

# Readington Township Public Schools

## 6-8 Health

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Readington Township Public Schools

[www.readington.k12.nj.us](http://www.readington.k12.nj.us)

**Grades Six through Eighth**  
**2.1 Personal and Mental Health**  
**2.2 Nutrition**  
**2.3 Safety**  
**9.1 Personal Finance**

**Overview**

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities. (NJDOE)

**Strategies**

Teacher presentation  
Teacher read-aloud  
Group discussion  
Small Group instruction  
Group presentations

**Accommodations**

[Accommodations and Modification Addendum](#)

**Assessments**

Formative	Summative
<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Anecdotal Notes from teacher observation</li> <li>● Cooperative Learning Groups</li> <li>● Exit Slips</li> <li>● Open Ended Questions</li> <li>● Checklists</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● Quizzes</li> </ul>
Benchmark	Alternative
<ul style="list-style-type: none"> <li>● Notebook check with rubric</li> <li>● End of unit presentation with rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Presentations</li> <li>● Performance Assessments</li> <li>● Role Play</li> </ul>

**Resources**

Required	Supplemental
<ul style="list-style-type: none"> <li>● The Great Body Shop</li> <li>● <a href="#"><u>KidsHealth.org</u></a></li> <li>● <a href="#"><u>USDA Food and Nutrition Service</u></a></li> </ul>	<ul style="list-style-type: none"> <li>● Teen Health copyright 2005</li> <li>● Brain Pop</li> <li>● YouTube Videos (district approved)</li> </ul>

<ul style="list-style-type: none"> <li>● Scholastic Choices Magazine</li> <li>● Catch My Breath</li> </ul>	<ul style="list-style-type: none"> <li>● Drug Free World.org</li> <li>● <a href="#">NEWSELA-Health and Fitness</a></li> <li>● <a href="#">Everfi- FutureSmart-Financial Literacy</a></li> <li>● <a href="#">Aevidum</a></li> <li>● NJCAP (Child Assault Prevention)</li> </ul>
<b>Disciplinary Concepts</b>	
<ul style="list-style-type: none"> <li>● <a href="#">Personal Growth and Development</a></li> <li>● <a href="#">Pregnancy and Parenting</a></li> <li>● <a href="#">Emotional Health</a></li> <li>● <a href="#">Social and Sexual Health</a></li> <li>● <a href="#">Community Health Services and Support</a></li> <li>● <a href="#">Nutrition</a></li> <li>● <a href="#">Personal Safety</a></li> <li>● <a href="#">Health Conditions, Diseases and Medicines</a></li> <li>● <a href="#">Alcohol, Tobacco and other Drugs</a></li> <li>● <a href="#">Dependency, Substance Disorder and Treatment</a></li> </ul>	
<b>2024 Schedule</b> <a href="#">Updated Scope and Sequence</a>	
<b>Personal Growth and Development</b> Pacing: 4-5 Lessons	
Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. (NJDOE)	
<b>Core Ideas</b>	<b>Performance Expectations</b>
Individual actions, genetics, and family history can play a role in an individual’s personal health.	<ul style="list-style-type: none"> <li>● 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</li> <li>● 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health</li> <li>● 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</li> </ul>
Responsible actions regarding behavior can impact the development and health of oneself and others.	<ul style="list-style-type: none"> <li>● 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</li> </ul>
<b>Sixth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Discover the different needs and functions of the cells within the body and explain how cells grow, reproduce, and form tissues, organs, and systems.</li> <li>● Understanding the function of genetic material in the human body.</li> <li>● Puberty is a time of physical, social, and emotional changes.</li> </ul>	<ul style="list-style-type: none"> <li>● How is health influenced by the body systems?</li> <li>● What can happen when cells behave abnormally?</li> <li>● What are the physical, social, and emotional changes during puberty?</li> <li>● What is emotional maturity?</li> </ul>

<ul style="list-style-type: none"> <li>Understanding the importance and need to have strong, positive relationships with others.</li> </ul>	
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>Explain the function of genetic material in the human body.</li> <li>Respect the uniqueness of each individual.</li> <li>Identify genetic tendencies for health risks.</li> <li>Use a genetic map to predict which members of a family will be hemophiliacs or carriers of hemophilia.</li> <li>Describe the physical changes which happen to the body during puberty and why they happen.</li> <li>Recognize the ability of the human body to reproduce.</li> <li>Compile a list of the routine physical care your body will need as it goes through puberty.</li> </ul>	
<p align="center"><b>Seventh Grade</b></p>	
<p align="center"><b>Enduring Understandings</b></p>	<p align="center"><b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>There are internal and external parts of the reproductive system.</li> <li>All parts of the reproductive system have a purpose.</li> <li>Many factors play a role in an individual's health.</li> </ul>	<ul style="list-style-type: none"> <li>What is the function of the menstrual cycle?</li> <li>Where is sperm made?</li> <li>What does it mean to be healthy for you?</li> <li>How do the components of health relate to you?</li> <li>How can we analyze and be aware of our strengths &amp; weaknesses?</li> </ul>
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>Name at least two parts of the internal and external female reproductive system and describe their function.</li> <li>Demonstrate a basic understanding of the menstrual cycle.</li> <li>Name at least two parts of the internal and external male reproductive systems and describe their function.</li> <li>Demonstrate a basic understanding of where sperm is made and how it leaves the body.</li> <li>Describe how wellness applies to you.</li> <li>Identify risky behaviors that will impact health and wellness.</li> <li>Distinguish between physical, mental, emotional, and social health.</li> </ul>	
<p align="center"><b>Eighth Grade</b></p>	
<p align="center"><b>Enduring Understandings</b></p>	<p align="center"><b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</li> <li>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>How can we employ behaviors we have learned from our families, culture, and experiences to establish and maintain healthy relationships with others?</li> <li>How does technology impact our ability to develop and maintain healthy behaviors and interpersonal relationships?</li> </ul>
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>Describe social, emotional, and physical changes during puberty.</li> <li>Explain reproductive stages of growth and development from fertilization through birth and describe the factors that impact prenatal health.</li> <li>Identify responsible choices and skills that ensure healthy emotional, social, and physical development through adulthood, including healthy ways to demonstrate affection.</li> </ul>	

