

# Readington Township Public Schools

## 6-8 Health

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## **I. OVERVIEW**

The Readington Township School District supports an organized, sequential health education curriculum providing students with the information and skills they need to become health literate in order to maintain and improve health, prevent disease, and reduce health-related risk behaviors. The health education program emphasizes the importance of choosing those behaviors that promote a healthy body and mind. Through the exploration of decision making, problem-solving, nutrition, communication, substance use, growth and development, conflict resolution, stress management, relationships, communicable diseases, noncommunicable diseases and first aid topics, students develop a sound physical, mental, emotional and social well being. They learn to be resilient at difficult times by making responsible decisions, develop good character traits, communicate effectively and follow a plan to manage stress. A health literate student exemplifies the following skills: self-directed learning, effective communication, critical thinking and responsible citizenship. Through the content of this course, students are encouraged to apply healthy mental, emotional and social skills to their everyday lives to make healthy choices.

## **II. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)**

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

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

**Staying healthy is a lifelong process that includes all dimensions of wellness.**

2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.

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

2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices

2.1.8.A.1 Assess and apply Health Data to enhance each dimension of personal wellness.

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.

2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

### **Strand B. Nutrition**

**Eating patterns are influenced by a variety of factors.**

2.1.6.B.1 Determine factors that influence food choices and eating patterns.

2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

2.1.8.B.4 Analyze the nutritional values of new products and supplements.

### **Strand C. Diseases and Health Conditions**

**The early detection and treatment of diseases and health conditions impact one's health.**

2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.

2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

**The prevention and control of diseases and health conditions are affected by many factors.**

2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

#### **Strand D. Safety**

**Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.**

2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

2.1.6.D.2 Explain what to do if abuse is suspected or occurs.

2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

**Applying first-aid procedures can minimize injury and save lives.**

2.1.6.D.4 Assess when to use basic first-aid procedures.

**Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.** 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.

2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.

**Applying first-aid procedures can minimize injury and save lives.**

2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

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

**Social and emotional development impacts all components of wellness.**

2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.

**Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.**

2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

**Stress management skills impact an individual's ability to cope with different types of emotional situations.**

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

**Social and emotional development impacts all components of wellness.**

2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

**Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.**

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

**Stress management skills impact an individual's ability to cope with different types of emotional situations.**

2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.

2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

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

**Strand A. Interpersonal Communication**

**Effective communication may be a determining factor in the outcome of health- and safety-related situations.**

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

**Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.**

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

**Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.**

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

**Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.**

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

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

**Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.**

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

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

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

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

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

**Strand C. Character Development**

**Personal core ethical values impact the behavior of oneself and others.**

2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

**Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.**

2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.

2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

**Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.**

2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.

2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.

**Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.**

2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

**Strand D. Advocacy and Service**

**Participation in social and health- or service-organization initiatives have a positive social impact.**

2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

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

**Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.**

2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.

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

**Health literacy includes the ability to compare and evaluate health resources.**

2.2.6.E.1 Determine the validity and reliability of different types of health resources.

**Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.**

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

**Potential solutions to health issues are dependent on health literacy and available resources.**

2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.

**Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.**

2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.

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

#### **Strand A. Medicines**

**Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.**

2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.

**Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.**

2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. 2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

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

**There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.**

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

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

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

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

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

2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.

2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

**There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.**

2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.

2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.

- 2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
- 2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
- 2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- 2.3.8.B.8 Analyze health risks associated with injected drug use.

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

**Substance abuse is caused by a variety of factors.**

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

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

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

**There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.**

2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug-free.

**Substance abuse is caused by a variety of factors.**

2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug-free life. The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

**Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

### **Strand A. Relationships**

**Healthy relationships require a mutual commitment.**

2.4.6.A.1 Compare and contrast how families may change over time.

2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.

2.4.6.A.3 Examine the types of relationships adolescents may experience.

2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.

2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.

**The values acquired from family, culture, personal experiences and friends impact all types of relationships.**

2.4.8.A.1 Predict how changes within a family can impact family members.

2.4.8.A.2 Explain how the family unit impacts character development.

2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.

2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.

2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

### **Strand B. Sexuality**

**Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.**

2.4.6.B.1 Compare growth patterns of males and females during adolescence.

**Responsible actions regarding sexual behavior impact the health of oneself and others.**

- 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.
- 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- 2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior

**Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.**

- 2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. Responsible actions regarding sexual behavior impact the health of oneself and others.
- 2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

**Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.**

- 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

**Early detection strategies assist in the prevention and treatment of illness or disease.**

- 2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

### **Strand C. Pregnancy and Parenting**

**Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.**

- 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2.4.6.C.2 Identify the signs and symptoms of pregnancy.
- 2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy.

**Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.**

- 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.

**Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.**

- 2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- 2.4.8.C.3 Determine effective strategies and resources to assist with parenting.
- 2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.
- 2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

## **9.1 Personal Financial Literacy**

### **Strand B: Money Management**

- 9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.
- 9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.
- 9.1.8.B.3 Justify the concept of "paying yourself first" as a financial savings strategy.
- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).

### **Strand C: Credit and Debt Management**

- 9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.

- 9.1.8.C.3 Compare and contrast debt and credit management strategies.
- 9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.
- 9.1.8.C.5 Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).
- 9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrowers' credit report rights.
- 9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.
- 9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.

**Strand D: Planning, Saving, and Investing**

- 9.1.8.D.1 Determine how saving contributes to financial well-being.
- 9.1.8.D.2 Differentiate among various savings tools and how to use them most effectively.
- 9.1.8.D.3 Differentiate among various investment options.
- 9.1.8.D.4 Distinguish between income and investment growth.
- 9.1.8.D.5 Explain the economic principle of supply and demand.

### III. ESSENTIAL QUESTIONS:

**Unit: Health Triangle and Wellness**

- What is wellness?
- What are the three components of the triangle?
- How does each side of the wellness triangle affect the other?
- What are the major factors that affect your health?
- What can you do to influence your own health?
- What is advocacy and how can I advocate for good health?

**Unit: Decision Making and Problem Solving**

- How do personal health choices impact our own health, as well as others?
- What roles do family, peers, and media have on your health choices?
- How does a personal commitment to healthy choices reduce one's risk for diseases, health conditions and injuries?
- How does goal setting improve health?
- What causes conflict?
- What methods can I use to resolve conflicts?

**Unit: Personal Financial Literacy**

- What constitutes a wise financial decision, and how do individuals make educated choices about spending?
- What are the elements or criteria for a solid financial plan?
- What do individuals need to know in order to make informed decisions about incurring debt?
- What does it mean to be "credit worthy," and how can it affect individuals?
- Why is it important to understand the value, features, and planning process associated with saving and investing?
- How does someone choose the best investment and/or savings options to achieve financial security?
- How can someone determine his or her individual and family needs for financial protection?

**Unit: Nutrition**

- What roles do family, peers, and media have on your food choices?
- What are the main health food choices based off of the MyPlate plan?
- Describe ways healthy eating habits keep one healthy.
- What is the importance of breakfast?
- Discuss reasons and ways to maintain a healthy weight and body image.

**Unit: Communication**

- How do communication skills impact health?
- What is nonverbal communication?
- How do I form an "I-message"?
- How do I listen attentively?
- How does communication strengthen relationships?

**Unit: Alcohol, Tobacco, and other drugs**

- Why do people participate in harmful behaviors?
- What are strategies to avoid harmful habits?



- Why do people use and abuse tobacco, alcohol and other drugs despite the warnings about the dangers to self and others?
- What are the physical and behavioral effects of using substances?
- What psychological effects does substance abuse have on the body?
- Where can I turn to for help to reverse dependency to substances?
- What are strategies on saying “no” to using alcohol, tobacco, and other drugs?
- What is the difference between over the counter medicines, prescription drugs, and illegal drugs?
- What are the classifications of medicines?
- What is the difference between drug use, misuse, and abuse?

#### **Unit: Growth and Development**

- What are the appropriate medical terms for the human reproductive system?
- What physical and emotional changes happened to males and females during puberty?
- What is the purpose of learning about the reproductive systems?
- What are the differences and similarities between the male and female reproductive systems?
- Why should you perform self-examinations and medical examinations to your reproductive organs?
- Why is abstinence the best choice for adolescents?
- What are the consequences of unprotected sexual activity and or intercourse?
- What are the factors that influence a healthy pregnancy?
- What are the stages of prenatal development?
- What are the changes in the menstrual cycle that may indicate pregnancy?
- What are the physical effects of pregnancy on the female body?
- How are STD’s transmitted?
- What are permanent health risks involved with STD transmission?
- How can STD’s be prevented?
- What is the HIV virus?
- How is HIV related to AIDS?
- What are consequences of date rape and dating violence?
- What are facts about contraception?
- What are different methods of contraception?

#### **Unit: Conflict Resolution and Stress Management**

- What are different types of stress?
- What are positive strategies to manage stress?
- What are the health risks associated with stress?
- Define stress and understand why stressors can be both positive and negative in our lives?
- Describe stress, stressors and understand why stressors can be both positive and negative in our lives.
- Describe the body’s response to stress and healthy ways to manage stress.
- Identify the factors that contribute to stress and how to combat them.

#### **Unit: Family and other relationships**

- What is the basis of a healthy relationship?
- What qualities are important to good relationships, including friendships?
- What qualities are important to signs of good character?
- What is positive peer pressure?
- How can I use positive peer pressure?
- What is negative peer pressure?
- How can I resist negative peer pressure?
- What sort of communications and interactions should occur in healthy relationships?
- How do television, movies, the internet, and other media depict abusive relationships?
- What are warning signs of unhealthy relationships, abusive relationships, and dating violence?
- What is relationship abuse? What forms may relationship abuse take?
- Why do people stay in abusive relationships?
- How can one seek help?

