



GRADE 6: CURRICULUM CONNECTIONS FOR VAPING EDUCATION

Vaping is an emerging health concern, drawing children and youth into nicotine addiction. This document guided the effort to integrate vaping awareness and knowledge into the provincial curricula.

ACT, 2025



Provincial Curricula Links

We acknowledge that schools are tasked with achieving a rigorous set of curriculum outcomes across each grade level and subject area. Our approach identifies areas where vaping awareness would be compatible and synergistic with achieving learning outcomes.

Target: Grade 6

Compatible Courses: Health, Science, Social Studies, and English Language Arts.

Comprehensive Outcomes for Vaping Education

Health (2013) https://www.gov.nl.ca/education/files/k12_curriculum_guides_health_elementary_towards-a-comprehensive-school-health-program-an-elementary-health-curriculum-guide.pdf (pg 23)	
Mental Health: <ul style="list-style-type: none">● identify the various resources available for personal support,● understand the nature of stress and its effects on the body, and● demonstrate some appropriate techniques in response to stressful situations.	Relationships: <ul style="list-style-type: none">● identify ways of developing positive relationships with peers,● demonstrate effective communication skills.
Physical Growth and Development: <ul style="list-style-type: none">● explain the role of the nervous system and how to protect it,	Active Living: <ul style="list-style-type: none">● explain the significance of a healthy cardio-vascular system.
Dental Health <ul style="list-style-type: none">● identify some of the major factors contributing to tooth decay and gum disease,● recognize the importance of consistency and proper procedures in caring for teeth,● recognize that dental information is constantly changing,● describe first aid procedures for dental accidents.	Self Care: <ul style="list-style-type: none">● discuss how prevention and early detection relate to wellness,● describe the methods of transfer of common communicable diseases● discuss personal responsibility in the prevention of such conditions as AIDS, heart disease and cancer.
Drug Education: <ul style="list-style-type: none">● evaluate advertising techniques used to convince people to smoke cigarettes and consume alcohol,● discuss the personal and societal cost of smoking, drinking and other drug use● identify alternative uses for money not spent on tobacco and alcohol,● identify alternatives to drug usage,● recognize the potential for addiction to tobacco and alcoholic beverages,● practice problem-solving and decision-making skills for preventing substance use and abuse,	Consumer Health: <ul style="list-style-type: none">● list some of the contributions made by medical research to the cure of diseases and illnesses,● discuss some of the current research on health-related topics,● discuss the effectiveness of some health products in treating illness,● recognize the need for professional services when health care is required,

<ul style="list-style-type: none"> • practice refusal skills, • identify community resources that offer prevention and treatment services for substance abuse 	
Social Studies (2007)	
https://www.gov.nl.ca/education/files/k12_curriculum_guides_socialstudies_socstudies_gr6.pdf	
Social Studies Curriculum Principles (pg 13) Vaping education compliments and integrates social studies curriculum principles. This activity concentrates on vaping, tobacco use, product cultivation, distribution and marketing, and provides an opportunity to look at broad implications and multi-faceted, inter-related societal issues. As such, this approach strives to be Meaningful, Significant, Active, Integrative and Issues-based.	
An Introduction to Culture <ul style="list-style-type: none"> • explore the concept of culture and demonstrate an understanding of its role in their lives • identify and explain factors that are creating a more global culture around the world 	Some Elements of Culture <ul style="list-style-type: none"> • give examples of how government influences, and has influenced, culture
English Language Arts (2014)	
https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_grade6_300614_g6_ela.pdf	
Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. <ul style="list-style-type: none"> • assess how thinking may be affected as a result of listening to others • express ideas in a range of discussions 	Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts <ul style="list-style-type: none"> • create inquiry questions to gather information for multiple purposes • evaluate information from a variety of selected sources • evaluate messages in texts • examine how responses to texts can affect social change