

**NORTHERN VALLEY SCHOOLS CONSORTIUM  
OFFICE OF CURRICULUM AND INSTRUCTION**

**HEALTH EDUCATION  
(Comprehensive Health and Driver Education)  
CURRICULUM GUIDE**

**K-12**

**2009**



**NORTHERN VALLEY SCHOOLS CONSORTIUM  
Member Districts**

**CLOSTER**

**DEMAREST**

**HARRINGTON PARK**

**HAWORTH**

**NORTHVALE**

**NORWOOD**

**OLD TAPPAN**

**NORTHERN VALLEY REGIONAL HIGH SCHOOL DISTRICT**

**Bergen County, New Jersey**



**HEALTH EDUCATION**

**CURRICULUM GUIDE**

**K-12**

**2009**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**NORTHERN VALLEY SCHOOLS**

**CURRICULUM CENTER**

**DEMAREST, NEW JERSEY 07627**

**PATRICIA M. RAUPERS, Ed.D., DIRECTOR**

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**APPROVAL LIST  
HEALTH EDUCATION AND FAMILY LIFE  
CURRICULUM OBJECTIVES**

**K - 12**

**2009**

	<u><b>Approved</b></u>
Health Education Curriculum Committee	<b>X</b>
The Regional Community Advisory Committee on Family Life Education	<b>X</b>
Instructional Council	<b>X</b>
Northern Valley Principals Association	<b>X</b>
Northern Valley Administrators Association	<b>X</b>
Boards of Education:	
Closter	<b>X</b>
Demarest	<b>X</b>
Harrington Park	<b>X</b>
Haworth	<b>X</b>
Northvale	<b>X</b>
Norwood	<b>X</b>
Old Tappan	<b>X</b>
Northern Valley Regional High School District	<b>X</b>

**NORTHERN VALLEY SCHOOLS CONSORTIUM**  
**CHIEF SCHOOL ADMINISTRATORS**

Mrs. Joanne Newberry	Closter
Dr. Gregory Hauser, Interim	Demarest
Dr. Adam Fried	Harrington Park
Mr. Raymond Albano, Interim	Haworth
Mr. Sylvan Hershey	Northvale
Dr. Andrew Rose	Norwood
Dr. William Ward	Old Tappan
Dr. Jan Furman	Northern Valley Regional High School District

## PREFACE AND ACKNOWLEDGMENTS

**“A wise man should consider that health is the greatest of human blessings.”**  
**Hippocrates**

Throughout much of American history, the leading causes of death resulted from infectious diseases and accidents. Today, due to medical advances, many of those diseases no longer pose a threat to the population. Rather, most health problems in the United States are related to lifestyle diseases – those diseases caused in part by unhealthy behaviors. With the recent rise in obesity, high blood pressure, Type 2 diabetes, and high cholesterol among children and adolescents, along with the poor self-esteem and depression that often accompany these conditions, concern has grown among health care professionals and health educators. Unfortunately, teen pregnancy is still a major health issue; despite a drop in the rate of teen pregnancy from 1995 – 2005, the last few years has seen that rate increase again (National Campaign to Prevent Teen and Unplanned Pregnancy, 2009). Furthermore, a substantial number of automobile accidents involve the use of alcohol and drugs. As a result, current health education places an emphasis on wellness, safety, nutrition, the development of healthy relationships, alcohol and drug awareness, and includes the teaching of complex decision-making skills to enable students to make good choices and take responsibility for controllable risk factors (Friedman, Stine, & Whalen, 2009).

Obviously not all of the health problems encountered by our students during their lifetimes will be preventable. Nevertheless, evidence suggests that certain behaviors that become habitual during childhood and adolescence lead to serious health challenges. The New Jersey Comprehensive Health and Physical Education Standards were written as a response to the public health problems facing our state and nation.

The Northern Valley Health Curriculum Committee conducted research, reviewed national trends in health education, and examined the New Jersey Standards. In addition, a consultant from the Center for Applied Psychology of Rutgers University provided guidance on the portion of the guide that relates to sexuality education. The committee wrote the new guide after much analysis and discussion.

This curriculum guide is designed to provide K-12 scope and sequence of health objectives and articulation of curriculum among the member schools of the Northern Valley consortium. The curriculum is aligned with the New Jersey Comprehensive Health Standards and where applicable the New Jersey Technology Literacy and Career Education, Consumer, Family and Life Skills Standards.

The health curriculum is organized around the four Comprehensive Health and Physical Education Standards that relate to health and family life education (2.1 – 2.4.) Those standards and strands are as follows:

### **2.1 Wellness**

- A. Personal Health
- B. Growth and Development
- C. Nutrition
- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

### **2.2 Integrated Skills**

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy, and Service
- F. Health Services and Careers

## 2.3 **Drugs and Medicine**

- A. Medicines
- B. Alcohol, Tobacco, and other Drugs
- C. Dependency/Addiction and Treatment

## 2.4 **Human Relationships and Sexuality**

- A. Relationships
- B. Sexuality
- C. Pregnancy and parenting

The authors of the guide have listed suggested strategies and support material to assist teachers with the successful implementation of the curriculum. They have also included helpful technology links and literature connections.

### **Acknowledgments**

The Northern Valley Schools Consortium Health Curriculum Guide represents the efforts of a committee composed of faculty representatives from all of the districts within the consortium, Mr. Greg Butler, supervisor for the high school district and me. (A complete listing of representatives and their schools appears on page v.) The committee worked over a year conducting research, discussing trends in health education, and ultimately writing this guide. The committee members devoted countless hours to the task and their efforts are most appreciated.

This guide was revised under the direction of the Northern Valley Administrators Association, as part of the continuous process of curriculum evaluation. The Northern Valley Administrators and Principals Association provided assistance for the project and the Instructional Council served as an advisory group. In addition, an ad hoc Regional Community Advisory Committee for Family Life Education advised the curriculum writers and endorsed the final product. (A complete listing of the Community Advisory Committee members is listed on page vi.) I would like to offer my sincere appreciation to these groups for their advice and support.

A special expression of gratitude is extended to Mrs. Debbie Stevens, Administrative Secretary, for her efforts in the preparation of this guide for publication. She spent many hours working with committee members on the numerous revisions of this guide. Her attention to detail, accuracy, and her technology skills are evident in the final product.



Dr. Patricia M. Raupers  
Director of Curriculum and Instruction

### **References**

Friedman, D.P., Stine, C.C., & Whalen, S. (2009). *Lifetime health*. New York: Holt, Rinehart, and Winston.

National Campaign to Prevent Teen and Unplanned Pregnancy. (2009). *Teen pregnancy data*. Washington, D.C., author.

**Health Education Curriculum Committee  
(2009 Edition)**

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**Dr. Patricia M. Raupers**  
Director of Curriculum and Instruction, Northern Valley Schools Consortium

**REGIONAL COMMUNITY ADVISORY COMMITTEE  
ON FAMILY LIFE EDUCATION  
(Human Relationships and Sexuality)**

**May, 2009**

**ENDORSEMENT OF PROPOSED CURRICULUM FOR HUMAN RELATIONSHIPS  
AND SEXUALITY**

We, the Regional Community Advisory Committee on Family Life Education, have carefully reviewed and discussed the proposed objectives and content outline for the human relationships and sexuality portion of the Comprehensive Health and Physical Education curriculum, K-12, in the Northern Valley Schools.

We recommend and support the implementation of the program in our schools. This committee was keenly aware of the sensitivity of the content to be covered by this program in relation to individual values. We recognize the valuable contribution of the professional staff in developing this program and presenting it to the committee.

Ms. Jaimie Beddoe

Mr. James Santana

Dr. David Cohen

Deacon James Tobin

Rabbi Debra Hachen

Mrs. Nancy Wise

Mr. Michael Pinajian

Dr. Kathy Zahos

Mr. Justin Robinson

Dr. Peter Walsh

**COMPREHENSIVE HEALTH EDUCATION**

**Curriculum Objectives**

**Grades K - 4**

## KINDERGARTEN

Suggested Textbook: MacMillan/McGraw-Hill: *Health and Wellness*

### 2.1 WELLNESS: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>I. Personal Health</b> <b>Essential Question:</b> What choices can we make to keep our bodies healthy?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather and sports.	2.1.(2)A.2
<b>Key vocabulary:</b> check-up, healthful, habit, grooming, grooming products, teeth, gums, brush, floss, exercise, sleep, rest, warm-up, cool-down, safety gear	

<b>II. Growth and Development</b> <b>Essential Question:</b> How do our bodies grow and develop?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Name and locate external body parts.	2.1.(2)B.1
2. Describe how children are alike and how they are different.	2.1.(2)B.2
<b>Key Vocabulary:</b> neck, shoulders, elbow, wrists, ankle, knee, hips, forehead, eyebrows, eyelashes	

<b>III. Nutrition</b> <b>Essential Question:</b> What makes a food healthy?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Explain why some foods are healthier to eat than others.	2.1.(2)C.1
<b>Key Vocabulary:</b> food group, <i>My Pyramid</i> , serving, snack, meal	

## Wellness – Continued

<b>IV. Diseases and Health Conditions</b>	
<b>Essential Question:</b> What can be done to prevent getting sick?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups and utensils, hats or combs.	2.1.(2)D.4
<b>Key Vocabulary:</b> germ, allergy, asthma, disease	

<b>V. Safety</b>	
<b>Essential Questions:</b> 1. What can we do to keep our bodies safe? 2. How do we get help in an emergency?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. State ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus and traffic safety procedures.	2.1.(2)E.1
2. State simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.	2.1.(2)E.2
3. Understand good/safe touch, bad/unsafe touch and confusing touch and explain what to do if touching causes uncomfortable feelings.	2.1.(2)E.3
<b>Key Vocabulary:</b> bully, caution, emergency, fire drill, first aid, stranger, symbol, warning	

<b>VI. Social and Emotional Health</b>	
<b>Essential Questions:</b> 1. What are the basic needs of human beings? 2. How can we learn to like ourselves and others?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing and love.	2.1.(2)F.1
2. Recognize various emotions and show sympathy.	2.1.(2)F.2
3. Recognize and show appropriate ways to express wants, needs, and emotions.	2.1.(2)F.3
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.	2.1.(2)F.4 9.2.(4)C.4
<b>Key Vocabulary:</b> happy, sad, angry, excited, frustrated, afraid	

## **Suggested Strategies and Resources for Wellness:**

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.pbs.org/hooray](http://www.pbs.org/hooray) (for health)

### **Activities:**

- ~ Create scenarios for students to act out. Use puppets when applicable.
- ~ Measure children with string. Attach the string to chart paper in ascending order.
- ~ CAP Program – Debbie Tedino, County Coordinator 201-689-1038
- ~ Glitter on hands – shake hands and notice spread (germs spreading)
- ~ Use of hand sanitizers/washing before lunch
- ~ Visit from police and fire department representatives
- ~ Growing germs activity: clear gelatin in 2 separate containers (one stays sealed and the other can be touched. Observe for a week)

### **Videos:**

*Sam Good Bodies: Soap*

### **Books:**

*Today I feel Silly*, by Jamie Lee Curtiss

*My Many Colored Days*, by Dr. Seuss

*Dim Sum for Everyone*, by Grace Lin

*The Food Pyramid*, by Amanda Rondeau

*The Edible Pyramid*, by Lorren Leedy

*Gregory the Terrible Eater*, by Mitchell Sharmat

*Germs are Not for Sharing*, by Elizabeth Verdick

*Trevor's Wiggly Wobbly Tooth*, by Lester L. Laminack

*Here Are My Hands*, by Bill Martin, Jr. & John Archambault

*Miss Bindergarten Stays Home from Kindergarten*, by Joseph Slate

### **Poem:**

Mary had a little cold and didn't stay at home.

And everywhere that Mary went that cold was sure to roam.

It wandered into Amy's eyes and filled them full of tears.

It jumped from there to Michael's nose and then to Gary's ear.

It painted Nicole's throat bright red and swelled poor Sheila's head.

Nancy had a fever, a cough put Jack to bed.

The moral of this tale is very quickly said...

She could have saved a lot of pain with just one day in bed!

**2.2 INTEGRATED SKILLS:** The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making personal, family and community health decisions.

<b>I. Communication</b> <b>Essential Question:</b> How do we stand up for what we believe?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Explain when and how to use refusal skills in health and safety situations.	2.1.(2)A.3
2. Recognize effective communication and listening skills.	2.2.(2)A.4 9.2.(4)C.1
<b>Key Vocabulary:</b> communicate, decisions	

<b>II. Leadership, Advocacy, and Service</b> <b>Essential Questions:</b> 1. When should we lead? 2. When should we follow? 3. How can we show respect when we are leading and when we are following?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Demonstrate how to be a leader and a follower.	2.2.(2)E.1
2. Demonstrate respect for varying ideas and opinions.	2.2.(2)E.4
<b>Key Vocabulary:</b> good character, responsibility, respect, trustworthy, a good citizen	

## Integrated Skills – Continued

<b>III. Health Services and Careers</b> <b>Essential Question:</b> Who in our school or community can help us?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss how community helpers and health care workers contribute to personal and community wellness.	2.2.(2)F.1 9.1.(4)A.1
2. Recognize when and how to seek help when feeling ill, scared, sad, lonely, or bullied.	2.2.(2)F.2
<b>Key vocabulary:</b> bully, fire fighter, doctor, dentist, EMS worker, police officer, sanitation worker, nurse, crossing guard	

### Suggested Strategies and Resources:

- ~ Character education program/good citizenship
- ~ Awarding good character traits/behaviors (monthly theme) by school officials or community members
- ~ Inviting of health care professionals and community resource individuals to class to share experiences

### Books:

*A Day in the Life of a Police Officer* (First Facts Community Helper at Work Series), by Heather Adamson

*Community Helpers from A to Z*, by Bobbie D. Kalman

**2.3 DRUGS AND MEDICINE: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy active lifestyle.**

<b>I. Medicine</b>	
<b>Essential Question:</b> What makes a drug a drug and when should a person take medicines?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. State basic rules when taking medicines.	2.3.(2)A.3
<b>Key vocabulary:</b> drug, medicine	

<b>II. Alcohol, Tobacco and Other Drugs</b>	
<b>Essential Question:</b> Why do people choose to use alcohol, tobacco and other drugs when they know that they are harmful?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Recognize that tobacco use contributes to lung diseases and fires.	2.3.(2)B.1
2. Tell how tobacco smoke impacts the environment and the health of nonsmokers.	2.3.(2)B.3
3. Recognize substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.	2.3.(2)B.5 9.2.(4)F.1
<b>Key vocabulary:</b> second-hand smoke, alcohol, tobacco	

**Suggested Strategies and Resources:**

[www.brainpopjr.com](http://www.brainpopjr.com)

~ Drug “look alike” activity (Here’s Looking at You” Kit)

~ Puppet activities (Here’s Looking at You” Kit)

~ Video’s: *How to Ask For Something*, and *How to Say No* (Here’s Looking at You” Kit)

**Books:**

*Danger: Drugs and Your Friends*, by E. Rafaela Picard

*Let’s Talk About Smoking*, by Elizabeth Weitzman

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

<b>I. Relationships</b>	
<b>Essential Question:</b> How do we learn to understand and respect different relationships?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. List different kinds of families and explain that families may differ for many reasons.	2.4.(2)A.1
2. Define friendship and explain that friends are important throughout life.	2.4.(2)A
3. Know appropriate ways for children to show affection and caring.	2.4.(2)A.5
<b>Key vocabulary:</b> agree, family, friend, manners, rules	

**Suggested Strategies and Resources:**

[www.brainpopjr.com](http://www.brainpopjr.com)

- ~ United Streaming: video clips (families)
- ~ Bring in family pictures for discussion and subsequent activities (graphing numbers of family members)
- ~ “Don’t be a space invader” activity (keeping space in line ups and on carpet)
- ~ Reinforcing good friendship activities
- ~ “Catch them being good” friendship activity
- ~ Names on a stick – each child selects a name and has to mention a positive trait of that child

**Books:**

- Alicia’s Best Friends*, by Lisa Jahn-Clough
- Families*, by Debbie Biley
- My Best Friend Moved Away*, by Nancy Carson
- It Takes a Village*, by Jane Cowen Fletcher
- The Flower Garden*, by Eve Bunting
- Families are Different*, by