#### **Unit: Mental Health and Diseases**

- What is a communicable disease?
- What is a noncommunicable disease?
- What are the different types of pathogens that cause disease?
- In which ways are communicable diseases spread?

- How does the immune system protect the body from disease?

#### **Unit: First Aid Prevention**

- How do I assess an emergency situation?
- What do I do if I find someone, not breathing?
- What do I do if someone is choking?
- What do I do when I scrape or bruise my knee?
- How can you stop bleeding?
- How can I determine if someone has a sprain, strain or fracture?
- What do I do if someone eats something poisonous?
- What does it mean to be in “shock”?
- How do I help someone having a seizure?
- How do I perform CPR?

#### **IV. STRATEGIES**

- Teacher presentation
- Group discussion
- Scenarios to act out
- Small Group instruction
- Group presentations

#### **V. ACCOMMODATIONS**

- [Accommodations and Modification Addendum](#)

#### **VI. ASSESSMENTS**

- Formative assessments
  - Classroom Discussion
  - Anecdotal Notes from teacher observation
  - Cooperative Learning Groups
  - Exit Slips
  - Assignments with Open Ended Questions
  - Checklists
- Summative assessments
  - Unit Tests
  - Quizzes
  - Mid-year assessment
  - Final assessment
- Benchmark assessments
  - Notebook Checks with rubric
  - Teacher designed project with rubric
- Alternative assessments
  - Presentations
  - Role Play/Skits

#### **V. REQUIRED RESOURCES**

- Choices by Scholastic
- *Teen Health* by Glencoe

**Supplemental Materials:**

- Brain Pop
- YouTube Videos

## VI. PACING AND CONNECTIONS

### Unit: Health Triangle and Wellness: 3-4 weeks

#### Sixth

- Recognizing health and wellness
- Analyzing personal health behaviors
- Examine how personal assets and protective factors support healthy social and emotional develop
- Analyzing influences on personal behavior

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices

CRP2 Apply appropriate academic and technical skills

Activity: Analyze health product labels and determine which product is best to purchase.

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

- 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Activity: In a group create a health product with a label and demonstrate it to the class

##### **Technology**

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

Activity: Analyze heart rate monitor data and create a class goal

##### **Interdisciplinary Connections**

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

SL.6.1. . Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Activity: Students will have collaborative discussions based on reading from NEWSELA lifestyles articles.

#### Seventh

- Practicing abstinence to lower risk
- Use health data to enhance each dimension of personal wellness
- Use of technology to maintain and improve personal health
- Goal setting skills to set priorities

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices

CRP3 Attend to personal health and financial well-being

Activity: Create a health product with a label and explain its purpose & benefits

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

- 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Activity: Health skits focusing on decision making, refusal skills and abstinence.

#### **Technology**

- 2.1.8.A.1 Assess and apply Health Data to enhance each dimension of personal wellness.
- 8.1.8.F.1 Explore a local issue by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Activity: Students will analyze the data from their health data report and design a nutritional plan.

#### **Interdisciplinary Connections**

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- SL.6.1. . Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Activity: Students will have collaborative discussions based on reading from NEWSOLA lifestyles articles.

### **Eighth**

- Personal responsibility for health
- How health choices affect total health
- Choosing healthful behaviors
- Plan and implement volunteer activities to benefit a local, state, national or world health initiative
- Defend a position on a health or social issue to activate community awareness and responsiveness

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

CRP11 Use technology to enhance productivity

Activity: Students will make a commercial to sell a health-related product.

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

- 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Activity: Students create a health triangle diagram to focus on all three phases of the triangle (social, mental, and physical) and identify how it influences their overall well-being.

#### **Technology**

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

Activity: Students create and present a lesson on healthful behaviors and how technology can influence their health

#### **Interdisciplinary Connections**

- 2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.
- SL.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 to display health data collected.

### **Unit: Decision Making and Problem Solving: 3-4 weeks**

#### **Sixth**

- Use effective decision-making strategies.
- Predict how the outcomes of health-related decision may differ if an alternative decision is made by self or others
- Determine how conflicting interests may influence one's decisions
- Goal Setting
- Relationship between decision making and problem setting on character development

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.2.6.B.1 Use effective decision-making strategies.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
Activity: Decision making scenarios: Students are given different scenarios during class and have to collaboratively work together to complete the decision making process.

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

- 2.2.6.B.1 Use effective decision-making strategies.  
9.2.8.B.4 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities.  
Activity: Students will present skits on social media focusing on the positive and negative consequences of decision making.

