

WOODSTOCK MIDDLE SCHOOL

LIFE SKILLS/HEALTH OBJECTIVES

GRADES 5, 6, 7 and 8

APPROVED June 10, 2004

WOODSTOCK MIDDLE SCHOOL

LIFE SKILLS/HEALTH CURRICULUM

Philosophy Statement

“Family and Consumer Sciences* is an educational discipline based on the family and on the relationship between work and family. The mission of the family and consumer sciences education program is to empower people to effectively manage emerging life issues by applying skills, analyzing options, and strengthening interpersonal competencies through an interrelated curriculum. Participation in the program enables students to develop skills to manage their own personal, family, and careers and develop insight into the interaction within families and the relationship of work and family. Family and consumer science education applies academic learning to hands-on application and should be an integral part of the education to adulthood.”

Taken From: Connecticut State Department of Education
Bureau of Career and Adult Education
June 2002

The Woodstock Middle School Life Skills/Health curriculum is based on the State of Connecticut’s standards for Family and Consumer Science (Life Skills) and Health. Student competencies included in this curriculum are identified objectives within both state curriculums. This curriculum is designed to further integrate both of these subject areas. It is the goal of the Woodstock Middle School program to ensure that all students develop life skills that are essential in today’s changing world and to enable students to develop behaviors to maintain lifelong health.

* Family and Consumer Science is the formal name used for Life Skills Education in both the National and Connecticut Standards. Therefore, all objectives included in this curriculum will be referred to as FCS.

HEALTH AND SAFETY EDUCATION

By the end of Grade 12, students will have developed and maintained behaviors that promote lifelong health.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- Recognize and practice health-enhancing lifestyles.
- Use core information to analyze and evaluate health and safety issues, information and resources in order to become healthy, responsible citizens.
- Strengthen communication skills and promote peaceful resolution of conflicts by appreciating and respecting others.
- Make decisions, set goals and learn to say “no” when appropriate, in order to implement and sustain a healthy life.

FAMILY AND CONSUMER SCIENCE EDUCATION

By the end of Grade 12, students will develop the skills to manage their personal lives and balance work and family.

PROGRAM GOALS

Family and Consumer Sciences Education will prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span;
- Becoming responsible citizens and leaders in family, community and work settings;
- Promoting optimal nutrition and wellness across the life-span;
- Managing resources to meet the material needs of individuals and families;
- Balancing personal, home, family and work lives;
- Using critical and creative thinking skills to address problems in diverse family, community and work environments;
- Successful life management, employment and career development;
- Functioning effectively as providers and consumers of goods and services; and
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

K – 12 CONNECTICUT HEALTH CONTENT STANDARDS

1. Healthy and Active Life

Students will establish and maintain healthy eating patterns and a physically active life.
2. Injury and Disease Prevention

Students will avoid risk-taking activities that cause intentional and unintentional injuries or diseases. Students will demonstrate basic first aid and safety techniques.
3. Human Growth and Development

Students will learn accurate information about their physical development, including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.
4. Substance Abuse Prevention

Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.

K – 12 CONNECTICUT FAMILY and CONSUMER SCIENCE CONTENT STANDARDS

Career, Community and Family Connections	Understand the interaction of multiple life roles with the responsibilities of family, work and community.
Consumer Science and Family Resource Management	Evaluate management practices related to human, economic and environmental resources.
Interpersonal Relationships	Demonstrate respectful and caring relationships in the family, school, workplace and community.
Leadership	Develop leadership skills, which impact individuals, families, communities and organizations.
Individual and Family Development	Examine the lifecycle of individuals and families and evaluate its impact on the well being of society.
Education and Family-Community Services	Demonstrate the integration of knowledge, skills and practices required for careers in education and family-community services.
Nutrition and Wellness	Demonstrate nutrition and wellness practices that enhance the well being of individuals, families and communities.
Hospitality, Food Science Dietetics, Food Production and Services	Demonstrate the integration of knowledge, skills and practices required for careers in hospitality, food science, dietetics, food production and services.
Child Development and Parenting Education	Analyze child growth and development and evaluate the impact of parenting roles and responsibilities on individuals and families.
Early Childhood Education and Childcare Services	Demonstrate the integration of knowledge, skills and practices required for careers in early childhood education and services.
Textiles and Design	Analyze the principles of design as they apply to textiles, apparel, housing, interiors and furniture.
Textile, Apparel, Housing, Interiors and Related Careers	Demonstrate the integration of knowledge, skills and practices required for careers in textile, apparel, housing and interiors.