## GRADE 1

Suggested Textbook: MacMillan/McGraw-Hill: *Health & Wellness*

### 2.1 WELLNESS: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>I. Personal Health</b> <b>Essential Question:</b> What choices can we make to keep our bodies healthy?	
Objective	New Jersey Standards
1. Define wellness.	2.1.(2)A.1
2. Explain how making healthy choices (sleeping, eating, exercising, grooming, etc.) contributes to wellness.	2.1.(2)A.1
3. Dramatize self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather and sports.	2.1.(2)A.2
<b>Key vocabulary:</b> posture, check-up, cavity, floss, warm-up, cool-down, fitness	

<b>II. Growth and Development</b> <b>Essential Question:</b> How do our bodies grow and develop?	
Objective	New Jersey Standards
1. Name and locate external body parts.	2.1.(2)B.1
2. Compare and contrast how children are alike and how they are different.	2.1.(2)B.2
<b>Key vocabulary:</b> shin, thigh, sole, heel, chest, knuckles	

<b>III. Nutrition</b> <b>Essential Question:</b> What makes a food healthy?	
Objective	New Jersey Standards
1. Sort foods according to food groups and good sources.	2.1.(2)C.2
<b>Key vocabulary:</b> "My Pyramid", snacks, advertisement	

## Wellness – Continued

<b>IV. Diseases and Health Conditions</b> <b>Essential Question:</b> What can we do to prevent getting sick?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Present ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats or combs.	2.1.(2)D.4
<b>Key vocabulary:</b> germs, vaccine, illness, stress, symptoms, health record, disease	

<b>V. Safety</b> <b>Essential Questions:</b> 1. What can we do to keep our bodies safe? 2. How do we get help in an emergency?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus and traffic safety procedures.	2.1.(2)E.1
2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.	2.1.(2)E.2
3. Distinguish among good/safe touch, bad/unsafe touch and confusing touch and explain what to do if touching causes uncomfortable feelings.	2.1.(2)E.3
4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.	2.1.(2)E.4
<b>Key vocabulary:</b> poisons, fire hazards, cross-walk, bully	

### Suggested Strategies and Resources:

[www.pbs.org/It'sMyLife](http://www.pbs.org/It'sMyLife) (friends, bullying, safety)

[www.kidshealth.org](http://www.kidshealth.org) (growth and development, diseases and health conditions)

[www.henrythehandwasher.org](http://www.henrythehandwasher.org) (germ prevention)

[www.scrubclub.org](http://www.scrubclub.org) (hand washing)

### Books:

*The Incredible Life Cycles*, by Tim Knight (Heinemann Library, 2003)

*I Need Glasses: My Visit To the Optometrist*, by Virginia Dooley (Mondo Publishing)

*Home Fire Drills*, by Lucia Raatma

*My Body, Your Body*, by Mick Manning and Brita Granstrom

*Gregory the Terrible Eater*, by Michell Sharmat

*Germs Make Me Sick*, by Melvin Berger

### Activities:

~ CAP Program, Debbie Tedino, County Coordinator 201-689-1038

## Wellness – Continued

<b>VI. Social and Emotional Health</b> <b>Essential Questions:</b> 1. What are the basic needs of human beings? 2. How can we learn to like ourselves and others?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Identify that all human beings have basic needs including food, water, sleep, shelter, clothing and love.	2.1.(2)F.1
2. Describe various emotions and demonstrate sympathy.	2.1.(2)F.2
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.	2.1.(2)F.3
4. Point out the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.	2.1.(2)F.4 9.2.(4)C.4
<b>Key vocabulary:</b> anger, sadness, pride, joy, scared, nervousness/worry, anxiety, calm, bully, conflict	

### Suggested Strategies and Resources:

<b>Books:</b> <i>Feeling Book</i> , by Todd Parr (Little, Brown & Company, 2000) <i>Tom's Tail</i> , by Linda Jennings, (Tiger Tales 2003) <i>When Sophie Gets Angry, Really, Really Angry</i> , by Molly Bang <i>One</i> , by <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> , by Judith Viorst	<i>My Many Colored Days</i> , by Dr. Seuss <i>Today I Feel Silly</i> , by Jamie Lee Curtis <i>Mean Jean, the Recess Queen</i> , by Alexis O'Neill <i>A Bad Case of Tattle Tongue</i> , by Julia Cook and Anita DuFalla <i>How to Lose All Your Friends</i> , by Nancy Carlson
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### Activities:

- ~ Make a mobile with pictures depicting good characteristics
- ~ Puppets: (a) Act out things to do when feeling angry; (b) Act our scenarios of feelings
- ~ Trace students body outline, label body parts in English and Spanish
- ~ Body parts song to (“If Your Happy and You Know It”)
- ~ Reading food labels; sorting
- ~ Healthy snack chart; certificate after 10
- ~ Placing snacks in food pyramid
- ~ Create a class “snack menu”; send home for parents to consider
- ~ I.L.A.C. (I’m loving and caring) sign activity (heart shape)
- ~ Inviting police, fire, or insurance [State Farm] personnel to discuss safety features
- ~ Writing of stories in a social issue
- ~ The “Kindness Box” (to record acts of kindness)
- ~ “Feeling Fingerprints” activity related to emotions and differences
- ~ “Burning News” box

**2.2 INTEGRATED SKILLS: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making personal, family and community health decisions.**

<b>I. Communication</b> <b>Essential Question:</b> How do we stand up for what we believe?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Dramatize when and how to use refusal skills in health and safety situations.	2.1.(2)A.3
2. Demonstrate effective communication and listening skills.	2.2.(2)A.4 9.2.(4)C.1
<b>Key vocabulary:</b> effective listener	

<b>II. Leadership, Advocacy, and Service</b> <b>Essential Questions:</b> 1. When should we lead? 2. When should we follow? 3. How can you show respect when you are leading or when you are following?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Act as a leader and a follower.	2.2.(2)E.1
2. Motivate group members to work together and provide constructive feedback.	2.2.(2)E.3 9.2.(4)C.5
3. Participate in a class or school service activity and explain how volunteering enhances self-esteem.	2.2.(2)E.5
<b>Key vocabulary:</b> volunteer, leader, follower	

## Integrated Skills – Continued

<b>III. Health Services and Careers</b> <b>Essential Question:</b> Who in our school or community can help us?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Show how community helpers and health care workers contribute to personal and community wellness.	2.2.(2)F.1 9.1.(4)A.1
2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.	2.2.(2)F.2
<b>Key vocabulary:</b> dentist, doctor, fireman, trusted adult, listening skills, nurse, school counselor	

### Suggested Strategies and Resources:

#### Activities:

- ~ Baking for the homeless; include cards
- ~ Small change collections; choose charity for donation
- ~ Class “Problem Solvers” (change each week)

#### Books:

*Oliver Button is a Siss,*. By Tommy dePaola (Bullying)  
*Standing Up to Peer Pressure*, by Jim Auer  
*Courage*, by Bernard Waber

**2.3 DRUGS AND MEDICINE: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy active lifestyle.**

<b>I. Medicine</b>	
<b>Essential Question:</b> How do we know when to take medicine and which kind of medicine will help us feel better?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Identify different kinds of medicines.	2.3.(2)A.1
2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.	2.3.(2)A.2
3. Discuss basic rules when taking medicines.	2.3.(2)A.3
<b>Key vocabulary:</b> aspirin, Tylenol, cough syrup, dosage, prescription	

<b>II. Alcohol, Tobacco and Other Drugs</b>	
<b>Essential Question:</b> Why do people chose to use alcohol, tobacco and other drugs when they know that they are harmful?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Explain that tobacco use contributes to lung diseases and fires.	2.3.(2)B.1
2. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.	2.3.(2)B.3
3. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.	2.3.(2)B.5 9.2.(4)F.1
<b>Key vocabulary:</b> alcohol, drugs	

**Suggested Strategies and Resources:**

**Activities:**

- ~ Differentiate between candy and drugs
- ~ Use aspirin, gelpcaps, and pills to demonstrate disintegration in vinegar

**Books:**

- Let's Talk About Drug Abuse*, by Anna Kreiner
- Let's Talk About Smoking*, by Elizabeth Weitzman

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

<b>I. Relationships</b>	
<b>Essential Question:</b> How do we learn to understand and respect different relationships?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Identify different kinds of families and explain that families many differ for many reasons.	2.4.(2)A.1
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.	2.4.(2)A.2
3. Explain that families experiencing a change of crisis can get help if they need it.	2.4.(2)A.3
4. Compare types of Friendships.	2.4.(2)A.4
5. Identify appropriate ways for children to show affection and caring.	2.4.(2)A.5
<b>Key vocabulary:</b> chores, cooperation, rules	

**Suggested Strategies and Resources:**

**Books:**

*Alexander, Who’s Not (Do You Hear Me? I Mean It!) Going to Move*, by Judith Viorst (Simon & Shuster Children’s Books, 1998)  
*What’s the Recipe for Friends?*, by Greg M. Williamson (Peerless Publishing, LLC 1999)  
*Keeping You Healthy: A Book About Doctors*, by Ann Owen  
*The Berenstain Bears and the Drug Free Zone*, by Stan Berenstain  
*Otis and Me*, by

**Activities:**

- ~ Make a collage of pictures of what friends do together.
- ~ Puppet show dealing with friends have a conflict. Have students discuss healthy ways to solve.
- ~ “Circles of people in your life” activity

Video: *Free to be You and Me*

## GRADE 2

Suggested Textbook: MacMillan/McGraw-Hill: *Health & Wellness*

**2.1 WELLNESS: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.**

<b>I. Personal Health</b> <b>Essential Question:</b> What choices can we make to keep our bodies healthy?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Recall the importance of personal hygiene	2.1.(2)A.
<b>Key vocabulary:</b> floss, bathe, brush hair/teeth, sunscreen, looking neat	

<b>II. Growth and Development</b> <b>Essential Question:</b> How do our bodies grow and develop?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Name and locate internal body parts and organs.	2.1.(2)B.1
<b>Key vocabulary:</b> heart, lungs, stomach, brain, bones, muscles, blood vessels, nerves	

<b>III. Nutrition</b> <b>Essential Question:</b> What makes a good, healthy diet?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Classify foods according to food groups and good sources.	2.1.(2)C.2
2. Explain what food information can be found on food and product labels.	2.1.(2)C.3
<b>Key vocabulary:</b> advertisement, energy, “My Pyramid”, food group, food label, diet, ingredients, snack	

## Wellness - Continued

<b>IV. Diseases and Health Conditions</b>	
<b>Essential Question:</b>	
What can be done to prevent getting sick?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Explain why diseases and health conditions need to be detected and treated early.	2.1.(2)D.1
2. Explain the difference between communicable and non-communicable diseases (i.e.: allergies vs. colds).	2.1.(2)D.2
3. Discuss common symptoms of diseases and health conditions.	2.1.(2)D.3
4. Point out ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cup, hats or combs.	2.1.(2)D.4
<b>Key vocabulary:</b> germs, epi-pen, fever, immunization, asthma	

<b>V. Safety</b>	
<b>Essential Questions:</b>	
1. What can we do to keep our bodies safe?	
2. How do we get help in an emergency?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Identify ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus and traffic safety procedures.	2.1.(2)E.1 9.2.(4)F.1
2. Identify simple first aid procedures, including getting help and calling 911, contacting poison control, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.	2.1.(2)E.2
3. Compare and contrast good/safe touch, bad/unsafe touch and confusing touch and explain what to do if touching causes uncomfortable feelings.	2.1.(2)E.3
4. Recommend safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.	2.1.(2)E.4
5. Identify warning labels found on medicines and household products.	2.1.(2)E.5
<b>Key vocabulary:</b> poison control, first aid kit, accident	

## Wellness - Continued

<b>VI. Social and Emotional Health</b> <b>Essential Questions:</b> 1. What are the basic needs of human beings? 2. How can we learn to like ourselves and others?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Determine that all human beings have basic needs including food, water, sleep, shelter, clothing and love.	2.1.(2)F.1
2. Compare various emotions and demonstrate sympathy and empathy.	2.1.(2)F.2
3. Explain appropriate ways to express wants, needs, and emotions.	2.1.(2)F.3
4. Illustrate the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.	2.1.(2)F.4 9.2.(4)C.4
5. Describe how children are alike and how they are different in their likes, dislikes, and opinions.	2.1.(2)B.2
<b>Key vocabulary:</b> self-control, diversity, uniqueness	

**Suggested Strategies and Resources:**

[www.kidshealth.org/kids](http://www.kidshealth.org/kids)

[www.pbs.org/itsmylife](http://www.pbs.org/itsmylife)

[www.childabuse.org](http://www.childabuse.org)

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.mypyramid.gov](http://www.mypyramid.gov)

Kidspiration – balanced meal section

Video: *You Are What You Eat*

<p><b>Books:</b>  <i>Sometimes I Was So Mad</i>, by Keith Baker  <i>Feelings Book</i>, by Todd Parr  <i>When the Circus Came to Town</i>, by Laurence Yep  <i>My Friend, Isabelle</i>, by Eliza Woloson  <i>Pearl and Wagner: Two Good Friends</i>, by Kate McMullin  <i>Allie the Allergic Elephant: A Children's story of Peanut Allergies</i>, by Nicole Smith  <i>Germ's Make Me Sick!</i>, by Melvin Berger</p>	<p><i>Stop, Drop and Roll!</i>, by Marjorie Cuyler  <i>Ten Steps to Staying Safe</i>, by Cynthia MacGregor  <i>Emergency Medical Technicians: Paramedics</i>, by Karen Bush Gibson  <i>Social Workers</i>, by Mary Firestone  <i>The Magic School Bus: Inside the Body</i>, (Scholastic)  <i>Kids to the Rescue</i>, by Maribeth and Darwin Boelts (First Aid/911)</p>
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**Activities:**

- ~ Have students trace body on butcher paper. Decorate inside with words or pictures that make him/her special
- ~ Trip to Abmas Farm (Wyckoff, NJ) – resource for nutrition; will also come to the school for Assembly
- ~ Use two hard boiled eggs; put one in a cup of water and one in a cup of soda; leave overnight. Observe difference in color & clean with toothpaste/toothbrush
- ~ Invite a representative from AAA to come to school (presentation on auto safety). Video on bike safety – FREE resource
- ~ Handshakes with hand cream and different color glitter
- ~ Create a balanced meal using food fliers and paper plates

**2.2 INTEGRATED SKILLS:** The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making personal, family and community health decisions.

<b>I. Communication</b> <b>Essential Question:</b> What resources can be used when we have a health related question?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Identify sources of health information.	2.1.(2)A.1 8.1.(4)B.6
2. Express ideas and opinions about wellness issues.	2.2.(2)A.2
<b>Key vocabulary:</b> source, fact vs. opinion, communicate	

<b>II. Decision Making</b> <b>Essential Questions:</b> How should health decisions be made?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Explain the steps to making an effective health decision	2.2.(2)B.1 9.2.(4)A.2
2. Discuss how parents, peers, and the media influence health decisions.	2.2.(2)B.2
<b>Key vocabulary:</b> wise decision	

<b>III &amp; IV. Planning and Goal Setting and Character Development</b> <b>Essential Question:</b> How should we plan to achieve wellness goals?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Explain that a person’s character and values are reflected in the way the person thinks, feels, and acts.	2.2.(2)C.1; (2)D.1 9.2.(4)D.1
<b>Key vocabulary:</b> character, values, self-respect, self-concept	

## Integrated Skills – Continued

<b>V. Leadership, Advocacy, and Service</b> <b>Essential Question:</b> How do we work cooperatively in a group?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Identify factors that lead to group success and help solve group problems.	2.2.(2)E.2 9.2.(4)D.2
2. Demonstrate respect for varying ideas and opinions.	2.2.(2)E.4
<b>Key vocabulary:</b> cooperation, teamwork, opinion, respect, conflict	

### Suggested Strategies and Resources:

#### Video:

*Popcorn Park Six Pillars of Characters*

#### Activities:

- ~ Character Match – Play *Concentration* matching character traits with ways to show that trait.
- ~ Act out how to show good character in real-life situations.
- ~ Highlight monthly character trait attainment; certificate awarded
- ~ Pride Program: *Catch Them Being Good* – highlighting acts of service and cooperation

#### Websites:

[www.njpies.org](http://www.njpies.org) Website provides free materials to schools.

[www.tcadr.org](http://www.tcadr.org) **Forest Friends:** is a six-session program to help children in first and second grade learn skills to appropriately express feelings, resolve conflicts, control anger, make decisions, and establish healthy relationships with adults and other children. Lessons include a puppet story, a group discussion, and a reinforcing activity.

