the scientists they learned about are studying the brain.
Your Amazing Brain	Students discover that the brain plays an important role in everything we do, from thinking to playing and feeling to breathing	<ul style="list-style-type: none"> • Students learn about the brain and its different functions. • Students learn that the senses are a key way the brain receives information. • Students discover that the brain is responsible for our ability to experience emotions.
Keeping Your Brain Healthy	Students focus on what they can do to keep their brains healthy	<ul style="list-style-type: none"> • Students learn how they can keep their brain healthy. • Students work on establishing healthy habits.

Grades K-1 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Protecting Your Brain	Students learn the differences between helpful medicines, such as Tylenol, aspirin, and antibiotics, and harmful drugs, such as alcohol and nicotine	<ul style="list-style-type: none"> • Students learn about the differences between helpful medicines and harmful drugs. • Students learn about the effects that both medicines and drugs have on the brain and the body. • Students learn about the importance of taking helpful medicines carefully, under the right circumstances, and with adult supervision

Grades 2-3 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Ooey Gooley! Making Sense of Scientific Inquiry	Students are introduced to these key processes of science	<ul style="list-style-type: none"> • Students experience the processes of science. • Students learn how to ask appropriate scientific questions. • Students learn how to develop investigations to answer their questions. • Students discover how information is transmitted through their senses
Brains in a Box: What Your Brain Can Do	Students learn about four major parts of the brain and their functions	<ul style="list-style-type: none"> • Students learn that the brain has different parts. • Students create a model of the brain showing its four major parts. • Students identify the function of each of these parts of the brain.
Sending and Receiving Messages	Students will simulate the process of neurotransmission: how information gets to and from the brain	<ul style="list-style-type: none"> • Students simulate neurotransmission. • Students discover how messages travel throughout the body. • Students learn about the relationship between the brain and the rest of the nervous system.

Grades 2-3 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Medicines and Drugs: What's Helpful, What's Harmful	Students to begin to understand how different drugs can affect the body	<ul style="list-style-type: none"> • Students learn about different drugs and how they affect the body. • Students classify drugs and their effect on the body into two groups: helpful medicines and harmful drugs. • Students think about whether any drugs can be both helpful and harmful.
The Science Behind Smoking	Students focus on tobacco, which causes harm to the body, and nicotine, a drug found in the leaves of the tobacco plant	<ul style="list-style-type: none"> • Students perform a controlled experiment to discover the effect that tobacco has on the body. • Students discuss the effect that nicotine has on the body. • Students gain experience developing a hypothesis, performing a controlled experiment, and drawing conclusions from the experiment.
How Drugs Affect the Brain	This final module serves as a culminating activity and as an embedded assessment for the entire program	<ul style="list-style-type: none"> • Students review information about four drugs - cocaine, marijuana, alcohol, and nicotine. • Students apply what they have learned in the previous modules to explain how these drugs affect the brain and the rest of the nervous system. • Students present their findings to members of their class.

Grades 4-5 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Drugs in Society	Students understand the impact of drugs on our society	<ul style="list-style-type: none"> • Students understand the difference between legal and illegal drugs. • Students find examples of how drugs are presented in the media. • Students create a scrapbook identifying how drugs are presented in print media, movies, and electronic media. • Students draw conclusions about why drug use is a pervasive problem in our culture.
Your Amazing Brain	Students learn about the major parts of the brain and their functions	<ul style="list-style-type: none"> • Students learn about different parts of the brain and the function of each part. • Students discuss three different techniques used to study the brain. • Students analyze pictures taken with each device and figure out what information can be obtained from each kind of picture. • Students learn about the work of different brain researchers.
Neurotransmission	Students learn about neurotransmission—the process by which information travels to and from the brain	<ul style="list-style-type: none"> • Students learn about neurons and what they do. • Students find out how neurons communicate with each other. • Students explore the relationship between the brain and the rest of the central nervous system. • Students learn more about neurotransmission by playing a board game. • Students apply what they have learned by figuring out a unique way to explain the topic.