School District Standards K-8

Students will be able to:

- Demonstrate responsibility and organization skills, including
 - Recording homework
 - Maintaining a sectioned, useable notebook
 - Maintaining a file system for papers
 - Maintaining an orderly work area
- Develop and implement study skills
- Read with comprehension
- Communicate ideas in a variety of forms, written, oral, and visual, varying style according to purpose and audience
- Make, defend, and evaluate conclusions and arguments
- Make and justify decisions and predictions
- Support general statements with proof
- Evaluate, use and cite sources to support research and writing
- Employ various strategies for problem solving
- Select and use appropriate tools
- Use proper techniques and software to create, format, modify, organize, sort , store, retrieve, and import file information.
- Proofread and edit work for accuracy and content
- Understand and appreciate the role of ethics in academic and technical disciplines

Grade 5

HEALTH – CONTENT STANDARD 1: HEALTHY AND ACTIVE LIFE

Students will establish and maintain healthy eating patterns and a physically active life.

FCS – CONTENT STANDARD 7: NUTRITION AND WELLNESS

Students will demonstrate nutrition and wellness practices that enhance the well-being of individuals, families and communities.

Students will:

- 1 . Examine factors that influence nutrition and wellness practices for adolescents.
 - A. Become aware of personal food habits
 - B. Describe ways food selections are influenced
 - C. Identify nutritious food choices
 - D. Name guidelines to use when ordering fast food
- 2 . Discuss how the Food Guide Pyramid influences nutrition and wellness.
 - A. Become aware of the different food groups
 - B. Define nutrition and name the essential nutrients
 - C. Analyze personal food intake based on the five food groups
 - D. Name foods that are sources of the six major nutrients
 - E. Recognize the relationship between diet and health
- 3 . Plan select and prepare simple snacks based on the U.S. Dietary Guidelines
 - A. Analyze food labels to find facts to follow the Dietary Guidelines
 - B. Recognize the relationship between diet and health
 - C. List correct methods of preparation when working with food
 - D. Practice recipe usage including: measurement, following directions and clean-up

GRADE 5

HEALTH- CONTENT STANDARD 3: HUMAN GROWTH AND DEVELOPMENT

Students will learn accurate information about their physical development, including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.

Students will:

1. Identify the physical development of the male and female anatomy.
 - A. Develop an understanding of the body's reproductive system.
 - B. Identify the signs of physical maturity.

2. Describe physical and emotional changes that occur during puberty.
 - A. Understand the development process
 - B. Describe hormone changes
 - C. Identify individual differences in physical growth patterns.
 - D. List features of physical changes during adolescence.

3. Demonstrate ways to obtain information about human growth, development and sexuality from family, clergy, health professionals and other responsible adults.
 - A. List resource people at home, school and in the community.

GRADE 5

HEALTH – CONTENT STANDARD 4: SUBSTANCE ABUSE PREVENTION

Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.

Students will:

1. Articulate the dangers of using alcohol, tobacco and other drugs (ATOD)
And identify and use strategies to avoid ATOD use
 - A. Discuss responsible drug use
 - B. Discuss safe use of prescription and over-the-counter drugs
 - C. Discuss the depressant effects of alcohol
 - D. Discuss reasons to be alcohol free
 - E. Recognize the signs of alcoholism
 - F. Explore reasons why teens choose to use tobacco
 - G. List reasons not to smoke now or later
 - H. Learn the effects of second hand smoke
 - I. Examine the effects of inhalants and marijuana
 - J. Recognize the signs of drug abuse
 - K. Demonstrate resistance skills to avoid ATOD use

GRADE 5

FCS – CONTENT STANDARD 3: INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, school, workplace and community.