**2.3 DRUGS AND MEDICINE: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy active lifestyle.**

<p><b>I. Alcohol, Tobacco and Other Drugs</b>  <b>Essential Question:</b>          Why do people choose to use alcohol, tobacco and other drugs when they know that they are harmful?</p>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Define drug and give examples of harmful and/or illegal drugs	2.3.(2)B.1
2. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes.	2.3.(2)B.4
<p><b>Key vocabulary:</b> marijuana, alcohol, tobacco, poison, drugs, side-effects, medicine</p>	

<p><b>II. Dependency/Addiction and Treatment</b>  <b>Essential Question:</b>          Why does one person become an addict when another does not?</p>	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.	2.3.(2)C.1
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.	2.3.(2)C.2
<p><b>Key vocabulary:</b> addict, addiction, rehabilitation, dependency, treatment, drug-free</p>	

**Suggested Strategies and Resources:**

[www.brainpopjr.com](http://www.brainpopjr.com) (free movies)

~ Local police department “Forest Friends” for Grade 2 sponsored by Drug Alliance

**Books:**

*Let’s Talk About Drug Abuse*, by Anna Kreiner

*Gertrude McFuzz*, by Dr. Seuss

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

<b>I. Relationships</b>	
<b>Essential Question:</b> How do we learn to understand and respect different relationships?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Distinguish different kinds of families and explain that families many differ for many reasons.	2.4.(2)A.1
2. Identify that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.	2.4.(2)A.2
3. Identify that families experiencing a change or crisis can get help if they need it.	2.4.(2)A.3
4. Differentiate types of friendship and identify that friends are important throughout life.	2.4.(2)A.4
5. Determine appropriate ways for children to show affection and caring.	2.4.(2)A.5
<b>Key vocabulary:</b> separation, divorce, step-parent, adoption	

<b>II. Sexuality/Pregnancy and Parenting</b>	
<b>Essential Question:</b> How does a mother meet the needs of her unborn and newborn baby?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed and nurtured.	2.4.(2)B.1; (2)C.1
<b>Key vocabulary:</b> nurture, pre-natal care	

**Suggested Strategies and Resources:**

**Activities:**

- ~ Writing activity: family traditions and holidays
- ~ Cookbook of family recipes (traditions and holidays)
- ~ Compare and contrast types of families

**Books:**

- A Cool Kid Like Me*, by Hans Wilhelm
- I Am Not a Crybaby*, by Norma Simon
- Love is a Family*, by Roma Downey
- All Families are Different*, by Sol Gordon
- Bellybuttons Are Navels*, by Mark Schoen
- The Bare Naked Book*, by Kathy Stinson

## GRADE 3

**Suggested Textbook:** Macmillan/McGraw-Hill Health & Wellness

**2.1 WELLNESS:** Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>I. Personal Health</b> <b>Essential Question:</b> What are the consequences of our choices in terms of wellness?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the physical, social, and emotional dimensions of wellness.	2.1.(4)A.1
2. Describe and demonstrate personal hygiene practices that support wellness.	2.1.(4)A.2
<b>Key vocabulary:</b> cavity, dental floss, sunscreen, body odor, bathing, appearance, table manners	

<b>II. Growth and Development</b> <b>Essential Question:</b> How do our bodies grow and change throughout life?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the structure and function of human body systems. Know: a. The heart is the major organ in the circulatory system. b. The brain is the major organ in the nervous system. c. The lungs are the major organs in the respiratory system. d. The stomach is the major organ in the digestive system.	2.1.(4)B.1
2. Describe each human life stage and the physical changes that occur at each stage.	2.1.(4)B.2
3. Discuss factors that contribute to healthy, social, emotional, and intellectual growth and uniqueness.	
<b>Key vocabulary:</b> life cycle: birth, childhood, adolescence, adult; cell, tissue, organ	

## Wellness – Continued

<b>III. Nutrition</b> <b>Essential Question:</b> What makes a food healthy?	
<b>Objectives</b>	
1. Differentiate between healthy and unhealthy eating patterns.	2.1.(4)C.1 8.1.(4)B.7
2. Identify foods by food group, food source, nutritional content, and nutritional value.	2.1.(4)C.2
<b>Key vocabulary:</b> energy, diet, nutrients, vitamins, carbohydrates, proteins, minerals, “My Pyramid”, food labels, ingredients, advertisements	

<b>IV. Diseases and Health Conditions</b> <b>Essential Question:</b> In what ways can we keep ourselves disease free?	
<b>Objectives</b>	
	<b>New Jersey Standards</b>
1. Describe the signs and symptoms of common childhood diseases and health conditions and investigate ways to treat them.	2.1.(4)D.2,4
2. Explain that some diseases and health conditions are preventable and some are not.	2.1.(4)D.3
3. Discuss ways to prevent the spread of diseases (hand washing, immunization, etc.)	
<b>Key vocabulary:</b> symptom, germ, virus, bacteria, communicable disease, vaccine, diabetes	

<b>V. Safety</b> <b>Essential Questions:</b> 1. What can be done to keep our bodies safe? 2. Who can we turn to for help when safety is at risk?	
<b>Objectives</b>	
	<b>New Jersey Standards</b>
1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, on the Internet and in the community.	2.1.(4)E.1 9.2.(4)F.1,3
2. Understand that abuse can take several forms including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspect.	2.1.(2)E.3
<b>Key vocabulary:</b> hazard, poison control, fire escape plan, first aid kit	

## Wellness - Continued

<b>VI. Social and Emotional Health</b> <b>Essential Questions:</b> 1. What are the basic needs of human beings? 2. How can we learn to like ourselves and others? 3. What strategies can be used to cope with difficult situations?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe basic human needs and how individuals and families attempt to meet those needs.	2.1.(4)F.1
2. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.	2.1.(4)F.4
3. Discuss the causes of stress and demonstrate ways to deal with stressful situations.	2.1.(4)F.5
4. Explain and demonstrate ways to cope with rejection, loss, and separation.	2.1.(4)F.6
5. Explain how stereotypes influence personal growth and behavior.	2.1.(4)F.7
<b>Key vocabulary:</b> self-concept, respect, stressors, conflict,, coping skills	

### Suggested Strategies and Resources for Wellness, Grade 3:

#### Websites:

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.kidshealthandfitness.com](http://www.kidshealthandfitness.com)

[www.mypyramid.gov](http://www.mypyramid.gov)

[www.kidshealth.org](http://www.kidshealth.org)

[www.nutritionexplorations.org](http://www.nutritionexplorations.org)

[www.pbskids.org/itsmylife](http://www.pbskids.org/itsmylife)

#### **Videos and DVDs:**

Magic School Bus: For Lunch

Magic School Bus: Human Body

Magic School Bus: Super Sports Fun

Magic School Bus: Inside Ralphie

Magic School Bus: Flexes its Muscles

#### **Books:**

*Have You Filled a Bucket Today?*, by Carol McCloud and David Messing

*Magic School Bus: Inside the Human Body*, by Joanna Cole and Bruce Degan

*The Magic School Bus Chapter Book #6: The Giant Germ*, by Anne Capeci

*The Saddest Time*, by Norma Simon

*I'm Gonna Like Me*, by Jamie Lee Curtis

*The Brand New Kid*, by Katie Couric

#### **Activities:**

~ My Pyramid pocket chart

~ Make a Portion Plate

~ Life cycles: study of crayfish and connect to human stages

~ Trace students bodies; add in major organs

~ Act out stages of digestion

**2.2 INTEGRATED SKILLS: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making personal, family and community health decisions.**

<b>I. Communication</b>	
<b>Essential Question:</b> How do we learn to stand up for and communicate our beliefs to others without alienating them?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.	2.1.(2)A.3 9.2.(4)B.3
2. Identify and employ ways to improve listening skills	2.2.(2)A.4
<b>Key vocabulary:</b> I-message, resistance skills, body language	

<b>II. Decision Making</b>	
<b>Essential Questions:</b> What should be considered in making health decisions?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Outline the steps to making an effective health decision	2.2.(2)B.1 9.2.(4)A.2
2. Analyze how parents, peers, and the media influence health decisions.	2.2.(2)B.2
3. Describe situations that might require a decision about health and safety.	2.2.(4)B.3
<b>Key vocabulary:</b> life skills	

<b>III. Planning and Goal Setting</b>	
<b>Essential Question:</b> How should we plan to achieve wellness goals?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Illustrate that a person’s character and values are reflected in the way the person thinks, feels, and acts.	2.2.(2)C.1
<b>Key vocabulary:</b> health goal	

## Integrated Skills – Continued

<b>IV. Character Development</b>	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtues, and citizenship.	2.2.(4)D.1
<b>Key vocabulary:</b> attitude, hero	

<b>V. Leadership, Advocacy, and Service</b>	
<b>Essential Question:</b> How can we practice leadership and service?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe and demonstrate the characteristics of an effective leader.	2.2.(2)E.1 9.2.(4)C.5
2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.	2.2.(2)E.2
3. Demonstrate respect for the opinions and abilities of group members.	2.2.(4)E.3
4. Develop and articulate group goals.	2.2.(4)E.4
<b>Key vocabulary:</b> accomplishment, contribution	

<b>VI. Health Services and Careers</b>	
<b>Essential Question:</b> Where do you go to access information about good health and fitness services?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe health and fitness services provided in the school and community.	2.2.(4)F.1
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.	2.2.(4)F.2
<b>Key vocabulary:</b> hospital, clinic, fitness center	

## **Suggested Strategies and Resources for Integrated Skills, Grade 3:**

### **Books:**

*A Bad Case of Stripes*, by David Shannon

*If You Had to Choose, What Would You Do*, by Sandra McLeod Humphrey, Brian Strassburg

*Mr. Lincoln's Way*, by Patricia Polacco

*Oliver Button is a Sissy*, by Tomie DePaola

*The Brand New Kid*, by Katie Couric

*The 100 Dresses*, by Eleanor Estes

*Unstoppable Me*, by Wayne Dyer

*Incredible You*, by Wayne Dyer

*I'm Gonna Like Me*, by Jamie Lee Curtis

*Piggybook*, by Anthony Browne

### **Activities:**

~ Character Education Activity Book, published by Steck-Vaughn

~ Role Play Scenarios

~ Cooperative Learning Activities

~ Terrific Tattle Battle (positive tattling)

~ Pride Program (K-3) theme for the month

~ "T" charts for behavior

**2.3 DRUGS AND MEDICINE : All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy active lifestyle.**

<b>I. Medicines</b>	
<b>Essential Question:</b> How do we know when to take medicine and which kind of medicine will help us feel better?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Distinguish between over-the-counter and prescription medicines.	2.3.(4)A.1
2. Identify commonly used medicines and discuss why they are used.	2.3.(4)A.1
3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.	2.3.(4)A.3
<b>Key vocabulary:</b> prescription, OTC drug, misuse vs. abuse, dosage	

<b>II. Alcohol, Tobacco and Other Drugs</b>	
<b>Essential Question:</b> Why do people choose to use alcohol, tobacco and other drugs when they know that they are harmful?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the short and long-term physical effects of tobacco.	2.3.(4)B.2
2. Discuss the impact of second-hand/passive smoke on the health of nonsmokers.	2.3.(4)B.3
3. Identify the short and long-term physical and behavioral effects of alcohol use and abuse.	2.3.(4)B.4
<b>Key vocabulary:</b> tar, nicotine, dependence, caffeine addiction	

**Suggested Strategies and Resources for Drugs and Medicines, Grade 3:**

**Websites:**

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

**Books:**

*Smoking (My Health)* by Alvin Silverstein, Virginia B. Silverstein, and Laura Silverstein Nunn

**Activities:**

~ Venn Diagram comparing OTC and prescription drugs

~ Role plan/social stories refusal skills

~ Breathing in and out with a small straw while holding nose to demonstrate impaired breathing

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

<b>I. Relationships</b>	
<b>Essential Question:</b>	
How do we learn to understand and respect different relationships?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.	2.4.(2)A.1
2. Compare the roles, rights, and responsibilities of various family members.	2.4.(2)A.2
3. Discuss ways that families adjust to changes in the nature or structure of the family.	2.4.(2)A.3
4. Discuss how culture and tradition influence personal and family development.	2.4.(2)A.4
5. Discuss factors that support healthy relationships with friends and family.	2.4.(2)A.5
6. Describe the characteristics of a friend.	2.4.(4)A.6
7. Describe appropriate ways to show affection and caring.	2.4.(4)A.7
<b>Key vocabulary:</b> peer, peer pressure, divorce, separation, step-parent	

**Suggested Strategies and Resources for Human Relationships and Sexuality, Grade 3:**

**Activities:**

- ~ Family heritage projects
- ~ Writing project: “What I Like About You” for each child in the class
- ~ Student self-assessments

**Books:**

- Thy Friend, Obadiah*, by Brinton Turkle
- Dinosaurs Divorce: A Guide for Changing Families*, by Laurence Krasny Brown and Marc Brown
- Journey Home*, by Lawrence McKay Jr.
- Amber Brown Series*, by Paula Dangizer

## GRADE 4

Suggested Textbook: Macmillan/McGraw-Hill *Health & Wellness*

**2.1 WELLNESS: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.**

<b>I. Personal Health</b> <b>Essential Question:</b> What are the consequences of our choices in terms of wellness?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Analyze the impact of health choices and behaviors on wellness.	2.1.(4)A.3
<b>Key vocabulary:</b> health goal, healthful behavior, risk behavior, self-concept	

<b>II. Growth and Development</b> <b>Essential Question:</b> How do bodies grow and change throughout life?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the structure and function of human body systems. (See Science Curriculum Guide for specifications)	2.1.(4)B.1
2. Investigate each human life stage and the physical changes that occur at each stage.	2.1.(4)B.2
3. Analyze factors that contribute to healthy, social, emotional, and intellectual growth and uniqueness.	2.1.(4)B.3
<b>Key vocabulary:</b> heredity, adolescence, puberty, life cycle	

## Wellness – Continued

<b>III. Nutrition</b> <b>Essential Question:</b> What makes a food healthy?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Classify foods by food group, food source, nutritional content, and nutritional value.	2.1.(4)C.2
2. Interpret food product labels.	2.1.(4)C.3
3. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.	2.2.(4)C.4
<b>Key vocabulary:</b> self-control, food-borne illness, nutrients, protein, carbohydrates, vitamins, minerals, dietary guidelines, calorie, additive, preservative, empty calorie food, lactose, MSG	

<b>IV. Diseases and Health Conditions</b> <b>Essential Question:</b> In what ways can we keep ourselves disease free?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the importance of the early detection of diseases and health conditions.	2.1.(4)D.1
2. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.	2.1.(4)D.5
3. Discuss myths and facts about mental illness.	2.1.(4)D.6
4. Describe the importance of personal actions to prevent the spreading of disease (covering coughs, hand washing, etc.)	2.1.(4)A.2,3
<b>Key vocabulary:</b> communicable disease, antibody, immune system, vaccine, symptom, diabetes, antibiotic, heart disease	

## Wellness – Continued

<b>V. Safety</b> <b>Essential Questions:</b> 1. What can be done to keep our bodies safe? 2. Who can we turn to for help when safety is at risk?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare and contrast the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, the Internet and the community.	2.1.(4)E.1 9.2.(4)F.1,3
2. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns.	2.1.(4)E.2
3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspect.	2.1.(2)E.3
<b>Key vocabulary:</b> unconscious, infection, sprain, choking	

<b>VI. Social and Emotional Health</b> <b>Essential Questions:</b> 1. What are the basic needs of human beings? 2. How can we learn to like ourselves and others? 3. What strategies can be used to cope with difficult situations?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communications, choices and behaviors.	2.1.(4)F.3
2. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.	2.1.(4)F.3
3. Act out strategies to prevent, reduce, or mediate conflict.	2.1.(4)F.4
4. Analyze the causes of stress and demonstrate ways to deal with stressful situations.	2.1.(4)F.5
5. Explain and demonstrate ways to cope with rejection, loss, and separation.	2.1.(4)F.6
6. Distinguish how stereotypes influence personal growth and behavior.	2.1.(4)F.7
<b>Key vocabulary:</b> resistance skills, stressors, mediation, grief, boredom, I-messages, peers, peer pressure, clique	

## **Suggested Strategies and Resources for Wellness, Grade 4:**

### **Websites:**

[www.brainpop.com](http://www.brainpop.com)

[www.kidshealth.org](http://www.kidshealth.org)