- Identify gender identity, gender expression, and sexual orientation and create a plan to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- Critically analyze various pressures and influences related to dating and sexual activity.
- Describe the characteristics of a trustworthy partner and how to effectively maintain or end a relationship.
- Determine when the services of a professional are needed to intervene in a relationship.
- Discuss the consequences associated with sexting and improper use of technology through social media
- Define the types of sexual harassment, their potential consequences, and the appropriate way to respond.
- Define consent and the factors that can affect consent.

### 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**  
Utilize critical thinking to make sense of problems and persevere in solving them.  
**Activity:** In small groups, students will create a cause and effect chart highlighting the relationship between behaviors and personal health.
- **9.2 Career Awareness, Exploration, and Preparation**  
**9.2.8.CAP.5:** Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals, and an educational plan.  
**Activity:** Students will list their areas of interest and research types of health careers that would utilize those interests.
- **9.4 Life Literacies and Key Skills**  
**9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.  
**Activity:** Analyze heart rate monitor data and create a class goal.  
**9.4.8.TL.1:** Construct a spreadsheet to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.  
**Activity:** Students will create a spreadsheet to analyze information from their health data report.
- **Interdisciplinary Connections**  
**SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
**Activity:** Students will have collaborative discussions based on reading from NEWSELA lifestyle articles.

## Pregnancy and Parenting

Pacing: 2-3 Lessons

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting. (NJDOE)

Core Ideas	Performance Expectations
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	<ul style="list-style-type: none"> <li>● 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</li> </ul>

	<ul style="list-style-type: none"> <li>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</li> <li>2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</li> </ul>
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	<ul style="list-style-type: none"> <li>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</li> <li>2.1.8.PP.5: Identify resources to assist with parenting.</li> </ul>
<b>Sixth Grade</b>	
<b>NA</b>	
<b>Seventh Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Abstinence is the safest and most effective prevention method for pregnancy.</li> <li>If a person chooses to carry the pregnancy for all nine months, they need to work to keep both themselves and the fetus healthy for those nine months.</li> <li>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</li> <li>There are a variety of factors that affect the social, emotional, and financial aspects that are associated with parenthood.</li> </ul>	<ul style="list-style-type: none"> <li>What can a person do to keep themselves and a fetus healthy during pregnancy?</li> <li>What are the stages of pregnancy?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Abstinence is the most effective way to prevent pregnancy.</li> <li>Name at least three common symptoms of pregnancy.</li> <li>List at least two things a person can do once they discover they are pregnant to promote a healthy pregnancy.</li> <li>Explain reproductive stages of growth and development from fertilization through birth and describe the factors that impact prenatal health.</li> <li>Recognize the signs and symptoms of pregnancy.</li> <li>Correlate the connections between prenatal care and the decrease in congenital disabilities.</li> <li>Understand the importance of breast and testicular self-examinations and routine medical checkups in maintaining overall health.</li> </ul>	
<b>Eighth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>There are signs to look for and tests that can be completed to identify pregnancy.</li> <li>Pregnancy options include parenting, abortion, and adoption.</li> <li>Resources are available to provide support to parents.</li> </ul>	<ul style="list-style-type: none"> <li>How can you determine if you are pregnant?</li> <li>What are the options if you are pregnant?</li> <li>Who can parents turn to for support?</li> </ul>
<b>Learning Objectives</b>	

Students will:	
<ul style="list-style-type: none"> <li>Describe what pregnancy testing is.</li> <li>List at least two signs of pregnancy.</li> <li>Summarize the three options available for every pregnancy.</li> <li>Recall a major milestone of each trimester of fetal development.</li> <li>Identify multiple resources to assist with parenting.</li> </ul>	
21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> <li><b>Career Ready Practices</b> Attend to financial well-being. <b>Activity:</b> Teacher-led discussion of financial impacts on adolescent parents and their families.</li> <li><b>9.4 Life Literacies and Key Skills</b> <b>9.4.8.CT.2:</b> Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. <b>Activity:</b> In small groups, students will compare resources available to assist with parenting.</li> <li><b>Interdisciplinary Connections</b> <b>RI.CI.7.2.</b> Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <b>Activity:</b> Students will read about the stages of pregnancy and summarize the key components.</li> </ul>	

Emotional Health	
Pacing: 2-3 Lessons	
Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.	
Core Ideas	Performance Expectations
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	<ul style="list-style-type: none"> <li>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</li> <li>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>
Sixth Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Self-management skills impact an individual's ability to recognize and cope with stress.</li> <li>How to cope with stress and how communities deal with stress.</li> <li>Understanding the importance of mental health.</li> </ul>	<ul style="list-style-type: none"> <li>How can we employ self-management skills to recognize, cope, and express difficult emotions related to difficult events?</li> <li>How do our actions cause stress to others or the community stress and what can we do to lower the stress of our community?</li> </ul>