Grades 4-5 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Stimulants	Students learn about stimulant drugs—some legal with beneficial attributes, some legal with negative consequences, and some illegal	<ul style="list-style-type: none"> • Students learn how certain stimulants affect the brain and the nervous system. • Students study PET scans showing the difference between a normal brain and one exposed to stimulants. • Students discuss the impact of drug use.
Alcohol, Marijuana, and Inhalants	Students find out how alcohol, marijuana, and inhalants affect the brain and the nervous system	<ul style="list-style-type: none"> • Students learn about alcohol, marijuana, and inhalants. • Students find out how alcohol, marijuana, and inhalants affect the brain and the nervous system. • Students examine how alcohol, marijuana, and inhalants affect the body.
What is Addiction?	Students round out their knowledge of drugs by learning about addiction	<ul style="list-style-type: none"> • Students learn about addiction. • Students discuss how addiction relates to the drug abuse problem in this country. • Students rethink the scrapbooks they developed during Module 1 to reflect their new ideas about drugs.

Grades 6-9 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
<p>An Introduction to the Brain and Nervous System</p>	<p>Students learn about the parts of the brain, the functions of these parts, and how the brain communicates with the rest of the body</p>	<ul style="list-style-type: none"> • Students can name the main parts of the brain: the cerebral cortex, hypothalamus, cerebellum, brain stem, and limbic system. • Students can identify the lobes of the cerebral cortex: frontal, parietal, occipital, and temporal. • Students can explain the functions of the major brain parts. • Students can identify the components of a neuron: cell body, dendrites, and axon. • Students can explain the process of neurotransmission.
<p>Legal Doesn't Mean Harmless</p>	<p>Students understand that, although nicotine and alcohol are legal for adults, they are not harmless substances</p>	<ul style="list-style-type: none"> • Students can explain how nicotine disrupts neurotransmission. • Students can explain how alcohol use may harm the brain and the body. • Students understand how alcohol can intensify the effect of other drugs. • Students can define addiction and understand its basis in the brain. • Students draw conclusions about why our society regulates the use of nicotine and alcohol for young people.

Grades 6-9 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Drugs in the Cupboard	Students understand how prescription drugs and some household products can damage the brain and body when used improperly	<ul style="list-style-type: none"> • At the end of this module: • Students can explain the effects of prescription drugs. • Students can explain how prescription drugs affect the functioning of the brain and body when not used properly. • Students understand how inhalants can change the brain. • Students understand why it is important to use medication as instructed.
Weeding Out the Grass	Students understand the serious effects of marijuana	<ul style="list-style-type: none"> • Students can explain the short- and long-term effects of marijuana use and the seriousness of these effects. • Students understand how THC, the active ingredient in marijuana, disrupts neurotransmission. • Students can explain how marijuana can adversely affect the hippocampus and other parts of the brain.
Drugs on the Street	Students understand how heroin and cocaine affect the brain and body	<ul style="list-style-type: none"> • Students can explain how heroin and cocaine use affects the brain and body. • Students can explain how heroin and cocaine use affects normal neurotransmission. • Students understand how heroin and cocaine can change the brain and cause addiction.

Grades 6-9 Unit Order	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Drugs in the News	Students identify and understand different messages about drugs that are present in the media, and to increase their knowledge about the possible dangers, harmful effects, and consequences of all types of substance abuse	<ul style="list-style-type: none"> • <i>Steroids</i>: Performance-enhancing drugs that are injected or taken orally by athletes to increase strength and endurance. • <i>Methamphetamine</i>: Stimulants that are synthetically created, often in small home-based labs. • <i>GHB, Rohypnol, Ketamine, MDMA</i>: These are some of the more popular “club drugs,” or drugs that can cause feelings of disorientation and memory loss.