[www.kidshealthandfitness.com](http://www.kidshealthandfitness.com)

[www.nutritionexplorations.org](http://www.nutritionexplorations.org)

[www.mypyramid.gov](http://www.mypyramid.gov)

[www.cybersmart.com](http://www.cybersmart.com)

### **Videos and DVDs:**

A Girl's Guide to Growing, March Video

A Boy's Guide to Growing, March Video

Magic School Bus: For Lunch

Magic School Bus: Inside Ralphie

Magic School Bus: Human Body

Magic School Bus: Flexes its Muscles

Magic School Bus: Super Sports Fun

### **Books:**

*Have You Filled a Bucket Today?*, by Carol McCloud and David Messing

*Magic School Bus: Inside the Human Body*, by Joanna Cole and Bruce Degan

*The Magic School Bus Chapter Book #6: The Giant Germ*, by Anne Capeci

*The Saddest Time*, by Norma Simon

*My Secret Bully*, by Trudy Ludwig

### **Activities:**

~ "My Pyramid" pocket chart

~ Plan a 5 Day menu

~ Class discussion on issues/problems to generate strategies

~ Lab: placing a piece of a snack item on a brown paper to observe fat content (from snack time to end of day)

~ Select a personal health goal (for a week); chart activities related to the accomplishment of that Goal

~ Student groups are assigned a body system to research (function, major organs, care) and create

    a presentation and 3-section brochure to present to a second grade class

~ Create a carnival ride experience through a body system

~ Technology presentation regarding body systems (*PowerPoint*)

~ Tracing the body and drawing the systems using yarn and paper plates for intestines

~ "Earl of Sandwich" cardboard cut-out project to create healthy sandwiches

~ Log food choices for a week

~ Graphing of food choices

~ "Dear Problem Solver" box for questions

~ Lab: Cinnamon on Hands. Shake hands comparing results of washing with cold water, warm water with soap and hand sanitizer

**2.2 INTEGRATED SKILLS: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making personal, family and community health decisions.**

<b>I. Communication</b> <b>Essential Question:</b> How do we stand up for and communicate beliefs without alienating others?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Explain how to determine the validity and reliability of a health resource.	2.1.(2)A.1
2. Present health information orally, and in writing to peers.	2.2.(4)A.2
3. Explain how to identify a health problem or issue for possible research.	2.2.(4)A.5
<b>Key vocabulary:</b> valid, reliable, resource, source, cite	

<b>II. Planning and Goal Setting</b> <b>Essential Question:</b> What should be included in a plan for lifetime wellness?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Develop a personal health goal and track progress.	2.2.(4)C.1
2. Describe ways to support the achievement of health goals.	2.2.(4)C.2
<b>Key vocabulary:</b> long-term goal, short-term goal, decision making	

<b>III. Character Development</b> <b>Essential Question:</b> What are positive character traits and core values?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Act out character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtues, and citizenship.	2.2.(4)D.1
<b>Key vocabulary:</b> self-control, personality, role model	

## Integrated Skills – Continued

<b>IV. Leadership, Advocacy, and Service</b> <b>Essential Question:</b> How can we help to address health issues?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Develop a position on a wellness issue.	2.2.(4)E.5
2. Discuss laws and regulations created to enhance wellness.	2.2.(2)E.6
3. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.	2.2.(4)E.7
<b>Key vocabulary:</b> regulations, donate, donations	

<b>V. Health Services and Careers</b> <b>Essential Questions:</b> Where do we go to access information about good health and fitness services?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss wellness and fitness careers.	2.2.(4)F.3 9.1.(4)A.2
<b>Key vocabulary:</b> nutritionist, psychiatrist, social worker, doctor, nurse, physical education teacher, occupational therapist, physical therapist, chiropractor	

### Suggested Strategies and Resources for Integrated Skills, Grade 4:

#### Books:

*A Bad Case of Stripes*, by David Shannon  
*If You Had to Chose, What Would You Do?*, by Sandra McLeod Humphrey, Brian Strassburg  
*Mr. Lincoln's Way*, by Patricia Polacco  
*Oliver Button is a Sissy*, by Tomie DePaola  
*The Brand New Kid*, by Katie Couric  
*Daphne's Book*, by Mary Downing Hahn

#### Activities:

- ~ Character Education Activity Book, published by Steck-Vaughn
- ~ Role Play Scenarios
- ~ Project TRACK (Tolerance, Respect, Attitude, Cooperation, Kindness) Nominate students for Recognition
- ~ Use Current Health magazine for articles related to curriculum. Use JIGSAW strategy for sharing

**2.3 DRUGS AND MEDICINE: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy active lifestyle.**

<p><b>I. Alcohol, Tobacco and Other Drugs</b>  <b>Essential Question:</b>          Why do people choose to use alcohol, tobacco and other drugs when they know that they are harmful?</p>	
Objectives	New Jersey Standards
1. Explain why it is illegal to use or possess certain drugs/substances.	2.3.(4)B.1
2. Identify the physical and behavioral effects of marijuana use.	2.3.(4)B.5
3. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.	2.3.(4)B.6
<p><b>Key vocabulary:</b> cancer, inhalants, solvents, propellants</p>	

<p><b>II. Dependency/Addiction and Treatment</b>  <b>Essential Question:</b>          Why does one person become an addict when another does not?</p>	
Objectives	
1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.	2.3.(4)C.1
2. Identify where individuals with a substance abuse problem can get help.	2.3.(4)C.2
3. Differentiate among drug use, abuse, and misuse.	2.3.(4)C.3
4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.	2.3.(4)C.4
<p><b>Key vocabulary:</b> alcoholism, depressant, stimulant, nicotine, second-hand smoke, smokeless tobacco</p>	

**Suggested Strategies and Resources for Drugs and Medicine, Grade 4:**

~ Board game – “Say No To Drugs”

**Websites:**

[www.brainpop.com](http://www.brainpop.com)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

**Books:**

*Smoking (My Health)*, by Alvin Silverstein, Virginia B. Silverstein, and Laura Silverstein Nunn  
*Danger: Inhalants*, by Ruth Chien

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

<b>I. Relationships</b> <b>Essential Question:</b> How do we learn to understand and respect different relationships?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare and contrast different kinds of families and discuss how families can share love, values and traditions, provide emotional support, and set boundaries and limits.	2.4.(2)A.1
2. Analyze the roles, rights, and responsibilities of various family members.	2.4.(2)A.2
3. Evaluate ways that families adjust to changes in the nature or structure of the family.	2.4.(2)A.3
4. Evaluate how culture and tradition influence personal and family development.	2.4.(2)A.4
<b>Key vocabulary:</b> marriage, separation, divorce, adoption, foster care, culture, diversity	

<b>II. Sexuality</b> <b>Essential Question:</b> What happens to our bodies during puberty?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the physical, social, and emotional changes occurring at puberty.	2.4.(4)B.1
2. Discuss why puberty begins and ends at different ages for different people.	2.4.(4)B.2
<b>Key vocabulary:</b> adolescence, puberty	

## Human Relationships and Sexuality - Continued

<b>III. Pregnancy and Parenting</b>	
<b>Essential Question:</b> How does a fetus grow and develop inside the birth mother?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.	2.4.(4)C.1
2. Discuss how the health of the birth mother impacts the development of the fetus.	2.4.(4)C.2
<b>Key vocabulary:</b> heredity, fetus, embryo, pre-natal care	

### Suggested Strategies and Resources for Human Relationships and Sexuality, Grade 4

#### Books:

*Thy Friend, Obadiah*, by Brinton Turkle

*Dinosaurs Divorce: A Guide for Changing Families*, by Laurence Krasny, Brown and Marc Brown

*Journey Home*, by Lawrence McKay Jr.

*How You Were Born*, by Joanna Cole

*See How You Grow*, by Patricia Pearse

#### Activities:

~ Make a Stages of the Life Cycle booklet

~ Students write skits to be performed on topic

~ Presentations to boys and girls on issues related to puberty and hygiene

**Curriculum Objectives  
Grades 5 - 6**

## GRADE 5

### 2.1 WELLNESS: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>I. Personal Health</b> <b>Essential Question:</b> What are the consequences (especially unforeseen) of our choices in terms of wellness?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Describe the appropriate use of healthcare and personal hygiene products.	2.1.(6)A.2
<b>Key vocabulary:</b> deodorant, dental care, floss, routine physicals  <b>Suggested Strategies and Resources:</b> Dentist visit	

<b>II. Growth and Development</b> <b>Essential Question:</b> What causes optimal growth and development?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss how heredity and physiological changes contribute to an individual’s uniqueness.	2.1.(6)B.3
2. Describe the effects of the endocrine system on the reproductive system.	2.1.(6)B
3. Describe menstruation and ovulation.	2.1.(6)B
4. Define the meaning of nocturnal emission.	2.1.(6)B
<b>Key vocabulary:</b> puberty, menstruation, ovulation, nocturnal emission, reproductive system, heredity, physiological, pituitary gland, thyroid gland, thymus, parathyroid glands, adrenal glands, ovaries, testes, pancreas.  <b>Suggested Strategies and Resources:</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a>	

## Wellness – Continued

<b>III. Nutrition</b> <b>Essential Questions:</b> 1. What makes a food healthy? 2. How do we determine appropriate portion sizes?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss factors that influence food choices.	2.1.(6)C.1
2. Compare food choices based on nutrient content and value, calories and cost.	2.1.(6)C.2 8.1.(8)B.4,6
3. Create a healthy meal plan.	
<b>Key vocabulary:</b> calorie, nutrient, culture, vitamin, minerals, carbohydrates, proteins, saturated fats, unsaturated fats, trans fats, portion size, moderation, food pyramid, USDA, sugars, nutrition facts label, meal plan, plant-based protein, organic, glycemic index  <b>Suggested Strategies and Resources:</b> <a href="http://www.pyramid.gov">www.pyramid.gov</a> <a href="http://www.healthychoices.org">www.healthychoices.org</a> HRM Video: “ <i>Food, Health, &amp; Exercise</i> ”	

<b>IV. Diseases and Health Conditions</b> <b>Essential Question:</b> To what extent can we keep ourselves disease free?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Compare and contrast diseases and health conditions prevalent in adolescence, including asthma, obesity, diabetes and Lyme disease.	2.1.(6)D.3 9.2.(8) All
2. Differentiate between infectious and non-infectious diseases.	
<b>Key vocabulary:</b> asthma, diabetes, Lyme disease, obesity, deer tick, bull’s-eye rash, inhaler, insulin, respiratory system, body composition, pancreas, arthritis, bacteria, symptoms, cardiac, mononucleosis  <b>Suggested Strategies and Resources:</b> <a href="http://www.COC.org">www.COC.org</a> <a href="http://www.co.hunterdon.nj.us/health/lyme/lymeedvcation.htm">www.co.hunterdon.nj.us/health/lyme/lymeedvcation.htm</a> <a href="http://www.WEBMD.com">www.WEBMD.com</a> <a href="http://www.MayoClinic.com">www.MayoClinic.com</a>	

## Wellness – Continued

### V. Safety

#### Essential Questions:

1. What are the differences between healthy and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?

Objectives	New Jersey Standards
1. Analyze the short and long-term impacts of injuries on individuals and families, and develop strategies to reduce the incidence of such injuries.	2.1.(6)E.2
2. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, burns and bleeding.	2.1.(6)E.3 9.2.(8)F.3
<p><b>Key vocabulary:</b> fracture, sprain, abrasion, stitches, direct pressure, elevation, pressure bandage, pressure points, Heimlich maneuver, diaphragm, rescue breathing, 911, gauze pad, splint, sterile, ace bandage, crutches, safety equipment, infections, dehydration</p> <p><b>Suggested Strategies and Resources:</b>  <a href="http://www.healthy.net/clinic/firstaid">www.healthy.net/clinic/firstaid</a>            DVD: Red Cross: <i>Emergency Test</i></p>	

### IV. Social and Emotional Health

#### Essential Question:

1. How can we learn to like ourselves and others?

Objectives	New Jersey Standards
1. Examine how personal assets, (ex. self esteem, positive peer relationships) and protective factors ( ex. Parental involvement) support healthy social and emotional development.	2.1.(6)F.1 9.2.(8)D.1-4
2. Choose and justify choices for appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.	2.1.(6)F.2 9.2.(8)D.1-4
3. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	2.1.(6)F.5
4. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.	2.1.(6)F.3 9.2.(8)D.1-4
5. Categorize health and fitness services available in the school and community and demonstrate how to access them.	2.2.(6)F.1
<p><b>Key vocabulary:</b> conflict, vandalism, bullying, harassment, violence, self esteem, relationships, social health, emotional health, compromise, collaborative problem solving, coping skills, tolerance, laws.</p> <p><b>Suggested Strategies and Resources:</b>            Cooperative Learning Activities      Local Police Department  <i>Life Skills</i>, by Sandra McTavish</p>	

**2.2 INTEGRATED SKILLS: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.**

<p><b>I. Communication</b>  <b>Essential Questions:</b>            1. How do we know whether or not health information is accurate?            2. How do we learn to stand for and communicate our beliefs to others without alienating them?</p>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.	2.2.(6)A.3 9.2.(8)C.1
2. Describe and demonstrate active and reflective listening.	2.2.(6)A.4 9.2.(8)C.1
<p><b>Key vocabulary:</b> refusal skills, assertive, passive, aggressive, active listening, reflective listening</p> <p><b>Suggested Strategies and Resources:</b>            Role playing</p>	

<p><b>II. Decision Making</b>  <b>Essential Questions:</b>            1. Why might educated people make poor health decisions?            2. How do we overcome negative influences when making decisions about personal health?</p>	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Demonstrate effective decision making in health and safety situations.	2.2.(6)B.1
<p><b>Key vocabulary:</b> decision-making skills, positive self-esteem, impulsive behavior, experimentation, values</p> <p><b>Suggested Strategies and Resources:</b>  <i>Life Skills</i>, by Sandra McTavish</p>	

## Integrated Skills – Continued

<b>III. Planning and Goal Setting</b> <b>Essential Question:</b> In order to achieve lifetime wellness, what should we plan for and what should we just let happen?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Use health data and information to formulate health goals.	2.2.(6)C.1
2. Develop strategies to support the achievement of short and long-term health goals.	2.2.(6)C.2 9.2.(8)B.1
<b>Key vocabulary:</b> statistics, long-term goals, short-term goals, planning  <b>Suggested Strategies and Resources:</b> Graphic Organizer	

<b>IV. Character Development</b> <b>Essential Questions:</b> 1. How are character and health related? 2. What aspects of our character can be changed? 3. To what extent do outside influences shape values?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe actions and situations that show evidence of good character.	2.2.(6)D.1 9.2.(8)D.1
2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.	2.2.(6)D.2 9.2.(8)D.2,4
<b>Key vocabulary:</b> character traits, respect, compassion, self discipline  <b>Suggested Strategies and Resources:</b> <i>Heroes &amp; Cool Kids</i> (NVRHS Students) presentation	

## Integrated Skills - Continued

<b>V. Leadership, Advocacy and Service</b> <b>Essential Question:</b> 1. How can we inspire others to address health issues?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group’s ability to improve its performance, and provide appropriate feedback.	2.2.(6)E.2 9.2.(8)C.1,3,6
2. Develop and articulate a group’s goals and vision.	2.2.(6)E.2 9.2.(8)C.2
3. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.	2.2.(6)E.4
<b>Key vocabulary:</b> cooperative, competitive, goal, task  <b>Suggested Strategies and Resources:</b> Project Adventure Group projects	

<b>VI. Health Services and Careers</b> <b>Essential Question:</b> Where do we go to access information about good health and fitness services?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Categorize health and fitness services available in the school and community and demonstrate how to access them.	2.2.(6)F.1 9.2.(8)A.3
<b>Key vocabulary:</b> fitness trainer, health clubs/gyms, nutritionist, doctor, nurse, physical education/health teacher, psychologist  <b>Suggested Strategies and Resources:</b> Guest speakers	



## Drugs and Medicine - Continued

### III. Dependency/Addiction and Treatment

#### Essential Questions:

1. Where can someone with addiction problems get help?
2. Where can family members of addicts get support?

<b>Objectives</b>	<b>New Jersey Standards</b>
1. Identify where individuals and family members can go for help or support with addictions.	2.3.(6)C
<b>Key vocabulary:</b> addiction, AA (Alcoholics Anonymous), ALA-TEEN, ALA-NON, medical rehabilitation (rehab)	
<b>Suggested Strategies and Resources:</b> HRM Videos AA	