### **Technology**

- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.  
8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.  
Activity: Students will research different types of media and how they can impact a person's self-concept and behaviors

### **Interdisciplinary Connections**

- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.  
SL.6.1. . Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.  
Activity: Students will have a pro/con debate specifically building on others' ideas about a topic with conflicting interests.

## **Seventh**

- Relationship of character to decision making
- Analyzing influences that affect health choices
- Predict social situations that require the use of decision-making skills.
- Determine appropriateness of making an individual or collaborative decision
- Factors that support or hinder the achievement of personal health goals

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.  
CRP3. Attend to personal health and financial well-being.  
Activity: Personal health inventory: Students take a health inventory to rate themselves on how healthy they are physically, mentally and emotionally. Students make informative decisions about things they can do/change to be healthier.

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

- 2.2.6.B.1 Use effective decision-making strategies.  
9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.  
Activity: Students will present skits on risky behaviors focusing on the positive and negative consequences of decision making.

### **Technology**

- 2.2.6.B.1 Use effective decision-making strategies.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
Activity: Students will create an online comic strip where the character(s) must go through and use the Decision Making Process to come up with a solution to a realistic scenario

#### **Interdisciplinary Connections**

- 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.  
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  
Activity: Teacher led discussion of scenarios of when to make individual or collaborative decisions.

### **Eighth**

- Decision making and its impact on character development
- Strategies to enhance character development in individual, group and team activities
- Analyze to what extent various cultures have responded effectively to individuals with disabilities
- Rules, regulations, and policies regarding behaviors provide a common framework that supports a safe, welcoming environment and the effect on decision making
- Physical, mental, emotional and social benefits of sexual abstinences and strategies to remain abstinent
- Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
Activity: Social decision making scenarios. Students will relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STDs.

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

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.  
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.  
Activity: Students will create skits based on the negative consequences of being put in a situation where drugs could be offered.

##### **Technology**

- 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.  
8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results  
Activity: Students will do comparison shopping online for a variety of health products. Results will be calculated in a spreadsheet. Students will reflect on wants versus needs and how it affects their budget.

##### **Interdisciplinary Connections**

- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.  
MP4. Model with mathematics.  
Activity: Students will brainstorm a list of social situations that require decision making and graph the results based on difficulty level.

### **Unit: Personal Financial Literacy: 3-4 weeks**

#### **Sixth-Money Management**

- Effects of income in spending decisions
- Define differences between cash, check, credit card, and debit cards and their appropriate use
- Identify financial savings strategies
- Develop a simple saving plan and budget

#### Seventh-Credit and Debt Management

- Compare and contrast credit and debit cards
- Identify and analyze services offered by different financial institutions
- Calculate the cost of borrowings using different types of credit
- Explain the purpose of a credit report and credit score
- Explain how to avoid and resolve credit costs and problems

#### Eighth-Planning, Saving, and Investing

- Explain principles of saving and investing and reasons for engaging in these activities
- Describe investment strategies and options and how they relate to risk and return
- Describe several high-risk investment options
- Differentiate among savings tools
- Explain the principle of supply and demand

### **Unit: Nutrition: 3-4 weeks**

#### **Sixth**

- Identify the five basic food groups and the impact on physical health (review of fifth-grade curriculum)

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.1.6.B.1 Determine factors that influence food choices and eating patterns.

CRP11. Use technology to enhance productivity.

Activity: Grocery shop from home: Students log on to Shoprite from home, Walmart or Wegmans and create a weekly healthy shopping trip.

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

- 2.1.2.B.3 Summarize information about food found on product labels.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Activity: Students identify and understand the main parts and functions of each nutrients of a food label and share findings with their group.

##### **Technology**

- 2.1.6.B.1 Determine factors that influence food choices and eating patterns.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision

Activity: Compare and Contrast fast food commercials and determine what internal and external factors were used.

##### **Interdisciplinary Connections**

- 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

RI.6.2 Determine a central idea of a 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 summaries the key components.

#### **Seventh**

- Analyzing how culture, health status, age and eating environment influence personal eating patterns and recommend ways to provide nutritional balance
- Identify and defend healthy ways for adolescents to lose, gain, or maintain weight
- Analyze nutritional labels
- Design a weekly nutritional plan for families with different lifestyles, resources, special needs and cultural backgrounds
- Caring for the digestion and excretory systems

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

CRP8. Use critical thinking to make sense of problems and persevere in solving them.

Activity: Eat this Not that: Students determine which is the healthier option when comparing and contrasting different food choices.

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

- 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

9.2.8.B.3 Evaluate communication collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in career.

Activity: Students create a meal plan with the total amount of calories on a daily/weekly basis and share findings with the class.

### **Technology**

- 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision

Activity: Students will explore fast food restaurant websites and compare and contrast the menu items to find the healthiest options.

### **Interdisciplinary Connections**

- 2.1.8.B.4 Analyze the nutritional values of new products and supplements.

7.RP.A.2 Analyze proportional relationships and use them to solve real-world and mathematical problems.