	<ul style="list-style-type: none"> <li>What is mental health and why is it so important?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Define stress and explain the ways it can help or hurt your body.</li> <li>Discuss why some kinds of stress are valuable to you.</li> <li>Practice becoming aware of symptoms of stress in yourself and others.</li> <li>Analyze your own body's reactions to different types of stress.</li> <li>Describe various sources of stress for different people at different stages of life.</li> <li>Show how having a feeling of control over one's circumstances can lessen stress.</li> <li>Practice recognizing in advance, situations that might cause you negative stress.</li> <li>Analyze various sources of stress to discover the root cause.</li> <li>Describe positive ways of managing and coping with stress.</li> <li>Determine the level of stress that is comfortable for you in short, medium, and long-range time frames.</li> </ul>	
<b>Seventh Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</li> <li>creating awareness on how different situations can affect emotional health, and in turn, affect your entire wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>How can we employ self-management skills to recognize and cope with mental, psychological, and emotional situations?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Identify and describe a range of feelings, explain with specific examples how emotions affect daily functioning and long-term health, and explore appropriate ways of managing and expressing these feelings.</li> <li>Explore positive social interactions to look for common elements (such as tolerance, honesty, self-discipline, respectfulness, kindness, and respecting individual differences) and set a goal to personally practice modeling those traits in peer relationships.</li> <li>Identify signs and symptoms of when social situations or emotional stressors are becoming unhealthy or troublesome, and how to get support for self or others.</li> <li>Analyze and evaluate the effects of digital communication on relationships.</li> </ul>	
<b>Eighth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Many internal and external factors can influence mental and emotional health.</li> <li>There are strategies and supports available when struggling with unhealthy social or emotional situations.</li> </ul>	<ul style="list-style-type: none"> <li>What are examples of social or emotional harmful behaviors?</li> <li>What strategies can be implemented to help during unhealthy social or emotional situations?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Assess internal and external influences, the components of personal well-being, skills, and character traits that contribute to positive mental and emotional health.</li> <li>Identify the needs, skills, character traits, and values that lead to positive social health.</li> <li>Explore internal and external factors that lead to harmful behaviors socially and emotionally, including suicide, depression, harassment, and bullying, and identify pro-social strategies to respond to or intervene in unhealthy social and emotional situations.</li> </ul>	
<b>21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS</b>	



- **Career Ready Practices**

Act as a responsible and contributing community member and employee.

**Activity:** In small groups, students will brainstorm a list of stress-induced events (positive and negative) and the stress management strategies that can be used.

- **9.2 Career Awareness, Exploration, and Preparation**

**9.2.8.CAP.12:** Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

**Activity:** Teacher-led discussions of the possible careers in health care and character traits that would enhance the skills needed to work in this field.

- **9.4 Life Literacies and Key Skills**

**9.4.8.TL.2:** Gather data and digitally represent information to communicate a real-world problem.

**Activity:** Students will collect data on what stress management strategies are most preferred by grade level and digitally share the results.

- **Computer Science**

**8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.

**Activity:** Students will collect data on what stress management strategies are most preferred by grade level and digitally share the results.

- **Interdisciplinary Connections**

**RI.MF.7.6.** Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

**Activity:** Students will compare and contrast the information presented about stress management in written and visual forms.

## Social and Sexual Health

Pacing: 4-5 Lessons

Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Core Ideas	Performance Expectations
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	<ul style="list-style-type: none"> <li>● 2.1.8.SSH.1: Differentiate between gender identity, gender expression, and sexual orientation.</li> <li>● 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</li> </ul>
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<ul style="list-style-type: none"> <li>● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> </ul>

	<ul style="list-style-type: none"> <li>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships</li> <li>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</li> <li>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> </ul>
There are factors that contribute to making healthy decisions about sex.	<ul style="list-style-type: none"> <li>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</li> <li>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</li> <li>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</li> <li>2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</li> <li>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</li> </ul>
<b>Sixth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>There are many different kinds of relationships and they have different characteristics.</li> <li>To understand the importance of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors.</li> <li>Sexual agency is when we believe that a person should and can make the best decisions for their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>What are the main differences between a friendship and a romantic relationship?</li> <li>When should you communicate assertively, aggressively, or passively?</li> <li>Who should make decisions about your body?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship.</li> <li>Identify at least two similarities and two differences between friendships and romantic relationships.</li> <li>Define three types of communication: passive, assertive, and aggressive.</li> <li>Identify at least two factors that are important in deciding whether and when to engage in sexual behaviors.</li> </ul>	
<b>Seventh Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Identity has to do with who we are.</li> <li>Everyone deserves to be treated respectfully regardless of sexual orientation and/or gender identity.</li> </ul>	<ul style="list-style-type: none"> <li>How are STDs transmitted?</li> <li>What behaviors put people at high or low risk for STDs?</li> <li>What are the stages of growth from fertilization</li> </ul>

<ul style="list-style-type: none"> <li>• A sexually transmitted disease means a disease a person can get from another person when they do something sexual with that person.</li> <li>• STDs are primarily transmitted through oral, anal, and vaginal sex.</li> </ul>	through birth and what impacts prenatal health?
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>• Describe social, emotional, and physical changes during puberty.</li> <li>• Differentiate between the terms gender roles, gender identity, gender expression, and sexual orientation, and analyze attitudes, behaviors, and influences associated with them.</li> <li>• List at least two respectful ways of communicating with any individual.</li> <li>• Define vaginal, oral, and anal sex in relation to the spread of sexually transmitted disease.</li> <li>• Define STDs and HIV.</li> <li>• Name at least three common STDs and how they are transmitted.</li> <li>• Compare sexual behaviors that put people at high, low or no risk for STDs.</li> <li>• Explain reproductive stages of growth and development from fertilization through birth and describe the factors that impact prenatal health.</li> <li>• Demonstrate strategies to establish and communicate personal boundaries and show respect for the boundaries of others.</li> </ul>	
<p align="center"><b>Eighth Grade</b></p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Everyone has the right to feel like they belong at school.</li> <li>• Birth control, sometimes called contraception, is one way to prevent pregnancy.</li> <li>• Consent is a key skill that all people need to learn and practice to respectfully ask, receive, or respond to rejection.</li> </ul>	<ul style="list-style-type: none"> <li>• What kinds of things make you feel like school is a safe environment?</li> <li>• Why is effective birth control important?</li> <li>• What is consent?</li> </ul>
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>• Define sexual consent.</li> <li>• Define sexual agency.</li> <li>• Identify at least two factors that can impact a person's ability to give consent.</li> <li>• Name at least one reliable resource or person they can talk to about sexual orientation and gender identity, including parents, grandparents, teachers, and other trusted adults.</li> <li>• Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy.</li> <li>• Correctly recall that there is generally a gap between when a person may start to have sex and when they may wish to get pregnant, which makes using effective birth control important.</li> <li>• Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy.</li> <li>• Describe at least two ways in which an unhealthy relationship can become a healthy one.</li> </ul>	
<p align="center"><b>21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS</b></p>	
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices</b> Act as a responsible and contributing community member and employee. <b>Activity:</b> Class discussions on the importance of building relationships and communication when preparing for future careers.</li> <li>• <b>9.4 Life Literacies and Key Skills</b> <b>9.4.8.TL.3:</b> Select appropriate tools to organize and present information digitally.</li> </ul>	