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

<b>I. Relationships</b>	
<b>Essential Question:</b>	
1. How do we learn to understand and respect diversity in relationships?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare and contrast the current interconnected and cooperative roles of family members.	2.4.(6)A.1
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.	2.4.(6)A.2
<b>Key vocabulary:</b> relationship, social, emotional, cooperation	

<b>II. Sexuality</b>	
<b>Essential Questions:</b>	
1. What are the signs that we are going through puberty?	
2. How does sperm enter the female body?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the individual growth patterns of males and females during adolescence.	2.4.(6)B.1
2. Define sexual intercourse.	2.4.(6)B
3. Discuss the benefits of abstinence	2.4.(6)B
<b>Key vocabulary:</b> puberty, adolescence, sexual intercourse, abstinence	
<b>Suggested Strategies and Resources:</b>	
ANSWER – Rutgers University	

## Human Relationships And Sexuality – Continued

<b>III. Pregnancy and Parenting</b> <b>Essential Questions:</b> 1. How does a woman suspect that she is pregnant?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss fertilization.	2.4.(6)C.1
2. Describe the signs and symptoms of pregnancy.	2.4.(6)C.2 8.2.(8)A.3
<b>Key vocabulary:</b> fertilization, embryo, fetus, obstetrician	
<b>Suggested Strategies and Resources:</b> <i>Sex Education Activities:</i> The Center for Applied Research in Education	

## GRADE 6

### 2.1 WELLNESS: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>I. Personal Health</b> <b>Essential Question:</b> What are the consequences (especially unforeseen) of our choices in terms of wellness?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Understand the physical, social, emotional and intellectual dimensions of wellness.	2.1.(6)A.1 9.2.(8)B.3
2. Discuss how health data, such as blood pressure, body composition, and cholesterol can be used to assess and improve wellness.	2.1.(6)A.3 8.1(8)B.10 9.2.(8)A.1
3. Discuss how health knowledge, health choices, self control, resistance and self-management skills influence wellness.	2.1.(6)A.4 8.2.(8)A.3
4. Describe how technology impacts wellness.	2.1.(6)A.5
<b>Key vocabulary:</b> wellness, social health, emotional health, intellectual health, blood pressure, body composition, cholesterol  <b>Suggested Strategies and Resources:</b> Heart Rate Monitors                  Pedometers Skin Calipers                            Blood pressure cuff	

<b>II. Growth and Development</b> <b>Essential Question:</b> What causes optimal growth and development?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Recall various body systems, their parts and functions.	2.1.(6)B.1
2. Compare the rate of physical, social, emotional and intellectual change during various life stages and discuss ways to foster healthy growth.	2.1.(6)B.2
<b>Key vocabulary:</b> body systems, life stages, childhood, adolescence, adulthood	

## WELLNESS - Continued

<b>III.</b> <b>Nutrition</b> <b>Essential Questions:</b> 1. What makes a food healthy? 2. How do we determine appropriate portion size?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss factors that influence food choices.	2.1.(6)C.1 9.2.(8)A.1
2. Assess the short and long term benefits and risks associated with nutritional choices.	2.1.(6)C.4 9.2.(8)A.5
<b>Key vocabulary:</b> advertising, portion, taste, culture, healthy, organic foods  <b>Suggested Strategies and Resources:</b> <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> Food label poster, portion size worksheet <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.sfsan.fda.60v/~dms/foodlabel.html">www.sfsan.fda.60v/~dms/foodlabel.html</a> <a href="http://www.nutritiondata.com">www.nutritiondata.com</a>	

<b>IV. Diseases and Health Conditions</b> <b>Essential Question:</b> To what extent can we keep ourselves disease free?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare and contrast methods used to diagnose and treat diseases and health conditions.	2.1.(6)D.1 9.2.(8)A.1
2. Differentiate among communicable, non-communicable, acute, chronic and inherited diseases and health conditions.	2.1.(6)D.2
3. Compare and contrast diseases and health conditions prevalent in adolescents including asthma, obesity, diabetes, Lyme disease, STDs and HIV/AIDS.	2.1.(6)D.3
<b>Key vocabulary:</b> diabetes, Lyme disease, STDs, HIV/AIDS, obesity, acute, chronic, communicable, non-communicable, asthma  <b>Suggested Strategies and Resources:</b> Health professionals <a href="http://www.CDC.org">www.CDC.org</a>	

## WELLNESS - Continued

<b>V. Safety</b> <b>Essential Questions:</b> 1. What are the differences between healthy and unhealthy risks? 2. Why do we sometimes take risks that can cause harm to ourselves or others?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare and contrast the incidents and characteristics of intentional and unintentional injuries in adolescence.	2.1.(6)E.1 9.2.(8)F.1-3
2. Discuss the physical, social and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.	2.1.(6)E.4
<b>Key vocabulary:</b> physical abuse, social abuse, emotional abuse, injury	

<b>VI. Social and Emotional Health</b> <b>Essential Question:</b> How can we learn to like ourselves and others?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the physical and emotional signs of stress and the short and long term impacts of stress on the human body.	2.1.(6)F.4
2. Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss, and separation.	2.1.(6)F.5 9.2.(8)C.1; (8)D.3
3. Discuss how stereotyping might influence one's goals, choices and behaviors.	2.1.(6)F.6 9.2.(8)A.4
4. Compare and contrast forms of mental illness such as phobias, anxiety, panic disorders, and depression.	2.1.(6)D.5
5. Compare and contrast the incidence and characteristics of intentional (i.e.: homicide, suicide), unintentional (i.e.: motor vehicle crash, falls), and injuries in adolescents.	2.1.(6)E.1
<b>Key vocabulary:</b> stress, stereotyping, conflict resolution, bullying, harassment, mental illness, phobias, anxiety disorders, panic disorders, depression	

**2.2 INTEGRATED SKILLS: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.**

<b>I. Communication</b> <b>Essential Questions:</b> 1. How do we know whether or not health information is accurate? 2. How do we learn to stand for and communicate our beliefs to others without alienating them?	
Objectives	New Jersey Standards
1. Summarize health information from a variety of valid and reliable health resources.	2.2.(6)A.1 8.1.(8)B.6
2. Present health information using a multi-media approach, adapting the wording and deliver method for the topic and audience.	2.2.(6)A.2 8.1.(8)A.8
3. Compare and contrast the economic and social purposes of health messages presented in the media.	2.2.(6)A.5 8.1.(8)A.11
<b>Key vocabulary:</b> media, advertising, CDC, Public Health Commission	

<b>II. Decision Making</b> <b>Essential Questions:</b> 1. Why might educated people make poor health decisions? 2. How do we overcome negative influences when making decisions about personal health?	
Objectives	New Jersey Standards
1. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.	2.2.(6)B.2 8.1.(8)A.11; (8)B.10 9.2.(8)A.4,5
2. Analyze significant health decisions and discuss how the outcome might have been different if a different decision had been made.	2.2(6)B.3 8.1.(8)B.10
3. Explain how personal ethics influence decision making.	2.2.(6)B.4 8.1.(8)B.10 9.2.(8)D.4
<b>Key vocabulary:</b> ethics	
<b>Suggested Strategies and Resources:</b> <i>Life Skills</i> , by Sandra McTavish	

## Integrated Skills – Continued

<b>III. Planning and Goal Setting</b> <b>Essential Question:</b> In order to achieve lifetime wellness, what should we plan for and what should we just let happen?	
<b>Objective</b>	<b>New Jersey Standard</b>
1. Summarize strategies to support the achievement of short and long term health goals.	2.2.(6)C.2 9.2.(8)A.3

<b>IV. Character Development</b> <b>Essential Question:</b> To what extent do outside influences shape values?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Elaborate on the characteristics of role models and how role models influence the personal goals and ethical standards of others.	2.2.(6)D.2 9.2.(8)D.1,4
<b>Key vocabulary:</b> role model, ethical, goals	

<b>V. Leadership, Advocacy and Service</b> <b>Essential Question:</b> 1. How can we inspire others to address health issues?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare various forms of leadership and implement appropriate leadership strategies when serving a leadership role.	2.2.(6)E.1
2. Discuss how individuals can make a difference by helping others, opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.	2.2.(6)E.5 9.2.(8)C.3,6; (8)D.2
3. Formulate and express a position on health issues and educate peers about the health issue or cause.	2.2.(6)E.6 9.2.(8)C.2
4. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness. (ex., health inspections, local health department, DYFUS)	2.2.(6)E.7 9.2.(8)C.6
<b>Key vocabulary:</b> health department, DYFS	

## Integrated Skills – Continued

<b>VI. Health Services and Careers</b>	
<b>Essential Question:</b> Where do we go to access information about good health and fitness services?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Investigate health and fitness career opportunities.	2.2.(6)F.2 9.1.(8)A.3
<b>Key vocabulary:</b> careers, health services	

**2.3 DRUGS AND MEDICINE: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.**

<b>I. Medicines</b>	
<b>Essential Question:</b>	
1. How do we determine whether or not a medication will be effective?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe factors that impact the effectiveness of a medicine.	2.3.(6)A.4
<b>Key vocabulary:</b> medicines	

<b>II. Alcohol, Tobacco, and Other Drugs</b>	
<b>Essential Questions:</b>	
1. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss the classifications of illegal drugs and controlled substances and give examples of each.	2.3.(6)B.5
2. Describe the physical and behavioral effects of each classification of drugs.	2.3.(6)B.6
3. Understand the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	2.3.(6)B.7
4. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.	2.3.(6)B.8
<b>Key vocabulary:</b> drug classifications, illegal drugs, controlled substances, injected drug use, consequences, possession	

## Drugs and Medicines – Continued

<p><b>III. Dependency/Addiction and Treatment</b></p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why does one person become an addict when another does not?</li> <li>2. How does addiction impact family and friends, as well as the abuser?</li> </ol>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	2.3.(6)C.1
2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.	2.3.(6)C.2
3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.	2.3.(6)C.3
4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.	2.3.(6)C.4
<p><b>Key vocabulary:</b> addiction, dependency, substance abuse, support groups, genetics</p> <p><b>Suggested Strategies and Resources:</b> HRM Videos</p>	

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

<b>I. Relationships</b>	
<b>Essential Question:</b> How do we learn to understand and respect diversity in relationships?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.	2.4.(6)A.3 9.2.(8)D.2
2. Describe how peer relationships may change during adolescence.	2.4.(6)A.4 9.2.(8)D.3
3. Discuss different forms of dating and explain the role of dating in personal growth.	2.4.(6)A.5
4. Understand the concepts of gender and gender identification.	2.4.(6)A.4
<b>Key vocabulary:</b> relationship, jealousy, open communication, abuse, trust, gender	
<b>Suggested Strategies and Resources:</b> <i>Health Book of Lists</i> , by Patricia Rizzo-Toner, M.Ed.	

<b>II. Sexuality</b>	
<b>Essential Question:</b> How do we know if abstinence is the right choice for us?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe strategies to remain abstinent and resist pressures to become sexually active.	2.4.(6)B.2 9.2.(8)A.2; (8)D.4
2. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.	2.4.(6)B
3. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.	2.4.(6)B
4. Discuss how parents, peers, and the media influence attitudes about sexuality.	2.4.(6)B
<b>Key vocabulary:</b> adolescence, abstinence, media	

## Human Relationships and Sexuality - Continued

<b>III. Pregnancy and Parenting</b>	
<b>Essential Question:</b>	
1. How does a woman suspect that she is pregnant?	
2. What is the process of embryonic and fetal development throughout pregnancy?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss fertilization, embryonic development, and fetal development.	2.4.(6)C.1
2. Recommend prenatal practices that support a healthy pregnancy.	2.4.(6)C.3
3. Discuss the potential challenges faced by adolescent parents and their families.	2.4.(6)C.4 9.2.(8)A.3
4. Recommend sources of information and help for adolescent parents.	2.4.(6)C.5
<b>Key vocabulary:</b> prenatal vitamins, Obstetrician, Planned Parenthood	
<b>Suggested Strategies and Resources:</b>	
<a href="http://www.NOVA.com">www.NOVA.com</a>	
Transparencies	

**Curriculum Objectives  
Grades 7 - 8**

## GRADE 7

### 2.1 WELLNESS: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>I. Personal Health</b> <b>Essential Questions:</b> 1. What are the consequences (especially unforeseen) of our choices in terms of wellness? 2. How does health data and technology (including medical advances) correlate with wellness?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe the appropriate selection and use of health care and personal hygiene products.	2.1.(8)A.1
2. Evaluate the impact of health behaviors and choices on personal and family wellness.	2.1.(8)A.2
<b>Key vocabulary:</b> hygiene, appropriate, health care, wellness, data, predictions	

<b>II. Growth and Development</b> <b>Essential Question:</b> 1. What causes optimal growth and development?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Reinforce how body systems are interdependent and interrelated.	2.1.(8)B.1
2. Discuss how heredity, physiological changes, environmental influences and varying social experiences contribute to an individual’s uniqueness.	2.1.(8)B.3
<b>Key vocabulary:</b> interdependent, interrelated, heredity, physiological, uniqueness	

## Wellness – Continued

<b>III. Nutrition</b> <b>Essential Questions:</b> 1. What are the essential nutrients? 2. What makes a food healthy? 3. How do we determine appropriate portion sizes?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.	2.1.(8)C.1
2. Describe the impact of nutrients on the functioning of human body systems.	2.1.(8)C.3
<b>Key vocabulary:</b> essential, nutrients, mineral, vitamin, water, carbohydrates, protein, fat, eating patterns	

<b>IV. Diseases and Health Conditions</b> <b>Essential Questions:</b> 1. To what extent can we keep ourselves disease free? 2. What are the risk factors that affect health? 3. How do public agencies impact disease control? 4. How does depression and suicide impact society?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Analyze local and state public health efforts to prevent and control diseases and health conditions.	2.1.(8)D.4
2. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders and bipolar disorders.	2.1.(8)D.5
3. Identify warning signs of depression and suicide.	2.1.(8)D.5
4. Investigate what causes a person to commit suicide.	2.1.(8)D.5
5. Describe various crisis interventions.	2.1.(8)D.5
6. Explain what to do if a friend or relative is suicidal.	2.1.(8)D.5
<b>Key vocabulary:</b> diagnose, impulse disorder, prognosis, bipolar, depression, obsessive-compulsive, anxiety, cutting	

## Wellness – Continued

<b>V. Safety</b> <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the differences between healthy and unhealthy risks?</li> <li>2. Why do we sometimes take risks that can cause harm to ourselves or others?</li> <li>3. How does the Internet pose a risk to one’s personal safety?</li> </ol>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Assess situations in the home, school, and community for perceived vs. actual risks of injuries.	2.1.(8)E.1
2. Investigate the short and long term impacts of injuries on the individual, the family and the community.	2.1.(8)E.2
3. Reinforce and demonstrate first aid procedures including situation and victim assessment, Basic Life support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning through hands-on application of techniques.	2.1.(8)E.3
4. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one’s safety is compromised.	2.1.(8)E.5
5. Understand the effects of the Internet and technology on social and emotional health and its negative consequences.	2.1.(8)E.6
<b>Key vocabulary:</b> victim assessment, Basic Life Support, fracture, shock, burns, major wound bleeding, tetanus, Internet safety	

<b>VI. Social and Emotional Health</b> <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can we learn to like ourselves and others?</li> <li>2. How is tolerance an important social and emotional issue?</li> <li>3. What are positive ways to manage stress?</li> </ol>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.	2.1.(8)F.3
2. Analyze the effectiveness of home, school and community efforts to prevent conflict, harassment, vandalism, and violence.	2.1.(8)F.4
3. Describe situations that may produce stress, describe the body’s response to stress, and demonstrate healthy ways to manage stress.	2.1.(8)F.6
<b>Key vocabulary:</b> tolerance, harassment, cyber bullying, relational aggression, stress, adrenaline, Cortisol	

**Suggested Strategies and Resources for Wellness:**

- ~ Holt Text: Decisions for Health, Chapter 1 Health and Wellness
- ~ Generic vs. brand-name products
- ~ Life Skills Charades
- ~ Portion/distortion link
- ~ Check with 7<sup>th</sup> grade Science teachers regarding diseases

**Websites:**

[www.cdc.gov](http://www.cdc.gov)  
[www.ama-assn.org](http://www.ama-assn.org)  
[www.mypyramid.gov](http://www.mypyramid.gov)  
[www.usda.gov](http://www.usda.gov)  
[www.fda.gov](http://www.fda.gov)