Students will:

1. Define a positive self-image.
 - A. Describe personal strengths and weaknesses.
 - B. Identify personal values.
 - C. Recognize the importance of a positive self-concept.
 - D. Develop self-respect.

2. Define friendship.
 - A. Describe features of satisfying friendships.
 - B. Distinguish between positive and negative peer pressure.
 - C. Learn skills to make responsible decisions.

3. Identify types of communication.
 - A. Recognize methods of effective communication.
 - B. Recognize socially acceptable behavior in social situations.

GRADE 6

HEALTH – CONTENT STANDARD 2: INJURY AND DISEASE PREVENTION

Students will avoid risk-taking activities that cause intentional and unintentional injuries or disease.

FCS – CONTENT STANDARD 5: INDIVIDUAL AND FAMILY DEVELOPMENT

Examine the life cycle of individuals and families and evaluate its impact on the well-being of society.

Students will:

1. Understand relationships in the family
 - A. Learn how the family structure affects the kind of person they become
 - B. Analyze their own family structure
 - C. List ways to keep families emotionally healthy
 - D. Demonstrate skills necessary to resolve conflicts peacefully
 - E. Examine ways to deal with family problems or abuse
 - F. Identify resources in the home, school and community to get help if necessary

GRADE 6

HEALTH – CONTENT STANDARD 3: HUMAN GROWTH AND DEVELOPMENT

Students will learn accurate information about their physical development, including human sexuality and mental and emotional health.

FCS – CONTENT STANDARD 3: INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, school, workplace and community.

Students will:

1. Identify the three sides of the health triangle
 - A. Define health
 - B. Examine the elements of physical, mental/emotional and social health
 - C. Learn to maintain their own health balance
 - D. Define wellness
 - E. Evaluate their own health triangle
 - F. Be aware of how choices to abuse substances will effect health and wellness
2. Define a positive self-image
 - A. Identify feelings that are both positive and negative
 - B. Recognize qualities that lead to a negative self-image
3. List personal strengths and weaknesses
 - A. Recognize the importance of a positive self-concept as a basis for effective relationships
 - B. Understand the importance of a positive self-concept to help resist peer pressure
 - C. Outline the steps in the decision making process

4. Identify characteristics required to form positive relationships
 - A. Identify the characteristics of a friend
 - B. Appreciate the differences between people
 - C. Recognize the different types of peer pressure
 - D. Learn to deal with negative peer pressure
 - E. Practice resistance skills

GRADE 6

HEALTH – CONTENT STANDARD 4: SUBSTANCE ABUSE PREVENTION

Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.

Students will:

1. Discuss how drugs are used to avoid or recover from illness
 - A. Define over-the-counter (OTC) drugs
 - B. Define prescription drugs
 - C. Learn how OTC and prescription drugs affect the body
2. Become aware of the methods used by the government to insure the safety of medicine
 - A. Study the role of the Food and Drug Administration
 - B. Examine labeling on OTC and prescription drugs
 - C. Be able to examine medicine labels and analyze them to find specific information
 - D. Recognize signs of drug misuse and abuse
3. List reasons why young people start to smoke
 - A. Examine some of the harmful substances in tobacco
 - B. Study the harmful effects of tobacco use on the human body
 - C. Discuss the effects of secondhand smoke and smokeless tobacco
4. Study the harmful effects of alcohol on the body
 - A. Define the word alcohol
 - B. List reasons why young people drink
 - C. Study the effects of alcohol on the brain, blood vessels, liver and stomach

- D. Become aware of factors that influence alcohol's effects
 - E. Look at the alcohol content in different drinks
5. Identify and use strategies and skills to avoid addiction to alcohol, tobacco and other drugs (ATOD)
- A. Define the word addiction
 - B. Study reasons to avoid these substances
 - C. Identify and follow family and school rules, and state and federal laws concerning ATOD use
6. Demonstrate healthy ways to express emotions, have fun, manage stress and maintain ATOD free friendships
- A. Analyze the impact of peer pressure in substance abuse
 - B. Practice refusal skills or ways to say "no"
 - C. Look at alternatives to drug and alcohol use

GRADE 6

FCS – CONTENT STANDARD 11: TEXTILES AND DESIGN

Analyze the principles of design as they apply to textiles.