**Activity:** Students will create a digital poster to promote respect for all people in the school community.

- **Interdisciplinary Connections**

**SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

**Activity:** Students will role-play situations that call for refusal, negotiation, and assertiveness.

**SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly A) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Activity:** Students will discuss the communication skills that support healthy relationships.

## Community Health Services and Support

Pacing: 4-5 Lessons

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

Core Ideas	Performance Expectations
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	<ul style="list-style-type: none"><li>● 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</li><li>● 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</li><li>● 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</li><li>● 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</li></ul>

	<ul style="list-style-type: none"> <li>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</li> </ul>
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	<ul style="list-style-type: none"> <li>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> <li>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</li> </ul>
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	<ul style="list-style-type: none"> <li>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</li> </ul>
<b>Sixth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Sadness, anxiety, and depression can be made worse for better depending on the situation.</li> <li>Several strategies and professionals can promote positive emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>What situations can lead to increased sadness, anxiety, or depression?</li> <li>What strategies or professionals can help with emotional health?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Examine difficult situations that might lead to feelings of sadness, anxiety, and or depression.</li> <li>Demonstrate effective communication skills during conflict situations to create resolution and show empathy.</li> <li>Utilize time management skills and strategies in order to create positive emotional health.</li> <li>Identify and describe how to access professionals at school and in the community that can help provide solutions to health issues including suicide prevention, CPR/AED, breast self-exam, and stress.</li> </ul>	
<b>Seventh Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>There are state and federal laws related to sexual health and consent.</li> <li>There is a relationship between the environment and health.</li> </ul>	<ul style="list-style-type: none"> <li>What are the state and federal laws related to sexual health care?</li> <li>How can awareness of the relationship between the environment and health be increased?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Describe the state and federal law related to the age of consent, healthcare services, and abuse.</li> <li>Identify state laws related to confidentiality in sexual health care.</li> <li>Identify health professionals at school and in the community available to assist with suicide and other emotional coping situations.</li> <li>Identify and access sources of support at home, in school, and in the community, such as parents, guardians, and other trusted adults who can provide information and help when needed for a variety of health topics.</li> <li>Recognize the importance of a healthy environment by looking for possible sources of pollution in specific environments (your home, school, and community).</li> <li>Discuss the effects of various sources of pollution (depletion of the ozone layer, noise pollution, water contamination) on health.</li> </ul>	

<ul style="list-style-type: none"> <li>● Illustrate methods used by communities to dispose of waste, purify water, or combat the effects of noise pollution.</li> <li>● Discover the relationship between environment and health and demonstrate advocacy skills to bring awareness to an environmental issue.</li> </ul>	
<b>Eighth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Explicit consent means verbally agreeing to be sexual with someone. Consent is never implied.</li> <li>● Sexual assault is never the fault of the victim.</li> <li>● Trusted adults including family members, caregivers, and school staff can provide guidance and support when dealing with sexual assault.</li> <li>● There are skills that can help during emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>● What is explicit consent?</li> <li>● What are the situations in which someone can't give explicit consent?</li> <li>● Why is sexual assault never the fault of the victim?</li> <li>● What should someone do if they are sexually assaulted?</li> <li>● Why is it normal to feel uncomfortable or afraid to talk about sexual assault?</li> <li>● What can be done to help during emergencies?</li> </ul>
<b>Learning Objectives</b>	
<b>Students will:</b>	
<ul style="list-style-type: none"> <li>● Describe at least two ways in which STDs, including HIV, can be transmitted.</li> <li>● Name at least one step that could reduce or eliminate the chances of contracting an STD.</li> <li>● List at least one example of each of the following: mutual consent, unfair manipulation, threats, and aggression.</li> <li>● Identify trusted adults including family members, caregivers, and school staff who can provide guidance and support in situations of sexual harassment, abuse, assault, or exploitation.</li> <li>● Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted.</li> <li>● Demonstrate an understanding of how to report a sexual assault or abusive relationship.</li> <li>● Explain and demonstrate effective skills for managing common emergencies, including burns, bleeding injuries, shock, sprains, strains, concussions, asthma attacks, allergic reactions, seizures, fractures, bites, and stings.</li> <li>● Discuss ways to prevent unintentional injuries and emergencies.</li> <li>● Recognize basic life support concepts, and review effective ways of managing an obstructed airway.</li> <li>● Discuss the importance of personal and community rules regarding safety.</li> <li>● List health professionals at school and in the community available to assist and address specific health emergencies, and life skills training (CPR/AED, epi-pen).</li> </ul>	
<b>21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>● <b>Career Ready Practices</b> Consider the environmental, social, and economic impacts of decisions. <b>Activity:</b> Students will identify health issues related to climate change and brainstorm strategies to address the issues.</li> <li>● <b>9.2 Career Awareness, Exploration, and Preparation</b> <b>9.2.8.CAP.4:</b> Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. <b>Activity:</b> Teacher-led discussion about online safety including sexting.</li> <li>● <b>9.4 Life Literacies and Key Skills</b> <b>9.4.8.CT.2:</b> Develop multiple solutions to a problem and evaluate short- and long-term effects to</li> </ul>	

determine the most plausible option

**Activity:** In groups, students will discuss common emergencies and brainstorm solutions.

- **Interdisciplinary Connections**

**RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

**Activity:** Students will read and analyze teacher-provided text about anxiety and depression to identify indicators and where assistance is available.