Activity: Students will determine the nutritional value of products to determine if total cost is proportional to the number of items purchased.

## **Eighth**

- Identifying types of eating disorders
- Causes, signs, and treatment of eating disorders
- Influence of media on dietary behavior

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

#### **Career Ready Practices**

- 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

CRP11. Use technology to enhance productivity.

Activity: Mental Health QR Codes: Students use their chromebooks to scan QR codes which direct them to internet links, articles and videos about different mental health illnesses, including eating disorders.

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

- 2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.

9.2.8.B.3 Evaluate communication collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in career.

Activity: Students will create and understand the necessary amount of calories by creating their own "My Plate." Students will know the necessary amount of calories they should intake on a daily basis.

### **Technology**

- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content



Activity: Students will research and present information on eating disorders. Students must identify reliable versus unreliable sources in their research.

#### **Interdisciplinary Connections**

- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.  
RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
Activity: Students will research and present information on healthy ways to lose, gain, or maintain weight.

### **Unit: Communication: 3-4 weeks**

#### **Sixth**

- Communication skills to deal with emotions
- Demonstrate use of refusal skills, negotiation, and assertiveness skills in different situations
- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.  
CRP4. Communicate clearly and effectively and within reason.  
Activity: Whisper down the lane (telephone)

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

- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.  
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.  
Activity: Students will do various activities, such as charades and putting in order from tallest to smallest in height.

##### **Technology**

- 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.  
8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse  
Activity: Students will create a Holiday email to a teacher past or present

##### **Interdisciplinary Connections**

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

#### **Seventh**

- Verbal and nonverbal interpersonal communication strategies for effective communication
- Refusal skills for self-improvement

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.  
CRP4. Communicate clearly and effectively and within reason.  
Activity: Refusal skit role play/skits.

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

- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Activity: Students will hear a verbal description from the teacher and have to draw what the item is in their own view.

#### **Technology**

- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools

Activity: Students will write a letter to a person dealing with a family change and provide them advice.

#### **Interdisciplinary Connections**

- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Activity: Class discussion of problems that could occur when verbal and nonverbal communication differs from one culture to another.

### **Eighth**

- Body language in interpersonal communication
- Practicing speaking and listening skills

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

CRP4. Communicate clearly and effectively and within reason.

Activity: Blindfold maze: Students guide each other through different activities using nonverbal and verbal cues.

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

- 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Activity: Students will create peer pressure skits to effectively utilize refusal skills.

#### **Technology**

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

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Activity: Students will research and create a digital presentation on a mental health issue that will be presented to the class.

#### **Interdisciplinary Connections**

- 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Activity: Students will create conflict resolution skits to effectively utilize refusal skills.

## **Unit: Alcohol, Tobacco, and other drugs: 3-4 weeks**

### **Sixth**

- Understanding the harmful effects of tobacco on the body
- Understanding the harmful effects of alcohol use and abuse

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.3.6.B.2 Relate tobacco use and the incidence of disease.  
CRP3. Attend to personal health and financial well-being.  
Activity: Students will breathe air into a straw that is working and then a straw that is bent to simulate an obstructed/restrictive lung.

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

- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.  
9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  
Activity: Students will calculate the cost of a DUI to understand and comprehend the financial and personal effects.

##### **Technology**

- 2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.  
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
Activity: Students will study and compare the difference between a normal human body compared to a person who smokes (changes in organs/teeth, etc) by researching different medical websites.

##### **Interdisciplinary Connections**

- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.  
RI.6.2. Determine a central idea of a 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 several articles related to laws regarding smoking and construct a t-chart to compare the two.

### **Seventh**

- Harmful substances in tobacco, alcohol, & drugs
- Diseases of the respiratory system
- Effect of substance use on aging
- Analyze substance laws in NJ with other states and countries

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.3.6.B.2 Relate tobacco use and the incidence of disease.  
CRP1. Act as a responsible and contributing citizen and employee.  
Activity: Students will create anti-tobacco posters and hang up throughout the school to promote a healthy, active lifestyle.

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

- 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.  
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  
Activity: Students will understand/compare the short/long-term effect alcohol has on the body.

##### **Technology**

- 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.  
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
Activity: Students can research different health care plans for a non-smoker compared to a smoker and understand the financial ramifications.

### **Interdisciplinary Connections**

- 2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.  
MP3. Construct viable arguments and critique the reasoning of others.  
Activity: Students will construct an argument as to which type of tobacco has the most negative effects.

### **Eighth**

- Using medicines safely
- Physical, mental, emotional and social health consequences of illegal drug use and abuse
- Analyzing the cost of drug use to individuals, families, and society
- Physical, mental, emotional and social effects of substance use and the health risks related to each

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

#### **Career Ready Practices**

- 2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug-free.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
Activity: Students can research different ways to positively handle a family member/friend if they are having a drug problem through counseling, hotlines and social workers.