**Books:**

Diet & Nutrition Activities, Center for Applied Research in Education  
American Red Cross First Aid and Safety  
Consumer Health and Safety Activities, **Center for Applied Research in Education**  
Stress Management and Self-Esteem Activities, Center for Applied Research in Education

**DVDs:**

Dr. Andrew Weil, *Meditations*  
*A-Z of Your Head – Brain Disorders*, Discovery  
DVDs: *Eating for Your Fortune*, Discovery

**Videos:** *Dying to be Thin*, NOVA

**2.2 INTEGRATED SKILLS:** All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

<b>I. Communication</b> <b>Essential Questions:</b> 1. How do we know whether or not health information is accurate? 2. How do we learn to stand for and communicate our beliefs to others without alienating them?	
<b>Objectives:</b>	<b>New Jersey Standards</b>
1. Present health information using a multimedia approach, adapting the working and delivery method for various topics and audiences.	2.2.(8)A.2
2. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.	2.2.(8)A.3
3. Assess the use of active and reflective listening.	2.2.(8)A.4
<b>Key vocabulary:</b> active and reflective listening, refusal, negotiation, assertiveness, aggressiveness, passivity	

<b>II. Decision Making</b> <b>Essential Questions:</b> 1. Why might educated people make poor health decisions? 2. How do we overcome negative influences when making decisions about personal health?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Demonstrate and assess the use of decision-making skills in health and safety situations.	2.2.(8)A.1
2. Compare and contrast the influence of peers, family, the media and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.	2.2.(8)A.2
3. Predict social situations and conditions that may require adolescents and young adults to use decision-making skills.	2.2.(8)A.3
<b>Key vocabulary:</b> media, decision-making, peers	

<b>III. Planning and Goal Setting</b> <b>Essential Question:</b> In order to achieve lifetime wellness, what should we plan for and what should we just let happen?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Revisit and analyze factors that support or hinder the achievement of personal health goals.	2.2.(8)C.1
<b>Key vocabulary:</b> achievement, personal goals	

## Integrated Skills - Continued

<b>IV. Character Development</b> <b>Essential Questions:</b> 1. How are character and health related? 2. What aspects of our character can be changed? 3. To what extent do outside influences shape values?	
<b>Objective</b>	<b>New Jersey Standards</b>
1. Analyze how character development can be enhanced and supported by individual, group, and team activities.	2.2.(8)D.1
<b>Key vocabulary:</b> character	

<b>V. Leadership, Advocacy and Service</b> <b>Essential Questions:</b> 1. How can we inspire others to address health issues? 2. What characteristics define a leader? 3. What is service?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Demonstrate the ability to function effectively in both leadership and supportive roles.	2.2.(8)E.1
2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.	2.2.(8)E.2
3. Develop and articulate a group's goals, shared values, and vision.	2.2.(8)E.3
<b>Key vocabulary:</b> leader, leadership, supportive role, motivational techniques, vision, sanctions.	

### Suggested Strategies and Resources for Integrated Skills:

- ~ Guest speakers
- ~ Brainstorming

### Books:

*Relationships & Communication Activities*, Center for Applied Research in Education  
 Text: Holt – *Grade 7 Health*, Chapter 2, Lesson 2

**2.3 DRUGS AND MEDICINE: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.**

<b>I. Medicines</b>	
<b>Essential Questions:</b>	
1. What are some commonly used over-the-counter medicines and their potential side effects?	
2. Why are some medicines prescribed and others over-the-counter?	
3. What are some commonly prescribed medicines and their potential side effects?	
4. How are over-the-counter and prescription medicines abused and how can they be used safely?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare and contrast commonly used over-the-counter medicines.	2.3.(8)A.1
2. Classify commonly administered medicines and describe the potential side effects of each classification.	2.3.(8)A.2 8.1.(8)A.8
3. Recommend safe practices for the use of prescription medicines.	2.3.(8)A.3
<b>Key vocabulary:</b> OTC, prescription, drug schedules	

<b>II. Alcohol, Tobacco, and Other Drugs</b>	
<b>Essential Questions:</b>	
1. What is the relationship between tobacco use and respiratory disease, cancer, heart disease, stroke and injuries?	
2. How does secondhand/passive smoking endanger non-smokers?	
3. How does use and abuse of alcohol contribute to illnesses such as cancer, liver disease, heart disease, stroke, physical and mental abuse and injuries?	
4. How does the use and abuse impact thinking, reaction time and behavior?	
5. What are the consequences of use and abuse of inhalants including sudden sniffing death syndrome?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.	2.3.(8)B.1
2. Analyze the health risks posed to nonsmokers by second-hand/passive smoking.	2.3.(8)B.2
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries?	2.3.(8)B.3
4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.	2.3.(8)B.4
5. Describe sudden sniffing death syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.	2.3.(8)B.5
6. Investigate the effects of marijuana and steroid use and abuse.	2.3.(8)B.5
<b>Key vocabulary:</b> sudden sniffing death syndrome, inhaled substances, THC, anabolic steroids, Cirrhosis, addiction, dependency, tolerance	

## Drugs and Medicine – Continued

<b>III. Dependency/Addiction and Treatment</b> <b>Essential Questions:</b> 1. What are the physical, social and emotional indicators and stages of dependency? 2. What factors influence the use and abuse of alcohol, tobacco, and other drugs? 3. How does substance abuse affect the individual, the family, and the community?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Analyze the physical, social, and emotional indicators and stages of dependency.	2.3.(8)C.1
2. Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs.	2.3.(8)C.3
3. Describe how substance abuse affects the individual, the family, and the community.	2.3.(8)C.4
<b>Key vocabulary:</b> indicators, stages of dependency	

### **Suggested Strategies for Drug and Medicines:**

- ~ Role-play refusal skills
- ~ Technology related projects

**Videos:**       *Legal but Deadly*, HRM  
                  AA., Michael Prichard  
                  *Think, Don't Drink*, Discovery

### **Books:**

*Substance Abuse Prevention Activities*, Center for Applied Research in Education  
*Warning Signs*, by William & Elaine VanOst  
Text: Holt – *Grade 7 Health*, Chapters 11, 12, 13

### **Web Sites:**

[www.samhsa.gov](http://www.samhsa.gov)  
[www.nida.gov](http://www.nida.gov)  
[www.cdc.gov](http://www.cdc.gov)  
[www.madd.org](http://www.madd.org)  
[www.kidshealth.org](http://www.kidshealth.org)

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY:** All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

<b>I. Relationships</b> <b>Essential Questions:</b> 1. How has family structure changed over the years? 2. How do relationships evolve over time (changes in friendships, family, dating relationships, marriage)?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare and contrast the current and historical role of marriage and the family in community and society.	2.4.(8)A.1
2. Discuss changes in family structures and the forces that influence change.	2.4.(8)A.2
3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships and lifetime commitments such as marriage.	2.3.(8)A.3
<b>Key vocabulary:</b> Commitment, families (nuclear, extended, step, inter-racial, same sex, adoptive, single parent)	

<b>II. Sexuality</b> <b>Essential Question:</b> What are the factors that influence the social, emotional changes and occur at puberty?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss the influences of hormones, heredity, nutrition, and the environment on the physical, social and emotional changes that occur at puberty.	2.4.(8)B.1
<b>Key vocabulary:</b> hormones, puberty	

**Suggested Strategies and Resources for Human Relationships and Sexuality**

- ~ Teacher facilitated discussion
- ~ Venn Diagram

**Books:**

*Sex Education Activities*, The Center for Applied Research in Education  
 Text: Holt – *Grade 7 Health*, Chapters 11, 12, 13

**Web Sites:**

- [www.sexetc.org](http://www.sexetc.org)
- [www.answer.rutgers.edu](http://www.answer.rutgers.edu)

## GRADE 8

**2.1 WELLNESS:** Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>I. Personal Health</b> <b>Essential Questions:</b> 1. How is health data used to predict wellness? 2. How do technological and medical advances impact wellness?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Interpret health data to make predictions about wellness.	2.1.(8)A.3
2. Evaluate how technology and medical advances impact wellness.	2.1.(8)A.4 8.2.(8)A.3
<b>Key vocabulary:</b> blood pressure, heart rate, EKG, cholesterol, blood sugar, BMI for Age, triglycerides, stress test, mammography, MRI, PET, X-RAY, Ultrasound, EEG, bone density  <b>Suggested Strategies and Resources:</b> ~ Develop a “healthy profile” containing personal health data and information <a href="http://www.intelihealth.com">www.intelihealth.com</a> <a href="http://apps.nccd.cdc.gov/dnpabmi/">http://apps.nccd.cdc.gov/dnpabmi/</a> (BMI for age)	

<b>II. Growth and Development</b> <b>Essential Question:</b> 1. What physical, social, emotional and intellectual changes occur at each life stage and how do those changes impact wellness? 2. What are some options for caring for an ill, elderly or disabled adult? 3. What are the stages of grief associated with children and adults?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.	2.1.(8)B.2
2. Recognize stages of grief associated with both children and adults.	2.1.(8)B.4
<b>Key vocabulary:</b> birth, infancy, childhood, adolescence/puberty, adulthood, mature adulthood, death, hospice, assisted living, nursing home. <b>Adult Grief:</b> denial, anger, bargaining, depression, acceptance. <b>Child Grief:</b> numbness, disorganization, reorganization  <b>Suggested Strategies and Resources:</b> ~ Teacher facilitated discussion <b>Books:</b> <i>Shark Girl</i> , by Kelly Bingham Text: Holt – <i>Grade 8 Health</i> , Chapters 9, 10	

## Wellness – Continued

<p><b>III. Nutrition</b></p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are healthy ways to lose, gain, or maintain weight?</li> <li>2. How are foods genetically altered?</li> <li>3. How do healthy eating patterns affect wellness?</li> </ol>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe healthy ways to lose, gain or maintain weight.	2.1.(8)C.2
2. Revisit the impact of nutrients on the functioning of human body systems.	2.1.(8)C.3
3. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.	2.1.(8)C.4
<p><b>Key vocabulary:</b> cloned, genetically altered food, obesity, portion distortion, heart disease, high cholesterol, cancer, osteoporosis, diabetes type 2, eating disorders, energy balance (website below), calorie, essential nutrients, plant-based protein, high-fructose corn syrup, partially hydrogenated oils, artificial sweeteners, high-glycemic foods, gluten foods, additives, organic, additives, antioxidants</p> <p><b>Suggested Strategies and Resources:</b></p> <ul style="list-style-type: none"> <li>~ Investigate genetically altered food</li> <li>~ Menu planning</li> <li>~ Compare and contrast diets</li> <li>~ Analyze food labels</li> </ul> <p><b>Portion/distortion website:</b>  <a href="http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/learn-it/balance.htm">http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/learn-it/balance.htm</a></p> <p><b>Books:</b>  <u>Perfect</u>, by Natasha Friend  <u>Diet and Nutrition Activities</u>, Center for Applied Research in Education</p> <p><b>DVDs/Videos:</b>  <i>KingCorn, the Future of Food</i>  <i>Supersize Me</i></p> <p><i>PowerPoint:</i> Fad diets – The Learning Zone</p>	

## Wellness - Continued

### IV. Diseases and Health Conditions

#### Essential Questions:

1. What risk factors can contribute to communicable, non-communicable, acute, chronic, or inherited diseases?
2. What are the current and emerging diseases that are classified under communicable, non-communicable, acute, chronic, or inherited diseases including breast, testicular, and other reproductive cancers?
3. What are some current and emerging methods to diagnose and treat health conditions?
4. What are the sexually transmitted diseases including hepatitis and HIV/AIDS?
5. What are other forms of mental illness including deliberate self-harm?

Objectives	New Jersey Standards
1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.	2.1.(8)D.1
2. Classify disease and health conditions as communicable, non-communicable, acute, chronic, or inherited.	2.1.(8)D.2
3. Compare and contrast diseases and health conditions including hepatitis, STDs/STIs, HIV/AIDS, breast cancer, and testicular cancer.	2.1.(8)D.3
4. Recall various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.	2.1.(8)D.5

**Key vocabulary:** eastern and western methods of medicine, alternative communicable, non-communicable, acute, chronic, inherited, deliberate self-harm

#### Suggested Strategies and Resources:

- ~ Investigate environmental influences
- ~ Compare and contrast Eastern vs. Western Medicine

#### Books:

*Perfect*, by Natasha Friend  
*Deadline*, Chris Crutcher  
*Drums, Girls, and Dangerous Pie*, by Jordon Sonnenblick  
*Side Effects*, by Amy Goldman Koss

#### Videos:

*Never Too Thin*, Discovery  
*RX for Survival*, PBS – (ISBN 1593753276)  
*The Flu*, Discovery  
*Typhoid Mary*, PSB

## Wellness - Continued

<b>V. Safety</b>	
<b>Essential Question:</b> What are the short and long term physical, social, and emotional impacts of all forms of abuse?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss the short and long term physical, social, and emotional impacts of all forms of abuse.	2.1.(8)E.4
<b>Key vocabulary:</b> abuse, assault, sexual assault, rape, harassment, sexual harassment, relationship abuse. <b>Suggested Strategies and Resources:</b> CAP Assault program <span style="float: right;">Text: Holt, <i>Grade 8 Health</i>, Chapter 13</span>	

<b>VI. Social and Emotional Health</b>	
<b>Essential Questions:</b>	
1. How do self-esteem and resiliency impact social and emotional development? 2. What are the developmental tasks of adolescents? 3. How do the consequences of conflict and violence affect the individual, family and community? 4. How does culture affect the way that families and groups cope with crisis and change, loss, and grief?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.	2.1.(8)F.1
2. Investigate internal and external factors that influence resiliency.	2.1.(8)F.2
3. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.	2.1.(8)F.2
4. Debate the consequences of conflict and violence on the individual, the family, and community.	2.1.(8)F.5
5. Analyze how culture influences the ways families and groups cope with crisis and change, loss and grief.	2.1.(8)F.7
<b>Key vocabulary:</b> resiliency, protective factors, gender identification, personal strengths, tolerance, peer pressure <b>Suggested Strategies and Resources:</b> ~ Guest speaker ~ Teacher facilitated discussions <b>Books</b> <i>Suicide: Thirteen Reasons Why</i> , by Jay Asher <i>Anger: Twisted</i> , by Laurie Halse Anderson <i>Stress Management and Self Esteem Activities</i> , The Center for Applied Research in Education Text: Holt, <i>Grade 8 Health</i> , Chapter 4	

**2.2 INTEGRATED SKILLS: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.**

<p><b>I. Communication</b>  <b>Essential Questions:</b>            1. How are valid and reliable health sources identified?            2. What are current reliable health resources?            3. What are the economic and political intents of health messages found in the media?</p>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.	2.2.(8)A.1
2. Analyze the economic and political purposes and impacts of health messages found in the media.	2.2.(8)A.5
<p><b>Key vocabulary:</b> valid, reliable, economic and political intents</p> <p><b>Suggested Strategies and Resources:</b>            ~ Compare and rate health resources and websites  <a href="http://www.CDC.gov">www.CDC.gov</a>  <a href="http://www.webmd.com">www.webmd.com</a>  <a href="http://www.nih.gov">www.nih.gov</a></p>	

<p><b>II. Decision Making</b>  <b>Essential Questions:</b>            1. What does the term “ethical” mean?            2. What are some careful thoughts and actions involved in ethical decision-making?            3. How do appropriate communication and decision-making skills affect the outcomes of significant health decisions?</p>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss how ethical decision-making requires careful thought and action.	2.2.(8)B.4
2. Critique significant national and global health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.	2.2.(8)B.5
<p><b>Key vocabulary:</b> ethical, MRSA, Sars, Katrina, meningitis, salmonella, E-coli</p> <p><b>Suggested Strategies and Resources:</b>            ~ Ethical scenarios</p> <p><b>Books:</b>            Consumer Health and Safety Activities, The Center for Applied Research in Education</p>	

## Integrated Skills – Continued

<p><b>III. Character Development</b></p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is meant by core ethical values?</li> <li>2. Who are some exemplary role models that exhibit outstanding core ethical values?</li> <li>3. How does community and public service support the development of core ethical values?</li> <li>4. How do student codes of conduct influence personal and group behavior?</li> </ol>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Identify the characteristics of various role models and core ethical values they represent.	2.2.(8)D.2
2. Explain how community and public service supports the development of core ethical values.	2.2.(8)D.3 9.2.(8)D.2
3. Analyze personal and group adherence to student codes of conduct.	2.2.(8)D.4
<p><b>Key vocabulary:</b> core ethical values, codes of conduct, cyber ethics</p> <p><b>Suggested Strategies and Resources:</b>            ~ Compare and contrast current role models  <a href="http://www.educationalworld.com/a_tech/tech/tech055.shtml">www.educationalworld.com/a_tech/tech/tech055.shtml</a></p>	

<p><b>IV. Leadership, Advocacy and Service</b></p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. What kinds of health-related activities could students plan and implement?</li> <li>2. How can we make students more aware of health issues?</li> </ol>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Plan and implement volunteer activities to benefit a health organization or cause.	2.2.(6)E.4
2. Develop and defend a position or opinion on a health issue or problem and educate students and parents about a health issue or cause.	2.2.(6)B.5
<p><b>Key vocabulary:</b> leadership characteristics</p> <p><b>Suggested Strategies and Resources:</b>            ~ Plan a health-related community project</p>	

## Integrated Skills – Continued

<b>V. Health Services and Careers</b> <b>Essential Question:</b> 1. What health and fitness services are locally available? 2. How do you access and evaluate services? 3. What preparation and job requirements are needed for various health and fitness-related careers?	
Objectives	New Jersey Standards
1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.	2.2.(8)F.1
2. Investigate community and mental health services.	2.2.(8)F.1
3. Describe the school’s role in helping a student and his/her family get help for a problem.	2.2.(8)F.1
4. Compare and contrast preparation and job requirements for health and fitness.	2.2.(8)F.2
5. Apply research skills to career exploration.	9.1.(8)A.3
6. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment	9.1.(8)B.4
<b>Key vocabulary:</b> wellness centers, fitness clubs, health clubs, personal trainers, hospital-related services	

**2.3 DRUGS AND MEDICINE: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.**

<b>I. Medicines</b> <b>Essential Question:</b> What are naturally occurring substances and their benefits and dangers?	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.	2.3.(8)A.4
<b>Key vocabulary:</b> herbs, organics, supplements	

## Drugs And Medicine – Continued

### II. Alcohol, Tobacco, and other Drugs

#### Essential Questions:

1. What are the physical and behavioral effects of each classification of drugs?
2. What are the health risks associated with injecting drug use?
3. What are the legal ramifications of substance abuse?
4. How does the use of alcohol and other drugs reduce inhibitions and increase vulnerability to assault, sexual assault, pregnancy and STDs/STIs?
5. How are prescription drugs abused?