**SL.UM.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Activity:** Students will create a digital presentation addressing a health/safety issue of their choice.

## Nutrition

Pacing: 2-3 Lessons

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

Core Ideas	Performance Expectations
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<ul style="list-style-type: none"><li>● 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li><li>● 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li><li>● 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.</li><li>● 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</li></ul>

### Sixth Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"><li>● Understand dietary guidelines, food labels, how food is handled, and the dietary needs of different individuals.</li></ul>	<ul style="list-style-type: none"><li>● What factors can influence an individual's choices when selecting balanced nutrition and how can we make the right choices?</li></ul>

### Learning Objectives

Students will:

- Describe the Dietary Guidelines.
- Demonstrate the positive effects of a healthful diet.

- Construct a diet plan for a family that allows for differing dietary needs and includes adapting recipes or meal plans.
- Compare and contrast the dietary needs of family members at different stages of the life cycle
- Summarize the factors that are important in responsible meal planning and shopping for a family.
- Identify healthful and unhealthful reasons for eating and explain what the consequences can be of certain eating disorders.
- Set realistic goals to achieve a healthful energy balance in eating habits.
- From information collected about how food is handled in restaurants for safety, make your own set of rules for safe food handling.
- For each of the skill steps in food handling (storage, preparation, serving) , name a practice that helps to protect yourself or others.

### Seventh Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Understand dietary guidelines, food labels, how food is handled, and the dietary needs of different individuals.</li> </ul>	<ul style="list-style-type: none"> <li>● What factors can influence an individual's choices when selecting balanced nutrition and how can we make the right choices?</li> </ul>

### Learning Objectives

#### Students will:

- Making use of the US Dietary Guidelines and other recognized resources, describe a daily diet, adequate physical activity, and the amount of rest needed daily during the adolescent growth spurt to improve current and future health.
- Analyze how media, technology, family, peers, and cultural influences can affect personal practices, behaviors, and beliefs regarding nutrition and physical activity.
- Identify diseases/disorders associated with poor levels of fitness and/or nutrition, discuss the role of health behaviors in causing these diseases/disorders, and identify resources for support.

### Eighth Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Advocacy for personal, family, community and global health can influence and change the interaction of people and their health.</li> <li>● Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</li> </ul>	<ul style="list-style-type: none"> <li>● What factors can influence an individual's choices when selecting balanced nutrition and how can we make the right choices?</li> </ul>

### Learning Objectives

#### Students will:

- Using valid nutritional information to assess nutritional needs and analyze dietary intake, make healthy meal plans for one week using foods prepared in a variety of ways including different ethnic and cultural choices, set a budget, use unit pricing to determine the most economical food purchases, and prepare one of the meals while demonstrating safe food preparation techniques.
- Formulate and put into effect a total fitness plan that can be implemented and assessed by collecting data and interpreting the results with or without the use of technology; identify reasons at the outset for any changes that may be made later in carrying out the plan.
- List barriers to establishing and maintaining healthy eating practices and attaining personal goals in physical fitness, and set goals to overcome those barriers.

### 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS



- **Career Ready Practices**

Attend to financial well-being.

**Activity:** Students will compare shopping costs at bulk stores, grocery stores, and home delivery options.

- **9.2 Career Awareness, Exploration, and Preparation**

**9.2.8.CAP.15:** Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

**Activity:** Grocery shop from home: Students log on to Shoprite from home, Walmart, or Wegmans and create a weekly healthy shopping trip. Discuss how food delivery has become a career option.

- **9.4 Life Literacies and Key Skills**

**9.4.8.TL.1:** Construct a spreadsheet to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

**Activity:** Students will catalog data from nutrition labels from various aisles in the grocery store to look for trends.

- **Computer Science**

**8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.

**Activity:** In a spreadsheet, students will compare and contrast fast food commercials and determine what internal and external factors were used.

- **Interdisciplinary Connections**

**RI.CI.8.2.** Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Activity:** Students will read about different diet trends and summarize the key components.

## Personal Safety

Pacing: 4-5 Lessons

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Core Ideas	Performance Expectations
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	<ul style="list-style-type: none"> <li>● 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).</li> </ul>
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	<ul style="list-style-type: none"> <li>● 2.3.8.PS.2: Define sexual consent and sexual agency.</li> <li>● 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</li> <li>● 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</li> </ul>