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

- 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.  
9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  
Activity: Students will create charts of over-the-counter medicines compared to prescription medicines and research the effects and reasons each is used for.

#### **Technology**

- 2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.  
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
Activity: Students will research the short/long-term effects cocaine, marijuana, ecstasy and other club drugs have on the body.

### **Interdisciplinary Connections**

- 2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.  
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
Activity: Students will create a pamphlet outlining the impact of alcohol and other drugs on a person.

## **Unit: Growth and Development: Abstinence First Education: 3-4 weeks**

### **Sixth**

- Changes in development during puberty
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices
- Determine and analyze different health type of health resources
- Possible physical, social and emotional impacts of adolescent decisions regarding sexual behavior
- Consequences of becoming sexually active
- Strategies to remain abstinent and resist pressures to become sexually active

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness  
CRP1. Act as a responsible and contributing citizen and employee.

Activity: Students can create abstinence posters to display around the school to promote not choosing any risky behaviors.

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

- 2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Activity: Students can list/compare the differences in development during puberty based on gender.

### **Technology**

- 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Activity: Students create a commercial promoting a health care product based on an internal and/or external factor.

### **Interdisciplinary Connections**

- 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.  
RI.6.2. Determine a central idea of a 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 several articles about strategies to remain abstinent and provide a summary of the content.

## **Seventh**

- How traits are inherited
- Impact of genetics, family history, personal health practices and environment on personal growth and development
- Identify signs and symptoms of pregnancy
- Practices for a healthy pregnancy
- Stages of development
- Reproductive system self-examinations

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

CRP12 Work productively in teams while using cultural global competence.

Activity: Students will engage in Traits “Bingo” to have a better understanding/comparison of more common and least common traits.

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

- 2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Activity: Students will research/create their own family genetics chart to better understand their family genetic tree.

### **Technology**

- 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
  - 8.1.8.A.2 Create a document (e.g. newsletter, resorts, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- Activity: Students will create a digital presentation to break down the stages of pregnancy and list the changes in each.

#### **Interdisciplinary Connections**

- 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
  - SL.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 to break down the stages of pregnancy and list the changes in each.

### **Eighth**

- Evaluate emerging methods to diagnose and treat diseases that are common in young adults including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV and testicular cancer
- Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns
- Methods of contraception used by adolescents
- Importance of practicing routine health care procedures such as breast self-examinations, testicular examinations, and HPV vaccines

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.
  - CPR3 Attend to personal health and financial well-being.
- Activity: Students will understand/breakdown the differences of the short/long-term effects of regular health-care appointments.

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

- 2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. Responsible actions regarding sexual behavior impact the health of oneself and others.
  - 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.
- Activity: Explore social media trends and how it affects sexual activity in young adults.

##### **Technology**

- 2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.
  - 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem
- Activity: Students will compare/contrast the different treatments of each type of cancer (breast, testicular, prostate).

##### **Interdisciplinary Connections**

- 2.4.8.C.4 Predict short and long term impacts of teen pregnancy
  - W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Activity: Students will read informational texts to determine the impacts of teenage pregnancy.

### **Unit: Conflict Resolution and Stress Management: 3-4 weeks**

#### **Sixth**

- Understanding how conflicts develop
- Practicing conflict resolution/mediation skills

- Managing stress
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.

CPR3 Attend to personal health and financial well-being.

Activity: Participate in various stress management techniques, which include but are not limited to reading, coloring, exercising, listening to music, cooperative learning, and mindfulness.

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

- 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Activity: Students will analyze middle school social media use and create a plan for appropriate use to minimize conflict, violence, harassment, discrimination and bullying in school and the community.

### **Technology**

- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Activity: Students will explore different online applications to help manage stress.

### **Interdisciplinary Connections**

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

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Activity: With a partner write an informative text to compare and contrast how different populations cope with different scenarios.

## **Seventh**

- Influence of the media on violence
- Conflict resolution to resolve disagreements
- Understanding neighborhood watch groups

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills in responding to peer pressure, disagreements, or conflicts.

CRP1 Act as a responsible and contributing citizen and employee.

Activity: In small groups, students will be given situations which they will have to resolve the disagreement using conflict resolution skills.

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

- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions

Activity: Students will analyze the influence of the media on violence and how it can affect the future.

### **Technology**

- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Activity: Students will research the influence of the media on violence and create a plan to solve the problem.

#### **Interdisciplinary Connections**

- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Activity: Students will review several articles about social and emotional health to determine effectiveness.

### **Eighth**

- Stress management strategies for positive mental and emotional health (review from lower grades)
- Compare and contrast stress management strategies that are used to address various types of stress-induced situations
- Determine the effectiveness of existing home, school and community efforts to address social and emotional health and prevent conflict
- Explain how culture influences the ways families and groups cope with crisis and change
- Develop strategies to resist social pressures of sexual activity

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

CRP4 Communicate clearly and effectively and with reason.