Students will:

1. Identify colors, lines, shapes, forms and textures
 - A. Interpret pattern directions and apply them to a pattern of their choice
 - B. Identify common sewing equipment
 - C. Demonstrate the skills needed to use sewing equipment properly
2. Develop fine motor skills necessary for manipulating and creating design objects
 - A. Demonstrate skills needed to produce or repair textile products
 - B. Practice different sewing techniques
 - C. Construct and complete a sewing project
 - D. Evaluate the quality of construction

GRADE 7

HEALTH – CONTENT STANDARD 1: HEALTHY AND ACTIVE LIFE

Students will establish and maintain healthy eating patterns and a physically active life.

FCS – CONTENT STANDARD 2: CONSUMER SCIENCE AND FAMILY RESOURCE MANAGEMENT

Evaluate management practices related to human, economic and environmental resources.

Students will:

1. Identify factors that influence consumer decisions
 - A. Define consumer
 - B. Examine factors that affect decisions to buy products
 - C. Look at various types of mass media and their role in consumer purchases
 - D. Distinguish between reliable and unreliable advertisements
 - E. Assess the impact of false advertising and health fads
 - F. Demonstrate the ability to analyze advertising claims
2. Demonstrate the principles of “Let the Buyer Beware” and redress of grievances
 - A. Consider different factors when choosing personal products to make a wise purchase.
 - B. Analyze product labels for information required by law
 - C. Compute unit pricing to determine value of products
 - D. Evaluate the benefits of comparison shopping
 - E. Identify steps to become a responsible, satisfied consumer
 - F. Become aware of ways to contact a manufacturer when dissatisfied with a product

GRADE 7

HEALTH – CONTENT STANDARD 1: HEALTHY AND ACTIVE LIFE

Students will establish and maintain healthy eating patterns and a physically active life.

FCS – CONTENT STANDARD 7: NUTRITION AND WELLNESS

Students will demonstrate nutrition and wellness practices that enhance the well-being of individuals, families and communities.

Students will:

1. Examine factors that influence nutrition and wellness practices for Adolescents
 - A. List factors that influence food choice
 - B. Identify ways to use the Food Guide Pyramid to plan healthful meals and snacks
 - C. Examine the daily number of servings of foods from each food group to incorporate in the daily diet
2. Determine individual needs based on U.S. Dietary Guidelines
 - A. Identify nutrients needed in order to be healthy
 - B. Study the six major nutrients, their food sources and their role in total health
3. Develop a plan to maintain a healthy weight based on the U.S. Dietary Guidelines
 - A. Examine guidelines which can be used to help make healthy meal and snack choices
 - B. Learn the importance of reading food package labels for nutritional values
 - C. Discuss the importance of eating three regular meals and checking portion size
 - D. Assess the nutritional value of food fads and fad diets

4. Practice safe and sanitary methods to prepare foods
 - A. Demonstrate the ability to select and use equipment properly
 - B. Use correct safety and sanitary procedures in food preparation
 - C. Interpret recipe directions
 - D. Engage in activities involving teamwork
5. Analyze the nutritional quality of fast food meals
 - A. Calculate calories and fat grams in fast foods
 - B. Learn the effects of a fast food diet on the cardio-vascular system

GRADE 7

HEALTH – CONTENT STANDARD 3: HUMAN GROWTH AND DEVELOPMENT

Students will learn accurate information about their physical development including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.

FCS – CONTENT STANDARD 3: INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, school, workplace and community.