	<ul style="list-style-type: none"> <li>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</li> </ul>
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	<ul style="list-style-type: none"> <li>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</li> <li>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect)</li> </ul>
<b>Sixth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Understanding the importance and need to have strong, positive relationships with others.</li> <li>Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</li> <li>Understanding sexual harassment and sexual abuse as well as how to get help in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>How can we employ self-management skills to recognize and cope with mental, psychological, and emotional situations?</li> <li>How do we evaluate and employ strategies to limit potential risks and help reduce negative impacts in difficult and unsafe situations?</li> <li>What are bullying, teasing, and harassment?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Review different safety hazards and the injuries that might result.</li> <li>Show you are responsible by taking time to analyze risks before doing things that might injure you.</li> <li>Practice safety procedures for injury prevention.</li> <li>Demonstrate respect and empathy for others.</li> <li>Identify efforts to reduce bullying in and out of school.</li> <li>Predict the consequences of bullying.</li> <li>Compile a list of those with whom you can talk depending on the type of need.</li> <li>Define sexual harassment and sexual abuse.</li> <li>Demonstrate responsibility by taking a stand against harassment.</li> <li>Practice assertive responses to personal safety situations.</li> </ul>	
<b>Seventh Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</li> <li>Understanding sexual harassment and sexual abuse as well as how to get help in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>How do we evaluate and employ strategies to limit potential risks and help reduce negative impacts in difficult and unsafe situations?</li> <li>What are sexual harassment and sexual abuse?</li> </ul>
<b>Learning Objectives</b> <b>Students will:</b>	
<ul style="list-style-type: none"> <li>Identify ways to prevent or reduce the risk of injuries in different settings and activities and explain how external and internal influences can impact injury prevention behaviors</li> </ul>	

- Discuss factors that lead to violence including conflict, intolerance, negative peer pressures (including gangs), harassment, bullying, and other abusive behavior, and demonstrate effective conflict resolution, communication, and negotiation skills for resolving disputes.
- Identify different forms of cyberbullying and how it affects one's health and safety, and demonstrate effective ways to respond including seeking help from trusted adults.

### Eighth Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</li> <li>● Understanding what to do in an emergency situation and knowing how to respond.</li> </ul>	<ul style="list-style-type: none"> <li>● How do we evaluate and employ strategies to limit potential risks and help reduce negative impacts in difficult and unsafe situations?</li> </ul>

### Learning Objectives

#### Students will:

- Explain how to take an active role in making your community safe and identify the benefits of community service.
- Identify types and possible causes of violence; describe the effect of violence on the health of the individual, the family, the community, and the school; respond appropriately to situations involving bullying and gangs.
- Describe sexual violence including techniques used to coerce or pressure someone to engage in sexual behavior and explain why a person has the right to refuse.
- Practice ways to proactively prevent and respond to unsafe situations, recognize emergencies, and respond appropriately to dangerous situations, including domestic situations.

### 21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS

- **Career Ready Practices**  
Act as a responsible and contributing community member and employee.  
**Activity:** Students discuss the impact of technology and social media on relationships.
- **9.2 Career Awareness, Exploration, and Preparation**  
**9.2.8.CAP.4:** Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.  
**Activity:** Teacher-led discussion about online safety including sexting.
- **9.4 Life Literacies and Key Skills**  
**9.4.8.IML.10:** Examine the consequences of the uses of media (e.g., RI.8.7).  
**Activity:** Students create and present a lesson on healthful behaviors and how technology can influence their health
- **Interdisciplinary Connections**  
**RI.CI.7.2.** Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
**Activity:** Students will read and analyze teacher-provided text about safe social media use.  
**SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  
**Activity:** Students will create a digital presentation addressing a health/safety issue of their choice.

## Health Conditions, Diseases and Medicines

Pacing: 3-4 Lessons

<p>Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.</p>	
Core Ideas	Performance Expectations
<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p>	<ul style="list-style-type: none"> <li>2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</li> <li>2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</li> <li>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</li> <li>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</li> <li>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</li> </ul>
<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<ul style="list-style-type: none"> <li>2.3.8.HCDM.6: Explain how the immune system fights disease.</li> <li>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</li> </ul>
Sixth Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>How does the body's ability to fight disease and respond to health conditions help it stay healthy?</li> <li>Who can help in the community?</li> </ul>
Learning Objectives	
Students will:	
<ul style="list-style-type: none"> <li>Show how important you think it is for you to stay away from potentially harmful situations.</li> <li>Show how you respect what different parts of the immune system do to fight disease.</li> <li>Compare and contrast a healthy immune system and an unhealthy immune system.</li> <li>Identify those whom you can turn to for help in different situations.</li> </ul>	

Seventh Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</li> </ul>	<ul style="list-style-type: none"> <li>How do we evaluate and employ strategies to limit potential risks and help reduce negative impacts in difficult and unsafe situations?</li> <li>How can diseases be contracted?</li> <li>How can choices help prevent the spread of disease?</li> <li>How does the immune system affect an individual's ability to fight and treat disease?</li> </ul>
Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Define and classify communicable and noncommunicable diseases and identify symptoms and prevention methods for each.</li> <li>Explain what it means to be a self-advocate and demonstrate strategies for communicating with healthcare providers to enhance personal health.</li> <li>Identify feelings and emotions associated with disease and disability including grief and loss and strategies for self-care.</li> </ul>	
Eighth Grade	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Abstinence is the safest and most effective prevention method for the spread of HIV and other STI.</li> <li>Choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</li> <li>Our environment can impact our health.</li> </ul>	<ul style="list-style-type: none"> <li>How do our choices impact our health?</li> <li>What are some health problems that are influenced by the environment?</li> </ul>
Learning Objectives Students will:	
<ul style="list-style-type: none"> <li>Discuss the importance of prevention behaviors, early detection in preventing the progression of disease, and the need to follow prescribed healthcare procedures given by parents and healthcare providers.</li> <li>Define virus in general and HIV specifically, including modes of transmission and signs or symptoms.</li> <li>Describe the signs, symptoms, modes of transmission, and treatments of STDs and explain abstinence is the safest and most effective prevention method.</li> <li>Research, then compare and contrast the symptoms, prevention strategies, and/or management techniques for various chronic diseases and disorders and set goals to appropriately support students and family members with those conditions.</li> <li>Describe risk factors, consequences, methods of transmission, symptoms, treatment, and prevention of communicable sexually transmitted diseases.</li> <li>Discover the relationship between the environment and health by researching major health problems of the world and their relationship to the environment.</li> <li>Choose an environmental health problem, explain the cause and impact of the problem, research what is being done to combat the problem, and construct your own plan to protect a community (country or world) from the threat posed by that problem, keeping in mind relevant financial, political, and social issues.</li> </ul>	
21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> <li>Career Ready Practices</li> </ul>	

Demonstrate creativity and innovation.