Objectives	New Jersey Standards
1. Compare and contrast the physical and behavioral effects of each classification of drugs.	2.3.(8)B.6
2. Analyze health risks associated with injecting drug use.	2.3.(8)B.7
3. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.	2.3.(8)B.8
4. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs/STIs.	2.3.(8)B.5
5. Revisit the abuse and illegal possession of prescription drugs.	2.3.(8)B.5

**Key vocabulary:** drug classification schedule, controlled dangerous substance (CDS), “pharming” (Vicodin, Percoset, Oxycontin, Oxycodone, Ritalin)

#### Suggested Strategies and Resources:

##### Books:

*Crank*, by Ellen Hopkins  
*Warning Signs*, by William and Elaine VanOst  
*Drinking and Alcoholism: Lush*, by Natasha Friend  
*Tales of the Midnight Rider*, by Jordan Sonnenblick  
 Substance Abuse Prevention Activities, The Center for Applied Research in Education

*Glass*, by Ellen Hopkins  
*Go Ask Alice*, by Anonymous  
*Steroids: Gym Candy*, by Carl Deuker

##### Videos:

*Under the Influence*, Discovery  
*Drugs and Alcohol Part I (9-12) – The Power of Choice*, Michael Pritchard (1-800-359-KIDS)  
*Prescription for Trouble*, Discovery

##### Web Sites:

[www.drugabuse.gov](http://www.drugabuse.gov) NIDA  
[www.health.org](http://www.health.org) NCADI (National Clearing House for Alcohol and Drug Information)  
[www.rx.samhsa.gov](http://www.rx.samhsa.gov) SAMHSA  
[www.thantidrug.com](http://www.thantidrug.com) Youth Anti-Drug Media Campaign  
[www.freevibe.org](http://www.freevibe.org) Freevibe

##### Resource:

Al-Anon/Alateen Family Group Headquarters, Inc. 212-302-7240

## Drugs And Medicine – Continued

<p><b>III. Dependency, Addiction, and Treatment</b></p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What support systems are available for the cessation of substance abuse?</li> <li>2. What are the positive and negative interactions of drugs on the body?</li> <li>3. How can tolerance lead to dependency and addiction to drugs and medicine?</li> <li>4. How do genetic predisposition, and gender-related predisposition, and multiple risks impact on drug use?</li> </ol>	
<b>Objectives</b>	<b>New Jersey Standards</b>
1. Describe ways to quit using substances and discuss factors that support the ability to quit.	2.3.(8)C.2
2. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.	2.3.(8)C.5
3. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.	2.3.(8)C.6
<p><b>Key vocabulary:</b> tolerance, dependency, addiction, genetic predisposition, multiple risks (environmental/physical), gender-related predisposition, support systems (AA, Alateen, Alanon, NA)</p> <p><b>Suggested Strategies and Resources:</b></p> <p><b>Reference:</b>            Chemical Dependency and the Family: Here’s Looking at You</p>	

**2.4 HUMAN RELATIONSHIPS AND SEXUALITY:** All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**I. Relationships**

**Essential Questions:**

1. What are the potential short and long-term physical, emotional, and social impacts of adolescent sexual activity?
2. How does culture affect dating and the selection of life partners?
3. What is the difference between affection, love, commitment and sexual attraction?
4. What are the signs of an unhealthy relationship?
5. What are some strategies to end an unhealthy relationship?
6. What are some age-appropriate dating guidelines adolescents can use?

<b>Objectives</b>	<b>New Jersey Standards</b>
1. Discuss the potential short and long-term physical, emotional, and social impacts of adolescent sexual activity.	2.4.(8)A.4
2. Describe how various cultures date or select life partners.	2.4.(8)A.6
3. Differentiate among affection, love, commitment, and sexual attraction.	2.4.(8)A.6
4. Describe the signs of an unhealthy relationship and develop strategies to end it.	2.4.(8)A.4
5. Develop standards for dating situations such as dating in groups, setting limits or only dating someone of the same age.	2.4.(8)A.8

**Key vocabulary:** affection, love, sexual attraction

**Suggested Strategies and Resources:**

- ~ Role-playing
- ~ Teacher facilitated discussions

**Books:**

*Speak*, by Laurie Halse Anderson

**Videos/DVDs:**

*The 10 Signs of Relationship Abuse*, HRM

*Speak*, Library Video Company

*What is Love, What is Sex?*, HRM

**Web Sites:**

- |  |                    |
|--|--------------------|
| <a href="http://www.loveisnotabuse.com">www.loveisnotabuse.com</a>   | Love is not abuse  |
| <a href="http://www.loveisrespect.org">www.loveisrespect.org</a>     | Love is respect    |
| <a href="http://www.knowtheredflags.com">www.knowtheredflags.com</a> | Know the red flags |
| <a href="http://www.adcouncil.org">www.adcouncil.org</a>             |                    |

## Human Relationships And Sexuality - Continued

### II. Sexuality

#### Essential Questions:

1. What are the internal and external pressures to become sexually active?
2. What are the physical, emotional and social benefits of sexual abstinence? What are some strategies to resist pressures to become sexually active?
3. What are the potential short and long-term physical, emotional, and social impacts of adolescent sexual activity?
4. How do certain behaviors put one at greater risk for HIV/AIDS, STDs/STIs and unintended pregnancy?
5. What are some current methods of contraception, risk reduction and risk elimination?
6. How do reliability, religious beliefs, age, gender, health history and cost affect one's choice of contraception?
7. What is meant by sexual orientation?
8. Why are routine healthcare procedures such as breast self-examination and testicular examination so important?

Objectives	New Jersey Standards
1. Analyze internal and external pressures to become sexually active.	2.4.(8)B.2
2. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressure to become sexually active.	2.4.(8)B.3
3. Discuss the potential short and long-term physical, emotional, and social impacts of adolescent sexual activity.	2.4.(8)B.4
4. Analyze how certain behaviors place one at greater risk of HIV/AIDS, STDs/STIs and unintended pregnancy.	2.4.(8)B.5
5. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.	2.4.(8)B.6
6. Recall topics regarding sexual orientation.	2.4.(8)B.7
7. Discuss the importance of routine healthcare procedures such as breast self-examination and testicular examination.	2.4.(8)B.8

**Key vocabulary:** sexual orientation, breast self-examination, testicular examination, sexual abstinence, STDs/STIs, sexually active, contraception, risk reduction and elimination

#### Suggested Strategies and Resources:

- ~ Compare and contrast methods of contraception
- ~ HRM Videos
- ~ Planned parenthood contraceptive kits

#### Web Sites:

[www.sex.org](http://www.sex.org)

<http://answer.Rutgers.edu>

## Human Relationships And Sexuality - Continued

### III. Pregnancy and Parenting

#### Essential Questions:

1. What is fertilization?
2. What are the stages of embryonic and fetal development?
3. What are the signs and symptoms of pregnancy?
4. How is pregnancy confirmed?
5. What are the physical and emotional changes that occur during each stage of pregnancy including the stages of labor and childbirth?
6. Why is regular prenatal care important?
7. What is the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on prenatal and postnatal development.
8. What are the physical, economic, emotional, social, cultural, and intellectual responsibilities of parenthood?
9. What are some effective parenting strategies and resources?
10. What are the challenges and responsibilities of being a teen parent?

Objectives	New Jersey Standards
1. Describe fertilization and each stage of embryonic and fetal development	2.4.(8)C.1
2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.	2.4.(8)C.2
3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.	2.4.(8)C.3
4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.	2.4.(8)C.4
5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.	2.4.(8)C.5
6. Describe the physical, economic, emotional, social, cultural, and intellectual responsibilities of parenthood.	2.4.(8)C.6
7. Describe effective parenting strategies and resource for help with parenting.	2.4.(8)C.7
8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.	2.4.(8)C.8

**Key vocabulary:** fertilization, embryonic development, fetal development, labor, childbirth/delivery, prenatal care, postnatal care.

#### Suggested Strategies and Resources:

~ University of Utah.edu      ~ Fetal development

#### Videos/DVDs:

*Human Reproduction and Childbirth*, HRM

#### Books:

*Sex Education Activities*, The Center for Applied Research in Education

**Curriculum Objectives**

**Grades 9 – 12**

**Driver and Safety Education – Health**

**NORTHERN VALLEY SCHOOLS  
Office of Curriculum and Instruction**

**HEALTH, SAFETY AND PHYSICAL EDUCATION DEPARTMENT**

**Demarest and Old Tappan**

**DRIVER AND SAFETY EDUCATION  
GRADE 10**

<b>UNIT I</b>	<b>Impact of Emotions on Driving</b>
<b>UNIT II</b>	<b>Physical Skills of Driving</b>
<b>UNIT III</b>	<b>Driving Laws</b>
<b>UNIT IV</b>	<b>NJ Division of Motor Vehicles Regulations/Ownership</b>
<b>UNIT V</b>	<b>Substance Abuse and Driving</b>

## UNIT I: Impact of Emotions and Attitude on Driving

### ESSENTIAL QUESTIONS:

1. How do emotions affect driving performance?
2. How does a respectful attitude and application of traffic laws affect the safety of the driving public?
3. Why do we sometimes take risks that can cause harm to ourselves or others?

<b>OBJECTIVES</b>	<b>New Jersey Standards</b>
1. Analyze the effects of the emotions on driving performance.	2.1.(12)A.2 2.2.(12)B.1,4
2. Indicate a positive attitude toward the laws that govern safe driving.	8.1.(12)A.5

### STRATEGIES RESOURCES

Textbook: *Drive Right*

Workbook: *Drive Right*

New Jersey State Manual

Videos: *National Driving Test, Room to Live*

Ordeal by Accident

Just Another Friday Night

*60 Minutes*

AAA Films

Guest Speakers:

Local Police

Bergen County State Police (Fatal Vision Goggles)

Hackensack Hospital Trauma Unit

Cooperative Learning Projects

Manual Review Games

### EVALUATION

Tests

Quizzes

Worksheets

Teacher observation

Homework

Projects: Safety Posters

Videos: *PowerPoint* Commercials State Exam

Seat Belt Brochure

## UNIT II: Physical Skills of Driving

### Essential Questions:

1. What is the importance of being physically fit for driving?
2. How do physical problems affect one's driving ability?

<b>OBJECTIVES</b>	<b>New Jersey Standards</b>
1. Recognize the importance of being physically fit for driving. (i.e., sight, hearing, etc.)	2.1.(12)A.2; (12)B.1
2. Explain how environmental factors and weather can effect driving a vehicle.	8.2.(12)C.3

### Suggested and Resources:

Textbook: *Drive Right*  
Workbook: *Drive Right*  
NJ State Manual  
Videos: *Night Driving*  
Using Your Eyes Effectively  
Helping Your New Driver  
Hydroplaning  
Cooperative Learning Projects

### EVALUATION

Eye test  
Teacher observation  
Tests  
Hearing test  
State Exam

### UNIT III: Driving Laws

#### Essential Questions:

1. What is the importance of knowing the differences between state driving laws?
2. What services does the Division of Motor Vehicles provide?
3. What are the current traffic laws of local and state government?

<b>OBJECTIVES</b>	<b>New Jersey Standards</b>
1. Recognize that different states have different driving laws.	2.1.(12)E.1,2,3 2.2.(12)B.1
2. Describe the functions of local and state agencies that pertain to motor vehicle operation.	9.2.(12)F.6
3. Demonstrate knowledge of NJ State Driving Laws through successfully passing the NJ Driving Examination	
4. Discuss motor vehicle safety, including, but not limited to, NJ motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public streets.	

#### Suggested and Resources:

Textbook: *Drive Right*

Workbook: *Drive Right*

NJ State Manual

Videos: *Car Smart*

Refer to environmental science curriculum

Guest Speakers: local police, insurance agents, lawyer, career infusion

#### Evaluation

Tests

Quizzes

State Exam

Homework

Teacher observation

Project: Interviews with manager of a transportation and an insurance agent

## UNIT IV: NJ Division of Motor Vehicles

### Essential Questions:

1. What are the multiple responsibilities of maintaining and owning an automobile?
2. What are the procedures when it comes to obtaining a driving license, registration, and car inspection through the Division of Motor Vehicles of New Jersey?

<b>OBJECTIVES</b>	<b>New Jersey Standards</b>
1. Recognize that ownership of a motor vehicle entails responsibilities, including cost of the automobile, repair and maintenance, insurance and license fees.	2.2.(12)B.1 2.2.(12)E.7
2. State the importance of the New Jersey Division of Motor Vehicles regulations pertaining to motor vehicles (i.e., license, registration, inspection).	

### Suggested and Resources:

Textbook: *Drive Right*

Workbook: *Drive Right*

NJ State Manual

Videos: *Are You Reading Me?; 20/20 Underguards; Pro Driving Tactics; Home Car Care*

### Evaluation

Tests

Quizzes

Teacher observations

Project: Accident, Notebook

Homework

Driver Education Expert Project

**UNIT V: Substance Abuse and Driving**

**Essential Questions:**

1. How does alcohol and drug use affect the body?
2. How does alcohol and drug use affect driving skills and attitudes?

<b>OBJECTIVES</b>	<b>New Jersey Standards</b>
1. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.	2.3.(12)B.3,4,5

**Suggested and Resources:**

Textbook: *Drive Right*

Workbook: *Drive Right*

NJ State Manual

Videos: *Just Another Friday Night; Bruce Kimbell Story; Sentenced for Life; The Last Dance; Second Thoughts; Binge Drinking; Ordeal by Accident; Stone Cold*

Guest Speakers: Local police; student assistance counselor; lawyer; graduate

Cooperative learning projects

Alcohol posters

Current events

**Evaluation**

Tests

Quizzes

Homework

Project: Alcohol Posters

State Exam

Teacher Observation

Accident Notebook

Traffic Court

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**Demarest and Old Tappan**

**HEALTH AND SAFETY  
GRADE 10**

<b>UNIT I</b>	<b>Wellness</b>
<b>UNIT II</b>	<b>Integrated Skills</b>
<b>UNIT III</b>	<b>Drugs and Medicines</b>
<b>UNIT IV</b>	<b>Human Relationships and Sexuality</b>
<b>UNIT V</b>	<b>* Project Adventure (P.E. Curriculum)</b>

**\*NOTE:** The following State Curriculum Standards are found in our Physical Education Curriculum within the Project Adventure Unit: 2.2.(12)1,2,3,4,5

**UNIT I: Wellness**

**Essential Questions:**

1. How does an awareness of a healthy lifestyle impact on personal, family, and community wellness?
2. How does personality development impact on behavior?

