

Readington Township Public Schools

6-8 Health

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Readington Township Public Schools

www.readington.k12.nj.us

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.

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

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.

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: 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?

STRATEGIES

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

EVALUATION

- Teacher Observation
- Graded Assessments
- Projects

REQUIRED RESOURCES

- Choices by Scholastic
- *Teen Health* by Glencoe

Supplemental Materials:

- Brain Pop
- You Tube Videos

SCOPE AND SEQUENCE

Unit: Health Triangle and Wellness

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

Unit: Decision Making and Problem Solving

- 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
- 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
- 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 abstinence and strategies to remain abstinent
 - Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs

Unit: Nutrition

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

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

Unit: Communication

- 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
- Seventh
 - Verbal and nonverbal interpersonal communication strategies for effective communication
 - Refusal skills for self-improvement
- Eighth
 - Body language in interpersonal communication
 - Practicing speaking and listening skills

Unit: Alcohol, Tobacco, and other drugs

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

Unit: Growth and Development: Abstinence First Education

- 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
- 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
- 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

Unit: Conflict Resolution and Stress Management

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

Unit: Relationships and Families

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

Unit: Mental Health and Diseases

- Sixth
 - Understanding and developing a positive self-concept
 - Recognizing the benefits of a positive self-concept
- Seventh
 - Expressing emotions in healthful ways
 - Understanding the different types of mental illness and how to get help
- Eighth
 - Analyze how personal assets, resiliency 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
 - 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
 - Suicide Prevention

Unit: First Aid Prevention

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

Content Resources:

NJDOE Model Curriculum

2014 NJSLS for Comprehensive Health and Physical Education