**Activity:** Students will create a poster illustrating how the immune system works to fight disease.

- **9.2 Career Awareness, Exploration, and Preparation**

**9.2.8.CAP.10:** Evaluate how careers have evolved regionally, nationally, and globally.

**Activity:** Teacher-led discussion of agencies and careers related to disease prevention.

- **9.4 Life Literacies and Key Skills**

**9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

**Activity:** Students will create a poster illustrating how the immune system works to fight disease.

- **Interdisciplinary Connections**

**SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Activity:** Students will create a presentation using visual displays identifying universal precautions that prevent disease.

## Alcohol, Tobacco, and Other Drugs

Pacing: 2-3 Lessons

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Core Ideas	Performance Expectations
The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	<ul style="list-style-type: none"><li>● 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</li><li>● 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li><li>● 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</li><li>● 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li><li>● 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</li></ul>

### Sixth Grade

Enduring Understandings	Essential Questions
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<ul style="list-style-type: none"> <li>• The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</li> <li>• The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• How do peers influence healthy &amp; unhealthy behaviors?</li> <li>• How can the use of alcohol, tobacco, and other drugs, including vaping result in social, emotional, and physical harm to oneself and others?</li> <li>• How can someone get help if drug or alcohol addiction is suspected?</li> </ul>
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>• Define physical and psychological addiction and describe the effects of addiction to various behaviors and substances.</li> <li>• Examine the value and positive benefits of a drug-free lifestyle.</li> <li>• Identify external and internal pressures that are common in adolescence and ways to cope with these pressures.</li> <li>• Explain the need for help with alcohol and drug addiction as well as problems that could lead to addiction and identify appropriate resources.</li> <li>• List school and community resources in your area.</li> <li>• Identify lack of self-esteem as a reason for drug experimentation and describe what can be done to build self-esteem.</li> </ul>	
<b>Seventh Grade</b>	
<b>NA</b>	
<b>Eighth Grade</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</li> <li>• A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</li> <li>• The use and abuse of alcohol, tobacco, and other drugs impact the individual as well as others.</li> </ul>	<ul style="list-style-type: none"> <li>• How do peers influence healthy &amp; unhealthy behaviors?</li> <li>• How can the use of alcohol, tobacco, and other drugs, including vaping result in social, emotional, and physical harm to oneself and others?</li> <li>• What factors can contribute to disorders?</li> <li>• How can dependency affect an individual and family?</li> </ul>
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>• Recognize the adverse consequences of all forms of tobacco, alcohol, inhalants(including vaping), marijuana, caffeine, PCP, LSD, cocaine, and other drugs including sleep, vision, coordination, reaction time, judgment, and memory.</li> <li>• Discuss different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, and cannabis products), and other drugs.</li> <li>• Develop effective resistance strategies and prevention skills, including positive alternatives to drug use.</li> </ul>	
<b>21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices</b> Demonstrate creativity and innovation.</li> </ul>	

**Activity:** Students will generate a web showing the interconnectedness to activities impacted when alcohol and other drugs impact vision, sleep, coordination, reaction time, and judgment.

- **9.4 Life Literacies and Key Skills**

**9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

**Activity:** Students will generate a web showing the interconnectedness to activities impacted when alcohol and other drugs impact vision, sleep, coordination, reaction time, and judgment.

- **Interdisciplinary Connections**

**RI.CI.8.2.** Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Activity:** Students will read about the rules and laws regarding alcohol, tobacco, and other drugs and summarize their learning.

## Dependency, Substances Disorder and Treatment

Pacing: 2-3 Lessons

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Core Ideas	Performance Expectations
A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.	<ul style="list-style-type: none"> <li>● 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</li> <li>● 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</li> </ul>
The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	<ul style="list-style-type: none"> <li>● 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</li> <li>● 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</li> <li>● 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</li> </ul>

### Sixth Grade

NA

### Seventh Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including</li> </ul>	<ul style="list-style-type: none"> <li>● How do peers influence healthy &amp; unhealthy behaviors?</li> </ul>



<p>cannabis products) can result in social, emotional, and physical harm to oneself and others.</p> <ul style="list-style-type: none"> <li>• Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</li> </ul>	<ul style="list-style-type: none"> <li>• How can the use of ATOD, including vaping result in social, emotional, and physical harm to oneself and others?</li> <li>• What factors can contribute to disorders? (2.3)</li> <li>• How can dependency affect an individual and family?</li> </ul>
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>• Identify the signs and symptoms of substance disorders.</li> <li>• Describe how substance abuse and addiction to alcohol, tobacco, and other drugs affect the individual, the family, and the community.</li> <li>• Identify internal factors (values and beliefs) and external factors (family, peers, culture, media, community, faith-based affiliation) that influence the decision to use or not use drugs.</li> <li>• Identify when health-related situations require the application of a thoughtful decision-making process and demonstrate the skill steps needed to make healthful choices.</li> <li>• Investigate methods for intervention, treatment, and cessation of drug dependency for a variety of different addictive substances.</li> </ul>	
<p align="center"><b>Eighth Grade</b></p>	
<p align="center"><b>Enduring Understandings</b></p>	<p align="center"><b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>• The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</li> <li>• A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</li> <li>• The use and abuse of alcohol, tobacco, and other drugs impact the individual as well as others.</li> </ul>	<ul style="list-style-type: none"> <li>• How do peers influence healthy &amp; unhealthy behaviors?</li> <li>• How can the use of alcohol, tobacco, and other drugs including vaping result in social, emotional, and physical harm to oneself and others?</li> <li>• What factors can contribute to disorders?</li> <li>• How can dependency affect an individual and family?</li> </ul>
<p align="center"><b>Learning Objectives</b> <b>Students will:</b></p>	
<ul style="list-style-type: none"> <li>• Identify services available for individuals affected by substance disorders and services available for their families at a community and state level.</li> <li>• Set goals to practice strategies for resisting negative peer pressure to engage in substance abuse and to avoid self-destructive behavior including taking steps to build individual assets.</li> <li>• Differentiate between the helpful use and harmful misuse of legal drugs and explain how to report or seek assistance when faced with an unsafe situation involving drug use or ingestion of poisonous substances.</li> <li>• Identify ways to use positive peer pressure to help counteract the negative effects of living in a culture where alcohol, tobacco, or other drug abuse or dependency exists.</li> </ul>	
<p align="center"><b>21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS</b></p>	
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices</b> Demonstrate creativity and innovation. <b>Activity:</b> Students will create a brochure identifying the signs and symptoms of alcohol, tobacco, and drug disorders.</li> </ul>	

