

# Too Good for Drugs Curriculum Correlations

Correlated with New Jersey Core Curriculum Content Standards

## Grade 6

Mendham Township Middle School

Grade 6 Curriculum

Implemented by Mendham Twp PD

Ten x 42 Minute Lessons

Commencing 2014-2015

## Lesson One: *The Road Ahead*

**Objectives:** The student will be able to:

- Compare his or her body to a luxury automobile.
- Discuss ways to keep the body working as it should.
- Write three personal goals for personal health.

### **2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### **A. Personal Growth and Development**

2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

### **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### **B. Decision-Making and Goal Setting**

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

### **2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

#### **B. Alcohol, Tobacco, and Other Drugs**

2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

### **2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

#### **A. Fitness and Physical Activity**

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

## Lesson Two: *Decision Making*

**Objectives:** The student will be able to:

- Define consequences.
- Distinguish decisions with minor consequences from those with major consequences.
- Discuss why it is important to stop and think about possible consequences before making decisions.
- Discuss possible consequences of a decision to use tobacco, alcohol or other drugs.
- Write a personal decision not to use tobacco, alcohol or other drugs.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### **B. Decision-Making and Goal Setting**

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6.B.3 Determine how conflicting interests may influence one's decisions.

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

**2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

### **B. Alcohol, Tobacco, and Other Drugs**

2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

## Lesson Three: *Peer Pressure Strategies*

**Objectives:** The student will be able to:

- Define peer pressure.
- Describe nine effective peer pressure refusal strategies.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### **A. Interpersonal Communication**

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

### **B. Decision-Making and Goal Setting**

2.2.6.B.1 Use effective decision-making strategies.

## Lesson Four: *Peer Pressure Style*

**Objectives:** The student will be able to:

- Discuss tone of voice and body language needed for effective peer pressure refusal.
- Demonstrate effective peer pressure refusal techniques in a variety of situations.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### A. Interpersonal Communication

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

### B. Decision-Making and Goal Setting

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

## Lesson Five: *Goal Setting*

**Objectives:** The student will be able to:

- Write a personal goal.
- List steps needed to reach the goal.
- Discuss the way drug use can interfere with the ability to reach a goal.

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

### A. Personal Growth and Development

2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### B. Decision-Making and Goal Setting

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

**2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

### B. Alcohol, Tobacco, and Other Drugs

2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

## **2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

### **A. Fitness and Physical Activity**

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

## **Lesson Six: *Tobacco Truths***

**Objectives:** The student will be able to:

- Describe short and long-term effects of smoking cigarettes, cigars or pipes.
- Describe short and long-term effects of smokeless tobacco products.
- Demonstrate effective peer pressure refusal techniques in situations involving tobacco products.

## **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### **A. Interpersonal Communication**

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

### **B. Decision-Making and Goal Setting**

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

### **D. Advocacy and Service**

2.2.6.D.2 Develop a position about a health issue in order to inform peers.

## **2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

### **B. Alcohol, Tobacco, and Other Drugs**

2.3.6.B.2 Relate tobacco use and the incidence of disease.

2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

### **C. Dependency/Addiction and Treatment**

2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.

- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

## **Lesson Seven: *Advertising***

**Objectives:** The student will be able to:

- Contrast perceived norms with actual prevalence of smoking.
- Discuss advertising techniques used to market tobacco products.
- Distinguish between advertising claims and facts about the effects of using tobacco products.

### **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### **B. Decision-Making and Goal Setting**

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

#### **D. Advocacy and Service**

2.2.6.D.2 Develop a position about a health issue in order to inform peers.

### **2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

#### **B. Alcohol, Tobacco, and Other Drugs**

2.3.6.B.2 Relate tobacco use and the incidence of disease.

2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

#### **C. Dependency/Addiction and Treatment**

2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

## **Lesson Eight: *Alcohol***

**Objectives:** The student will be able to:

- Compare the alcohol content of one serving of beer, wine and liquor.
- List the effects of alcohol on the brain and on behavior.
- Discuss reasons for laws regarding drinking age and drinking and driving.
- Demonstrate effective peer pressure refusal techniques in situations involving alcohol.

### **2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

## **A. Personal Growth and Development**

2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

## **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### **A. Interpersonal Communication**

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

### **B. Decision-Making and Goal Setting**

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6.B.3 Determine how conflicting interests may influence one's decisions.

## **2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

### **B. Alcohol, Tobacco, and Other Drugs**

2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.

2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

### **C. Dependency/Addiction and Treatment**

2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.

2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

## **Lesson Nine: *Keep Off The Grass!***

**Objectives:** The student will be able to:

- List the effects of marijuana on the body and on behavior.
- Contrast perceived norms with actual prevalence of marijuana use.

## **2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

### **A. Personal Growth and Development**

2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

## **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### **B. Decision-Making and Goal Setting**

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

## **2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

### **B. Alcohol, Tobacco, and Other Drugs**

- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

### **C. Dependency/Addiction and Treatment**

- 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

## **Lesson Ten: *Your License to a Healthy Future***

**Objectives:** The student will be able to:

- Review concepts learned in Too Good for Drugs, Grade 6.
- Recite reasons they will not use drugs.
- Recite a pledge not to use drugs.

## **2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

### **A. Personal Growth and Development**

- 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

### **E. Social and Emotional Health**

- 2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

## **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

### **A. Interpersonal Communication**

- 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

### **B. Decision-Making and Goal Setting**

- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

### **D. Advocacy and Service**

- 2.2.6.D.2 Develop a position about a health issue in order to inform peers.

### **E. Health Services and Information**

- 2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.

## **2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

### **B. Alcohol, Tobacco, and Other Drugs**

- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.2 Relate tobacco use and the incidence of disease.
- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

### **C. Dependency/Addiction and Treatment**

- 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.



**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

**A. Fitness and Physical Activity**

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.