

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

GRADE 6 – Comprehensive Health Education Unit 2

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

When students think of drugs often they do not consider alcohol, tobacco, and prescription drugs to be part of the equation because these are things that can be found in various social settings or at home in the bathroom. Students will understand these drugs are harmful to health as well as illegal substances and can affect the individual, bystanders, and family. Students will also come to know the history of some of the drugs and help to today's medical breakthroughs but how use and abuse caused things to change.

In unit 2, students will engage with content regarding:

- Drugs that are legal can also be harmful
- There are over 4,000 harmful chemicals found in tobacco, not just nicotine
- Setting goals help you to stay away from drugs
- Using tobacco around people is harmful to them also
- There are many factors that influence alcohol's effects: body weight, rate of consumption, amount the person consumes, presence of food, presence of other drugs, gender.
- Just because drinks look the same size they may not have the same alcohol content.
- Any type of drug can be abused.

Standards Covered in Current Unit/Module

Related Standards	Learning Goals
HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

	types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
HE.6-8.2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
HE.6-8.2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
HE.6-8.2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
HE.6-8.2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in body image, losing, gaining, or maintaining healthy weights.
HE.6-8.2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
HE.6-8.2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Starting in January 4 Weeks	See above	Obj. We are learning to: <ul style="list-style-type: none"> Recognize healthier food options Pick portions according to MyPlate Guidelines Read a food label 	<div>Topic</div> <div>Activities</div>

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

		<ul style="list-style-type: none"> Place food in the proper food group. <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important to follow the MyPlate? Why is important to read food labels before deciding which foods to include in our diet? What are eating disorders and what are ways to avoid them? How does your level of activity affect what type of food your body needs? How might your knowledge of nutrients influence your snack food choices? How can a healthy diet benefit you? Why is it important to develop a realistic body image? How could your diet be completely different from someone, but you still get all of the nutrients you need? How could the word "diet" be controversial? <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Completion of writing assignments and written test Completion of teacher created assessment Successful completion of skill/content sheets Homework assignments with Google Classroom Notebook Participation 	<p>Alcohol</p> <p>Drugs</p> <p>Smoking</p>	<p>Teacher's Guide</p> <p>Handout: Truth Teller's Latest Hit</p> <p>Teacher's Guide</p> <p>Handout: The Real Deal</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Teacher's Guide</p> <p>Handout: Money Going Up in Smoke</p> <p>Handout for Teachers: Money Going Up in Smoke Answer Key</p> <p>Handout: Seeing Through the Smoke</p> <p>Quiz</p> <p>Quiz: Answer Key</p>
--	--	---	--	---

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

Emotional and Behavioral
Health

Bullying

[Teacher's Guide](#)

[Handout: Acting
Against Bullying](#)

[Handout: Circles of
Friends](#)

[Handout: Shutting
Down the Rumor
Mill](#)

[Quiz](#)

[Quiz: Answer Key](#)

Cyberbullying

[Teacher's Guide](#)

[Handout:
Everyone's
Involved](#)

[Quiz](#)

[Quiz: Answer Key](#)

Depression

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

			Teacher's Guide Handout: Recognizing Depression Handout: Depression Factsheet for Students Quiz Quiz: Answer Key
			<p>Stress</p> Teacher's Guide Handout: Stress Mail Handout: Stress Log Quiz Quiz: Answer Key Infographic: Kids Can Help Parents Get Healthier (color)

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

			<p>Suicide Prevention</p> <p>Teacher's Guide</p> <p>Handout: Positive Ripples</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Safe and Healthy Summer</p> <p>Teacher's Guide</p> <p>Handout: Summer Goal</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Screen Time</p> <p>Teacher's Guide</p> <p>Handout: Screen-Time Journal</p> <p>Quiz</p> <p>Quiz: Answer Key</p>
--	--	--	---

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

			<p>Sports Safety</p> <p>Teacher's Guide</p> <p>Handout: Injury Blockers</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Sportsmanship</p> <p>Teacher's Guide</p> <p>Handout: Sportsmanship in Action</p> <p>Handout: Respect for the Game</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>All information can be obtained Here</p> <p>Additional Lesson ideas for Instruction/Discussion</p>
--	--	--	--

			<p>Accessing Information</p> <ul style="list-style-type: none"> • Drug research project • Tobacco mini-lab - testing how tobacco affects the heart • Alcohol mini-lab - how alcohol affects the senses <p>Practicing Healthful Behaviors</p> <ul style="list-style-type: none"> • Using refusal skills • Only using prescription drugs according to the doctor's suggestions 	<ul style="list-style-type: none"> • The Health Triangle • Influences on Health • A Healthy Self Concept • Setting Health Goals • Decision Making Process • Physical Activity Effects on Health • Your Body's Nutrient Needs • Following a 	<p>Health Journal</p> <ul style="list-style-type: none"> • Let's Spin Alcohol Lab • Eat that Cotton - Alcohol Activity Vocabulary Games • Heart Rate - Tobacco Activity • Group Drug Research Present 	<p>KidsHealth.com</p> <p>*Various miscellaneous resources; health non-fiction/news</p>
--	--	--	---	--	--	--

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

			<p>Analyzing Influences</p> <ul style="list-style-type: none"> • Media and other outlets can influence us by making drugs seem glamorous • Drugs done in the home have a great impact on you and can be the starting point of a cycle of addiction <p>Communication Skills</p> <ul style="list-style-type: none"> • Using great communication skills can help you get our point across when you are refusing 	<p>Healthful Eating Plan</p> <ul style="list-style-type: none"> • Making Healthful Food Choices • Coping with Stress • Your Friends and Peers 	<p>ation Crazy Drug facts</p> <ul style="list-style-type: none"> • Q and A Session s <p>Topics:</p> <ul style="list-style-type: none"> • Tobacc o: A Harmfu l Drug • Staying Tobacc o Free • Dangers of Alcohol Use • Alcohol ism and Addicti on 	
--	--	--	---	--	--	--

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

			<p>drugs</p> <p>Refusal Skills</p> <ul style="list-style-type: none"> • Using many methods to say no and remain drug free. <p>Goal Setting</p> <ul style="list-style-type: none"> • Setting goals helps people to have something to look forward and give reason not to divert from their path with bad choices. <p>Advocacy</p> <ul style="list-style-type: none"> • Each student should be an advocate for a 		<ul style="list-style-type: none"> · What are Illegal Drugs · Drug Abuse · Avoiding Alcohol and Drugs · Recognizing Alcohol Abuse 	
--	--	--	---	--	---	--

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

			drug free life and know positive effects being drug free could have on you			

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)