- **9.4 Life Literacies and Key Skills**

**9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

**Activity:** Students will create a brochure identifying the signs and symptoms of alcohol, tobacco, and drug disorders.

- **Interdisciplinary Connections**

**RI.CI.8.2.** Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Activity:** Students will read about the services available for family members affected by substance disorders and summarize their learning.

**Personal Finance**  
**Credit and Debt Management**  
**Credit Profile**  
**Planning and Budgeting**  
Pacing: 3-4 Lessons

Money management includes examining various aspects of budgeting, building and maintaining a credit profile, loan and debt planning, identifying and managing potential risks and investments, and understanding various insurance options. NJSLS

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> <li>● There are strategies to increase your savings and limit debt.</li> <li>● Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.</li> <li>● There are strategies to build and maintain a good credit history.</li> <li>● Credit history affects personal finances.</li> <li>● A budget aligned with an individual's financial goals can help prepare for life events.</li> <li>● Goals (e.g., higher education, autos, and homes, retirement), affect your finances.</li> <li>● There are strategies to decrease and manage expenses.</li> </ul>	<ul style="list-style-type: none"> <li>● 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.</li> <li>● 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.</li> <li>● 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.</li> <li>● 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).</li> <li>● 9.1.8.CP.1: Compare prices for the same goods or services.</li> <li>● 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.</li> <li>● 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.</li> <li>● 9.1.8.CP.4: Summarize borrower's credit report rights.</li> <li>● 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.</li> <li>● 9.1.8.PB.3: Explain how to create budget that aligns with financial goals.</li> <li>● 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family)</li> <li>● 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</li> <li>● 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.</li> <li>● 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.</li> </ul>
<b>Sixth Grade</b>	
<b>Learning Objectives</b>	
<b>Students will:</b>	
<ul style="list-style-type: none"> <li>● Brainstorm current and future financial decisions.</li> <li>● Create a timeline outlining their financial future.</li> <li>● Apply comparison-shopping methods, such as gathering price and quality information, comparing spending &amp; non-spending alternatives, and comparing unit price information to follow a budget.</li> <li>● Analyze whether information from sources is accurate and reliable when comparing products and services.</li> </ul>	
<b>Seventh Grade</b>	
<b>Learning Objectives</b>	
<b>Students will:</b>	
<ul style="list-style-type: none"> <li>● Identify the pros and cons of using different payment types</li> <li>● Categorize a purchase as either a debit or credit transactions</li> <li>● Evaluate different career options based on job preferences and skills</li> <li>● Understand the costs and benefits of different post-secondary paths</li> </ul>	
<b>Eighth Grade</b>	
<b>Learning Objectives</b>	
<b>Students will:</b>	
<ul style="list-style-type: none"> <li>● Create their own business plan for a product/service</li> <li>● Analyze sample business pitches for effectiveness</li> <li>● Write and present a business pitch for the class</li> <li>● Find companies on the New York Stock Exchange website</li> <li>● Identify stock information for companies listed on the New York Stock Exchange</li> </ul>	
<b>Scope and Sequence</b>	
<b>Slight variations may occur by grade level.</b>	
<b>Units may contain Performance Expectations from multiple Disciplinary Concepts</b>	
<p>September-October: Personal Safety and Personal Growth and Development</p> <p>November-December: Nutrition and Health Conditions, Diseases and Medicines</p> <p>January-February: Emotional Health and Community Health Services and Support</p> <p>March-April: Alcohol, Tobacco and Other Drugs and Dependency, Substances Disorders and Treatment</p> <p>May-June: Pregnancy and Parenting and Social Sexual Health and Personal Financial Literacy</p>	

## State Statutes

Our middle school health program addresses the following state statutes as of June 2020, at the grade appropriate intervals.

[Visit this document for more information.](#)

- Mental Health (N.J.S.A. 18A:35-4.39)
- Sexting (N.J.S.A. 18A:35-4.33)
- Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- Bullying Prevention Programs (N.J.S.A. 18A:37- 17)
- Cancer Awareness (N.J.S.A. 18A:40-33)
- Domestic Violence Education (N.J.S.A. 18A:35-4.23)
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- Gang Violence Prevention (18A:35-4.26)
- Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
- Suicide Prevention (N.J.S.A. 18A: 6-111)
- LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)
- Consent (N.J.S.A. 18A:35)
- Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)
- Breast Self-Examination (N.J.S.A. 18A:35-5.4)
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a)
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20)
- Time devoted to course in Health, Safety and Physical Education
- Amistad Law N.J.S.A. 18A 52:16A-88
- Holocaust Law (N.J.S.A. 18A:35-28)