

Pequannock Township School District Curriculum Syllabus

Health/Grade 6/ Nutrition, Tobacco and Alcohol

Course Description:

The primary goal of the 6th grade health education curriculum is to provide students with the necessary awareness to meet the health needs of their age group in today's society. One of the most important aspects of any student's individual life is to develop and maintain good health in our constantly changing environment. This curriculum is designed to meet these specific objectives.

Course Standards:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

NJSLS:

1. Staying healthy is a lifelong process that includes all dimensions of wellness.
→2.1.6.A.1.
→2.1.6.A.2
→2.1.6.A.3
2. Eating patterns are influenced by a variety of factors.
→2.1.6.B.1
→2.1.6.B.2
→2.1.6.B.4
3. The early detection and treatment of diseases and health conditions impact one's health.
→2.1.6.C.1
→2.1.6.C.2
→2.1.6.C.3
4. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
→2.1.6.D.1
→2.1.6.D.3
→2.1.6.D.4
5. Social and emotional development impacts all components of wellness.
→2.1.6.E.1

6. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

→2.1.6.E.2

7. Stress management skills impact an individual's ability to cope with different types of emotional situations.

→2.1.6.E.3

8. Effective communication may be a determining factor in the outcome of health- and safety-related situations.

→2.2.6.A.1

9. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

→2.2.6.A.2

10. Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

→2.2.6.B.1

→2.2.6.B.2

→2.2.6.B.3

→2.2.6.B.4

11. Personal core ethical values impact the behavior of oneself and others.

→2.2.6.C.1

12. Participation in social and health- or service-organization initiatives have a positive social impact.

→2.2.6.D.1

13. Health literacy includes the ability to compare and evaluate health resources.

→2.2.6.E.1

14. Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

→2.3.6.A.1

→2.3.6.A.2

15. There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.

→2.3.6.B.1

→2.3.6.B.2

→2.3.6.B.3

→2.3.6.B.4

→2.3.6.B.5

Scope and Sequence

Unit 1 - Personal Growth/Wellness

Staying healthy is a lifelong process that includes all dimensions of wellness. Physical, Mental and Emotional, and Family and Social Health will all factor in personal growth. Students will understand how and why all aspects of Health are important in overall growth and wellness.

Unit 2 - Nutrition/Fitness

Analyze healthy eating and food choices as well as benefits of physical activity and what factors may influence one's activity level. Students must be able to make appropriate decisions and establish good habits that will ensure healthy living into adulthood. Students will understand the effect of eating habits and physical activity will greatly benefit or harm their wellness.

Unit 3 - Community Health Skills

Students will recognize the 4 types of pathogens and how they are spread. They will also recognize common non-communicable diseases and how they can be prevented. Students will also gain knowledge on basic first aid procedures which can minimize injury and save lives. Students need to understand the various types of pathogens and how to prevent the spread of each. Students will also gain knowledge in assessing the severity of a first-aid situation and their role as a bystander.

Unit 4 - Alcohol/Tobacco/Other Drugs

Identify and recognize important information listed on prescription and over the counter drugs. Recognize the risk factors of drug abuse and how to use refusal skill to avoid drug use. The students will also identify symptoms of various drug abuses such as inhalants, alcohol and other drugs. Students need to be able to recognize the information listed on prescription and over the counter drugs. They will also understand the effect of various drugs on the body and be able to practice the resistance and refusal skills to avoid using alcohol, tobacco and other drugs.

Unit 5 - Family Life

The students will be able to understand appropriate behavior in adolescent relationships. They will be able to implement strategies to resist peer pressure and remain abstinent. They will know the signs of pregnancy and the sequence in which a fetus develops. Students will understand how a fetus develops. They will also recognize the signs and symptoms of pregnancy as well as become familiar with strategies to resist peer pressure to become sexually active. They will also understand how to behave appropriately in relationships they will have with others. This unit will teach them their personal responsibility in remaining abstinent and the risks that accompany being sexually active.

Unit 6 - Conflict Resolution

Students will learn the purpose of conflict resolution. Students will be able to identify both positive and negative communication styles. Students will further learn how to engage actions to assist them in dealing with conflict resolution. Finally, students will be able to correlate between positive conflict resolution and their own wellness. Conflict resolution is an important topic amongst adolescence. It is vital to the overall wellness of a student to be able to be able to respect the differences between one another and be able to positively communicate their feelings. By the end of the unit, students will be able to take the conflict resolutions skills learned in class and apply them to their own lives.

Assessments

Evaluation of student achievement in this course will be based on the following:

- a. Students will identify and analyze their own mental, social, and physical health with an individual *health triangle assessment*
- b. Students will define different parts of the mouth and identify their functions with the aid of visuals, videos, and images to complete an *oral health assessment*.
- c. Students will identify the definitions and uses of various *personal hygiene products* in groups.
- d. Students will respond to a variety of *puberty questions* that are prompted through the use of an approved Puberty Education Video
- e. Students will compare and contrast different character traits from an educational film, as part of a larger *character education project*.

- f. Students will identify *role models* in their own life and produce a project demonstrating the knowledge of what makes someone a role model and what others can do to be a role model.
- g. Students will go through the decision-making process using the assigned *decision-making model* to find solutions to difficult, realistic situations involving peer pressure, tobacco, alcohol, drugs, and other major life decisions such as colleges and future professions
- h. Students will present the class with *effective ways to relieve stress* that are backed by scientific findings and personal experience.
- i. Students will be able to identify and define various terms related to *tobacco*, as well as respond to some opinion/situation related questions in both individual and group settings.
- j. Students will have a chance to instruct and lead class activities on an assigned topic related to *tobacco*.
- k. Students will compare and contrast various popular and rare *nutritional diets and eating strategies* used by people today to manage/maintain their ideal body weight.

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Parent/Guardians should reinforce the importance of making decisions that are healthy for their sons/daughters physical, mental, and social/emotional health
- Parents/Guardians should engage in conversations related to short-term and long-term effects of tobacco, alcohol, and drug use.
- <https://teenshealth.org/en/teens/>
- <https://kidshealth.org/>