Activity: In small groups, students will examine the effectiveness of home, school and community efforts to address social and emotional health.

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

- 2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. Responsible actions regarding sexual behavior impact the health of oneself and others.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions

Activity: Students create an awareness project for responsible social media use demonstrating the ramifications of inappropriate use.

##### **Technology**

- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Activity: Students create an awareness project to explain how culture influences the ways families and groups cope with crisis and change.

##### **Interdisciplinary Connections**

- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

7.SP.A.1 Use random sampling to draw inferences about a population.

Activity: Students will collect data from a random sampling of students and staff by giving a survey of types of stressful situations and the management strategies implemented.

### **Unit: Relationships and Families: 3-4 weeks**

#### **Sixth**

- Describing characteristics of healthy relationships and how they may change over time
- Determine different types of relationships adolescents may experience including friendships and dating
- Identify unhealthy relationships and abusive relationships



## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.  
CPR3 Attend to personal health and financial well-being.  
Activity: Analyze the influences that affect character development over time (e.g., disabilities, family, health, relationships, role models)

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

- 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.  
9.2.8.B3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  
Activity: Students will work as a group to list attributes that build and foster healthy relationships.

### **Technology**

- 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.  
8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.  
Activity: Use technology resources, which can include but is not limited to Scholastic Choices, Google, Discovery Education, Teen Health) to analyze the influences that affect character development over time (e.g., disabilities, family, health, relationships, role models)

### **Interdisciplinary Connections**

- 2.4.6.A.1 Compare and contrast how families may change over time.  
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.  
Activity: Students will draw on past reading to outline how families in stories, tv shows, or movies changed over time and what the cause was.

## Seventh

- Recognizing the different types of families and their roles
- Following family guidelines for health and safety

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.  
CPR1. Act as a responsible and contributing citizen and employee.  
Activity: Students will collaboratively identify diverse relationships (e.g., family, friend, spouse, girlfriend, boyfriend).

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

- 2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.  
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in career.  
Activity: Students will collaboratively work together to determine methods to sustain healthy relationships (e.g., communication, equality, respect).

### **Technology**

- 2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.  
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
Activity: Students will assimilate knowledge of relationships in an authentic presentation (e.g., advice column, group presentation, poster, skit)

### **Interdisciplinary Connections**

- 2.4.8.A.2 Explain how the family unit impacts character development.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Activity: Students will draft an essay explaining how their family has impacted their character development.

## **Eighth**

- Compare and contrast situations that require support from trusted adults or health professionals
- Determine when the services of professionals are needed to intervene in relationships
- Differentiate between affection, love, commitment, and sexual attraction
- Determine when a relationship is unhealthy and explain effective strategies to end the relationship
- Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits or only dating someone of the same age
- Discuss topics regarding gender identity, sexual orientation and cultural stereotyping

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

#### **Career Ready Practices**

- 2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

CPR 5. Consider the environmental, social and economic impacts of decisions.

Activity: Students will analyze the impacts of dating decisions considering the environment, social and economic status. Students will develop an acceptable criteria for safe dating situations and dating social norms.

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

- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Activity: Students will discuss proper communication skills for relationships and design a guideline for healthy relationship communication skills.

#### **Technology**

- 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- 8.1.8.A.5 Create a database query, sort and create a report and describe the process and explain the report results.

Activity: Students will utilize technology to conduct initial research of a global health issue, which can include but are not limited to gender identity, sexual orientation and cultural stereotyping.

#### **Interdisciplinary Connections**

- 2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Activity: Students will work collaboratively to brainstorm criteria for safe dating. Students will be assigned to a group to present their ideas for why theirs is the best. The class will vote on the most persuasive presentation.

## **Unit: Mental Health and Diseases: 3-4 weeks**

### **Sixth**

- Understanding and developing a positive self-concept
- Recognizing the benefits of a positive self-concept

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

#### **Career Ready Practices**

- 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.

CRP3 Attend to personal health and financial well-being

Activity: Students will analyze their self-concept and discuss ways to improve.

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

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Activity: Students will exhibit leadership skills for digital citizenship by researching social media effects on one's self-concept.

### **Technology**

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

Activity: Students will exhibit leadership skills for digital citizenship by researching social media effects on one's self-concept.

### **Interdisciplinary Connections**

- 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.

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

Activity: Students will create a slideshow presentation on what has helped them develop a positive self-concept.

## **Seventh**

- Expressing emotions in healthful ways
- Understanding the different types of mental illness and how to get help
- Analyze the impact of mental illness (e.g. depression, impulse disorders such as gambling or shopping, eating disorders and bipolar disorders) on physical social and emotional well-being

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

CRP7 Employ valid and reliable research strategies.

Activity: Students will use a variety of search tools to understand different types of mental illnesses and how to get help.