Students will:

1. Describe what it means to be healthy
 - A. Examine the health triangle
 - B. Look at ways to keep the three sides of the triangle in balance
 - C. Examine the relationship between health and wellness
 - D. Identify ways physical fitness contributes to physical, mental/emotional and social health
2. Recognize the factors that influence health
 - A. Identify ways that heredity and environment affect health
 - B. Recognize inherited traits that influence crucial decisions about health
 - C. Identify environmental factors that affect health
 - D. Look at other influences on health such as friends and the media

3. Be able to assess their own level of wellness
 - A. Look at prevention as a means of staying healthy
 - B. Examine risk behaviors that negatively impact health
 - C. Evaluate personal patterns of behavior through self-assessment
4. Examine the benefits of setting personal goals
 - A. Define goals
 - B. Examine the positive effect of setting goals on self-esteem
 - C. Look at the difference between short-term and long-term goals
 - D. Develop a personal action plan to achieve personal goals

GRADE 7

HEALTH – CONTENT STANDARD 4: SUBSTANCE ABUSE PREVENTION

Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.

Students will:

1. Identify the harmful effects of tobacco on the body
 - A. Analyze tobacco for harmful substances
 - B. List different types of tobacco products which are smoked or chewed
 - C. Examine the effects of tobacco products on the body systems
 - D. Calculate the cost of cigarettes for a regular smoker
2. Discuss how tobacco addiction develops
 - A. List reasons why teens use tobacco
 - B. Share the reasons peer influences become critical during adolescence
 - C. Examine the ways in which peers, culture and media may influence tobacco use
3. Describe the effect of the use and abuse of alcohol on the body
 - A. Define alcohol
 - B. Discuss how alcohol is used to cover feelings
 - C. Look at short-term and long-term effects of alcohol use on the body
 - D. Examine factors that determine how alcohol affects different people
 - E. Define alcoholism
 - F. Become aware of support groups for alcoholics and their family members

4. Look at ways drugs affect the body
 - A. List reasons why people abuse drugs, specifically marijuana
 - B. Examine the immediate effects of marijuana use
 - C. Examine the long-term effects of regular marijuana use

5. Identify ways to avoid substance abuse
 - A. Practice refusal skills in order to avoid substance use
 - B. Practice resisting internal and external pressures to use ATOD
 - C. Analyze appropriate ways to handle stress other than abusing drugs
 - D. Conclude that substance abuse is not necessary in order to feel good

GRADE 8

HEALTH – CONTENT STANDARD 2: INJURY AND DISEASE PREVENTION

Students will avoid risk-taking activities that cause intentional and unintentional injuries or diseases. Students will demonstrate basic first aid and safety techniques.

FCS – CONTENT STANDARD 3: INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, school, workplace and community.

Students will:

1. Identify safe methods of handling conflict within their families, school and community
 - A. Define conflict
 - B. Examine both positive and negative ways to resolve conflicts
 - C. Learn positive ways to control anger
 - D. List basic skills and techniques for conflict resolution
2. Explain how abuse and violence affect a person's health and wellness
 - A. Define abuse in relationships
 - B. Identify the different forms of abuse
 - C. Recognize the signs of abuse
 - D. Define sexual harassment
 - E. Identify and use ways to reduce and/or avoid threatening situations including sexual harassment, abuse and assault
 - F. Identify local and state agencies available for victims of abuse

GRADE 8

HEALTH- CONTENT STANDARD 3: HEALTHY AND ACTIVE LIFE

Students will learn accurate information about their physical development including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.

FCS – CONTENT STANDARD 3: INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, school, workplace and community.