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

- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Activity: Students will work collaboratively to create a presentation that analyzes the impact of mental illness.

### **Technology**

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Activity: Students will use a variety of search tools to understand different types of mental illnesses and how to get help.

### **Interdisciplinary Connections**

- 2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

MP3. Construct viable arguments and critique the reasoning of others.

Activity: Collect stats on the impact of a mental illness and compare with others. Peer evaluation rubric for presentations.

## **Eighth**

- Analyze how personal assets, resilience and protective factors support healthy social and emotional health
- Analyze local, state, national and international public health efforts to prevent and control diseases and health conditions
- Suicide Prevention

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

#### **Career Ready Practices**

- Policy: Suicide Prevention  
2.1.8.E.2 Determine the effectiveness of existing home, school, community efforts to address social and emotional health and prevent conflict.  
CPR9 Model integrity, ethical leadership and effective management.  
Activity: Students will understand the warning signs of suicide and how to help someone in need.

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

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.  
2.1.8.E.1 Analyze how personal assets, resilience and protective factors support healthy social and emotional health  
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.  
Activity: Students will discuss the impact positive and negative effects of online activities and social media use and determine resilience skills to combat negative use.

#### **Technology**

- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.  
2.1.8.E.1 Analyze how personal assets, resilience and protective factors support healthy social and emotional health  
8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.  
Activity: Students will discuss the impact positive and negative effects of online activities and social media use and determine resilience skills to combat negative use.

#### **Interdisciplinary Connections**

- 2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.  
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  
Activity: Students will debate what situations require support from adults.

## **Unit: First Aid Prevention: 3-4 weeks**

### **Sixth**

- Accident and Fire Prevention
- Lyme's Disease Prevention
- Applying first aid procedures can minimize injuries and save lives

### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

#### **Career Ready Practices**

- 2.1.6.D.4 Assess when to use basic first-aid procedures.  
CPR1 Act as a responsible and contributing citizen and employee  
Activity: In small groups, students will demonstrate first aid skills in simulated real life situations.

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

- 2.1.6.D.4 Assess when to use basic first-aid procedures.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in career.

Activity: In small groups, students will demonstrate first aid skills in simulated real life situations.

#### **Technology**

- Policy: Accident and Fire Prevention  
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Activity: Students will create a document to spread awareness of accident and fire prevention.

#### **Interdisciplinary Connections**

- 2.1.6.D.4 Assess when to use basic first-aid procedures.  
MP1. Make sense of problems and persevere in solving them.

Activity: Given different scenarios students will match the best first-aid procedure.

### **Seventh**

- Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others
- Describe effective personal protection strategies used in public places and what to do when one's safety is compromised
- First-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning

#### **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

##### **Career Ready Practices**

- 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.  
CRP3 Attend to personal health and financial well-being  
Activity: Students will identify risky situations and recognize strategies to reduce intentional and unintentional injuries.

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

- 2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.  
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in career.  
Activity: Students work in groups to demonstrate proper First-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning

#### **Technology**

- 2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.  
8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.  
Activity: Students will create PSA (print or digital) to spread awareness for personal protection strategies used in public places and what to do when one's safety is compromised.

#### **Interdisciplinary Connections**

- 2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.  
MP1. Make sense of problems and persevere in solving them.  
Activity: Students will match step by step directions for different injuries.

### **Eighth**

- Review of first aid procedures, including victim and situation assessment, Basic Life Support and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning

## **21ST CENTURY SKILLS and INTERDISCIPLINARY CONNECTIONS**

### **Career Ready Practices**

- 2.1.8.D.4 Demonstrate first aid procedures, including victim and situation assessment, Basic Life Support and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning  
CRP2 Apply appropriate academic and technical skills  
Activity: Students will be placed in a First Aid simulation and will use their technical skills to care for the victim.

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

- 2.1.8.D.4 Demonstrate first aid procedures, including victim and situation assessment, Basic Life Support and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.  
9.2.8.B.3 Evaluate communication, collaboration and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  
Activity: Students will identify different situations where they can utilize basic first aid skills and work together to properly care for a victim.

### **Technology**

- 2.1.8.D.4 Demonstrate first aid procedures, including victim and situation assessment, Basic Life Support and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.  
8.1.8.B.1 Synthesize and publish information about a local or global issue or even (ex. telecollaborative project, blog, school web).  
Activity: Students will create a "First Aid How To" blog to demonstrate basic first aid skills.

### **Interdisciplinary Connections**

- 2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.  
MP1. Make sense of problems and persevere in solving them.  
Activity: Students will create step by step directions slides for different injuries.

### **Content Resources:**

NJDOE Model Curriculum

2014 NJSLS for Comprehensive Health and Physical Education

2014 NJSLS 9.1 Personal Financial Literacy

The South Brunswick School District Personal Financial Management Document