Students will:

1. Explain the concept of health and wellness
 - A. Examine how heredity, environment and available health care affect health
 - B. Recognize how attitude and behavior affect the level of health and wellness
 - C. Learn factors that impact health both positively and negatively
 - D. Learn steps in the decision making process
 - E. Use the decision making process as it relates to healthy behaviors
2. Examine ways thoughts, feelings and behavior affect mental and emotional health
 - A. Recognize the benefits of good mental and emotional health
 - B. Discuss the importance of values and how family and friends influence values
 - C. Analyze the importance of a positive self-esteem and how it affects decision making
 - D. Discuss reasons peer influences become critical during adolescence

3. Learn to express emotions in healthy ways
 - A. Define emotions
 - B. Discuss how physical changes during adolescence affect emotions
 - C. Learn healthy ways to meet emotional needs
 - D. Recognize ways to control stress
 - E. Demonstrate positive ways to communicate with peers and adults
 - F. Practice refusal skills for risky situations
4. Discuss the value of postponing sexual activity until after marriage
 - A. Identify various social roles played by middle school students
 - B. Discuss responsible dating
 - C. Define abstinence
 - D. Learn the difficulties associated with teen parenthood
5. Know the skills necessary to prevent pregnancy, HIV and other sexually transmitted diseases
 - A. Learn how HIV is spread
 - B. Study how HIV attacks the body
 - C. Learn the different stages of HIV
 - D. Describe the transmission of other sexually transmitted diseases
 - E. Examine ways to prevent the spread of HIV and other sexually transmitted diseases

GRADE 8

HEALTH – CONTENT STANDARD 4: SUBSTANCE ABUSE PREVENTION

Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.

Students will:

1. Explain what tobacco is and how it affects the body systems
 - A. Define tobacco and list different ways tobacco is sold
 - B. Discuss the deadly chemicals and cancer causing agents in cigarettes and other tobacco products
 - C. Study the respiratory system to analyze the effects of smoking
2. Describe the personal costs of tobacco use
 - A. Define addiction
 - B. Study the physiological and psychological dependence caused by nicotine use
 - C. Look at the many different physical illnesses caused by smoking
 - D. Define withdrawal
 - E. Identify ways to remain tobacco free and ways for users to quit smoking
 - F. Develop refusal skills to avoid tobacco and other harmful habits
3. Explain how alcohol use affects health
 - A. Define depressant
 - B. Study the short-term and long-term effects of alcohol use
 - C. List factors that influence the differing effects of alcohol on individuals
 - D. Discuss the meaning of blood alcohol concentration (BAC) and what the effects of alcohol are at different levels

- E. Learn the consequences of drinking and driving
 - F. Define alcoholism
 - G. Become aware of support groups available to help the alcoholic and family members of alcoholics
4. List ways to avoid using alcohol
- A. Evaluate reasons why young people drink
 - B. List reasons not to use alcohol
 - C. Analyze the ways in which peers, culture and the media may influence alcohol use
 - D. Examine the impact of alcohol abuse on decision making, injuries, death and crimes committed within society
5. Describe the health risks associated with the use of marijuana, hallucinogens and inhalants
- A. Review the physical effects that illegal drugs have on the body and the mind
 - B. Explain how substance abuse interferes with relationships
 - C. Discuss psychological and physiological dependence
6. List reasons to avoid using drugs
- A. Evaluate reasons why young people start using drugs
 - B. Examine reasons not to use drugs
 - C. Look at the ways peers, culture and the media may influence drug abuse
 - D. Analyze the impact of drug use on decision making, injuries, death and crimes committed within our society

GRADE 8

FCS – CONTENT STANDARD 2: CONSUMER SCIENCE AND FAMILY RESOURCE MANAGEMENT

**Evaluate management practices related to human, economic and
environmental resources.**

Students will:

1. Describe the benefits of being a wise consumer
 - A. Identify steps to become a responsible, satisfied consumer
 - B. List the rights of consumers
 - C. Identify government agencies that protect consumer rights
 - D. Learn the importance of comparison shopping
 - E. Analyze the effect of advertising and the media on consumer choices
2. Demonstrate principles of “Let the Buyer Beware” and the redress of grievances
 - A. Identify and learn how to avoid quackery
 - B. Learn steps to follow to solve a consumer problem
 - C. Practice writing letters to register a complaint with a product