<b>Objectives</b>	<b>New Jersey Standards</b>
<ol style="list-style-type: none"> <li>1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.</li> <li>2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.</li> <li>3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.</li> <li>4. Recommend behaviors that enhance and support the optimal functioning of body systems.</li> <li>5. Predict and discuss significant developmental issues or concerns that impact each life stage.</li> <li>6. Discuss the relationship between signs and symptoms of disease and the functioning of the body’s immune system.</li> <li>7. Predict the impact of heredity and genetics on human growth and development.</li> <li>8. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer’s.</li> <li>9. Investigate the impact of mental illness on personal, family, and community wellness.</li> <li>10. Discuss psychological principles and theories of personality development.</li> <li>11. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior (self-mutilation).</li> <li>12. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.</li> <li>13. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.</li> </ol>	<p>2.1.(12)A.1,2,3                  2.1.(12)B.1,2                  2.1.(12)D.2,3,5                  2.1.(12)F.1-4</p> <p>8.1.(12)B.2,5,6,13                  8.2.(12)A.3                  8.2.(12)B.2</p>

**Suggested Strategies and Resources:**

Teacher facilitated discussion  
 Video: *Self-Esteem*  
 County Resource Hotlines  
 Appropriate technology  
 Cooperative Learning activities and projects  
 Text – Holt *Health* Chapters 1,7,8,9,21,24

**Evaluation:**

Written tests and quizzes  
 Research projects – bulletin boards  
 Oral Presentations  
 Homework  
 Technology projects and presentations  
 Bulletin board presentation

**UNIT II: Integrated Skills**

**Essential Questions:**

1. How can we develop a variety of communication skills?
2. What techniques and methods can be used to develop decision-making skills?
3. How do core ethical values influence individuals and society?

<b>Objectives</b>	<b>New Jersey Standards</b>
1. Use appropriate research methodology to investigate a health problem or issue.	2.1.(12)A.1-5
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.	2.1.(12)B.1,2,4 2.1.(12)D.1-3
3. Demonstrate how to use communication skills, including refusal, negotiation, and assertiveness.	2.1.(12)E.6
4. Employ strategies to improve communication and listening skills and assess their effectiveness.	8.1.(12)A.1,5
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.	8.1.(12)B.5,6
6. Demonstrate and evaluate the use of decision making skills.	9.2.(12)A.1
7. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.	9.2.(12)C.1,2
8. Demonstrate character based on core ethical values.	
9. Analyze how role models, and the core ethical values they represent, influence society.	
10. Analyze the impact of community or public service on individual and community core ethical values.	

**Suggested Strategies and Resources:**

Teacher facilitated discussion  
 Videos: *Self-Esteem, Living with Stress*  
 Text – Holt *Health* Chapter 2  
 Appropriate technology  
 Cooperative Learning activities and projects  
 Role playing activities

**Evaluations:**

Written test and quizzes  
 Research projects  
 Oral Presentations  
 Homework  
 Technology projects and presentations

**UNIT III: Drugs and Medicines**

**Essential Questions:**

1. What are the effects of drugs on the human body?
2. What is the impact of the use of drugs on self, family, and community?
3. What community agencies and strategies help treat substance abuse?

<b>Objectives</b>	<b>New Jersey Standards</b>
1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.	2.3.(12)A.1,2 2.3.(12)B.1-7 2.3.(12)C.1-5
2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, and route of administration, cost, and benefits vs. risks.	
3. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.	8.1.(12)A.1,5
4. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.	9.1.(12)A.1,3
5. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.	
6. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.	
7. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.	
8. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.	
9. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.	
10. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.	
11. Compare and contrast the physical and psychological stages of dependency.	
12. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.	
13. Evaluate factors that support an individual to quit using substances.	
14. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.	

**Suggested Strategies and Resources:**

Teacher facilitated discussion  
 Videos: *Smoking: Truth or Dare; The Truth About Drinking; Drug and Alcohol Addictions; Angel of Death: Story of PCP*  
 Guest speakers: Bergen County Drug Enforcement, AA, Al-Anon, Quit Connection (smoking), (SAC) Student Assistance Counselor, (NA) Narcotics Anonymous  
 Cooperative Learning activities and projects  
 Text – Holt *Health* Chapters 12-15 Bulletin Board Activity  
 Role playing – refusal skills

**Evaluations:**

Written test and quizzes  
 Research projects  
 Technology presentations  
 Oral Presentations  
 Technology projects  
 Appropriate technology  
 Homework  
 Bulletin Board Projects  
 Research Essay

**UNIT IV: Human Relationships and Sexuality**

**Essential Questions:**

1. What are family planning methods including abstinence?
2. What are the consequences of sexual activity?
3. What are alternative forms of intimacy?

Objectives	New Jersey Standards
1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.	2.4.(12)A.2 2.4.(12)B.2,3
2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.	2.4. (12)C.1,4
3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.	8.1. (12)B.5,6,13
4. Compare and contrast embryonic and fetal development in single and multiple pregnancies.	8.2. (12)A.3 8.2. (12)C.2
5. Investigate the relationship between prenatal exposure to alcohol, tobacco, and other drugs, infections, and environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.	9.1.(12)A.1,3 9.2.(12)A.1
6. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.	
7. Assess and evaluate parenting strategies used at various stages of child development.	
8. Investigate the legal rights and responsibilities of teen mothers and fathers.	
9. Discuss factors that influence the decision to have or to adopt a child.	
10. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.	

**Suggested Strategies and Resources:**

Teacher facilitated discussion  
 Videos: *STDs/STIs: Straight Talk*  
*Miracle of Life*  
 Guest speakers  
 Appropriate technology  
 Cooperative Learning activities and projects  
 Text – Holt *Health* Chapters 4,5,16,17  
 Birth Control Kit  
 PMI Activity (Plus-Minus-Interesting)

**Evaluations:**

Written tests and quizzes  
 Research projects  
 Bulletin board activity  
 Oral presentations  
 Homework  
 Technology projects  
 Technology presentations  
 STD *PowerPoint* presentation  
 Reaction Essay

**Websites:**

[www.scenariosusa.org](http://www.scenariosusa.org)  
[www.sexetc.org](http://www.sexetc.org)  
[www.sexedlibrary.org](http://www.sexedlibrary.org)

**NORTHERN VALLEY SCHOOLS  
Office of Curriculum and Instruction**

**HEALTH, SAFETY AND PHYSICAL EDUCATION DEPARTMENT**

**Demarest and Old Tappan**

**HEALTH AND SAFETY  
GRADE 11**

<b>UNIT I</b>	<b>Social and Emotional Health</b>
<b>UNIT II</b>	<b>Substance Abuse</b>
<b>UNIT III</b>	<b>Nutrition</b>
<b>UNIT IV</b>	<b>Physical Health</b>
<b>UNIT V</b>	<b>Human Relationships and Sexuality</b>
<b>UNIT VI</b>	<b>Safe Living and First Aid</b>
<b>UNIT VII</b>	<b>Community Health Services and Careers</b>

**UNIT I: Social and Emotional Health**

**ESSENTIAL QUESTIONS:**

1. How does the media influence society's perception of the ideal man and woman?
2. What are the short-term and long-term physical and emotional side effects associated with various eating disorders for males and females?
3. What are some local and school resources that can help someone with an eating disorder?

<b>Objectives</b>	<b>New Jersey Standards</b>
<ol style="list-style-type: none"><li>1. Use reliable and valid health information to assess social situations and conditions that impact health and safety.</li><li>2. Employ strategies to improve communication and listening skills and assess their effectiveness.</li><li>3. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.</li><li>4. Identify the signs, symptoms, causes, and effects of eating disorders such as Anorexia Athletica.</li></ol>	2.2.(12)A.5; (12)B.3

**Suggested Strategies and Resources:**

Teacher facilitated discussion

Video: *Dying to be Thin, THIN*

Current event articles

Guest speakers

Appropriate technology

Cooperative learning activities and projects

Textbook: Holt *Health*, Chapters 3-5

<http://www.eating-disorder.com/>

<http://www.mayoclinic.com/health/eating-disorders/DS00294/DSECTION=1>

<http://www.anred.com/>

<http://www.renfrewcenter.com/>

**Evaluation**

Written test and quizzes

Oral Presentations

Technology projects and presentations

Research projects

Homework

Reaction Paper

**Unit II: Substance Abuse**

**ESSENTIAL QUESTIONS:**

1. How does the use and abuse of various substances affect the body?
2. What is the difference between anabolic and androgenic steroids?
3. What are some of the short-term and long-term side effects associated with steroid use?
4. What are the various routes of administration for the steroids to enter the bloodstream?
5. Why might a doctor prescribe steroids for a patient? What medical conditions warrant such a prescription?

<b>Objectives</b>	<b>New Jersey Standards</b>
<ol style="list-style-type: none"> <li>1. Analyze role models, and the core ethical values they represent, and how they influence society.</li> <li>2. Research the use of steroids and their physical and behavioral effects and consequences.</li> <li>3. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.</li> <li>4. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.</li> <li>5. Debate the benefits and dangers of naturally occurring substances such as herbal and dietary supplements.</li> <li>6. Investigate the relationships between injected drug use and the incidence of diseases such as HIV and hepatitis.</li> <li>7. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.</li> <li>8. Compare and contrast the physical and psychological stages of dependency/withdrawal.</li> <li>9. Assess and evaluate factors that support and individual to quit using substances.</li> <li>10. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.</li> </ol>	<p>2.2.(12)D.2 2.3.(12)A.1-3; (12)B.7; (12)C.1-5</p> <p>8.1.(12)B.6</p>

**Suggested Strategies and Resources:**

Videos: TLC – *The Man Whose Arms Exploded*, 20/20 *Catch Me If You Can*

Teacher facilitated discussion

Guest speakers

Cooperative learning activities and projects

<http://www.njsiaa.org/NJSIAA/07banneddrugclass.PDF>

<http://www.njsiaa.org/NJSIAA/07steroidmemo.pdf>

<http://www.njsiaa.org/NJSIAA/07policyconsent.pdf>

<http://www.steroidabuse.org/>

Current event articles

Appropriate technology

Text: Holt Health Chapters 12-15

**Evaluation**

Written test and quizzes

Oral Presentations

Technology projects

Research projects

Homework

PowerPoint presentations

**Unit III: Nutrition**

**ESSENTIAL QUESTIONS:**

1. What are the benefits of good nutrition, and what are the consequences of unhealthy eating habits?
2. How can we benefit from a diet rich in organic foods?
3. What are the latest diet trends and how do they impact health?
4. What are dietary supplements and how are they evaluated for safety?

<b>Objectives</b>	<b>New Jersey Standards</b>
1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.	2.1.(12)C.1-4
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.	8.1.(12)B.5,6 9.1.(12)A.3
3. Recommend healthy ways to lose, gain, or maintain weight.	
4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development, diabetes, and immune system functioning.	
5. Compare and contrast nutritional information of popular diets, such as South Beach, Atkins, and Mediterranean.	
6. Identify plant-based sources of protein vs. animal sources of protein and explain how they can impact our health.	
7. Identify nutritional terminology such as gluten, glycemic index, and artificial sweeteners.	

**Suggested Strategies Resources:**

Teacher facilitated discussion

Videos: *Super Size Me*, *King Corn*

Guest speakers: Athletic Trainer, health club professional, Nutritionist

Food Guide Pyramids

Current event articles

Appropriate technology

Cooperative Learning activities and projects

Text – Holt *Health* Chapters 4 and 5

<http://www.nutrition.gov/>

<http://www.mypyramid.gov/>

<http://www.cfsan.fda.gov/~dms/supplmnt.html>

<http://dietary-supplements.info.nih.gov/>

<http://health.discovery.com/centers/nutritionfitness/nutrition/nutrition.html>

**Evaluation**

Written test and quizzes

Oral presentations

Technology projects and presentations

Research projects – nutritional analysis

Homework

## Unit IV: Physical Health

### ESSENTIAL QUESTIONS:

1. What are the current trends used to alter one's physical appearance?
2. What are the short-term and long-term consequences of piercings, tanning, and tattooing (professional and unprofessional)?
3. What are some ways to incorporate lifelong fitness into a weekly regimen?

Objectives	New Jersey Standards
<ol style="list-style-type: none"><li>1. Identify the physical effects and consequence of body piercings, tanning, and tattooing.</li><li>2. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.</li><li>3. Identify and describe the five components of fitness and the F.I.T. Principle.</li><li>4. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefit, and accreditation.</li></ol>	2.1.(12)A.3 2.2.(12)F.1

### Suggested Strategies Resources:

Teacher facilitated discussion

Guest speakers

Appropriate technology

Cooperative learning activities and projects

Internet research, computer lab

Current event articles

Text – Holt *Health* Chapter 3

<http://www.fitness.gov/>

<http://www.active.com/>

<http://www.healthierus.gov/exercise.html>

<http://health.discovery.com/centers/nutritionfitness/fitness/.html>

[http://www.kidshealth.org/teen/your\\_body/](http://www.kidshealth.org/teen/your_body/)

### Evaluation

Written test and quizzes

Research projects

Oral presentations

Homework

Technology projects and presentations

Fitness center design

Create an individual fitness plan



## Unit VI: Safe Living And First Aid

### ESSENTIAL QUESTIONS:

1. How can we create awareness of potential medical emergencies and develop and implement strategies for prevention and first aid care?
2. What are the steps involved in activating the emergency response system?
3. What are some ways that can help us to avoid accidents in the home, workplace, and in a vehicle (car, boat, etc.)?

Objectives	New Jersey Standards
1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.	2.1.(12)E.1-4
2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.	8.1.(12)B.5,6,12
3. Assess the short and long-term impacts of injuries on the individual, family members, the community, and the workplace.	9.2.(12)F.1-5
4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.	

### Suggested Strategies Resources:

Teacher facilitated discussion	Guest speakers
American Heart Association	American Red Cross
Appropriate technology	Cooperative learning activities and projects
Current event articles	Pre and post-test epilepsy questionnaire
Demonstrations of various first aid techniques (ex. Heimlich Maneuver)	
Text: Holt <i>Health</i> , Chapter 28	
<a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex/">http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex/</a>	
<a href="http://www.kidshealth.org/">http://www.kidshealth.org/</a>	
<a href="http://www.redcross.org/">http://www.redcross.org/</a>	
<a href="http://www.americanheart.org/presenter.jhtml?identifier=1200000">http://www.americanheart.org/presenter.jhtml?identifier=1200000</a>	
<a href="http://www.webmd.com/">http://www.webmd.com/</a>	
<a href="http://www.nlm.nih.gov/medlineplus/">http://www.nlm.nih.gov/medlineplus/</a>	
<a href="http://www.parasolemt.com.au/medical_emergencies.asp">http://www.parasolemt.com.au/medical_emergencies.asp</a>	
<a href="http://www.rutherford-nj.com/oem.asp">http://www.rutherford-nj.com/oem.asp</a>	

### Evaluation

Written test and quizzes	Research projects
Oral presentations	Homework
First aid pamphlet	<i>PowerPoint</i> presentations
Technology projects	

**Unit VII: Community Health Services And Careers**

**ESSENTIAL QUESTIONS:**

1. What are the benefits that can be achieved in developing a wellness plan through various health and fitness providers?
2. What are group activities that will help benefit a health organization, cause or issue?
3. How can the use of new technology improve lifelong wellness?

<b>Objectives</b>	<b>New Jersey Standards</b>
1. Investigate the impact of health choices and behaviors on personal, family, and community wellness.	2.1.(12)A.2,3
2. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.	2.2.(12)C.1,2; (12)D.3; (12)E.6,7; (12)F.2
3. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.	8.1.(12)B.5,6
4. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.	9.1.(12)A.2,3
5. Analyze the impact of community or public service on individual and community core ethical values.	
6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.	
7. Assess community awareness and understanding about local, state, national, or international health issues.	
8. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals (e.g. nutritionist, personal fitness trainer).	
9. Debate the social and ethical implications of the use of technology and medical advances to support wellness.	

**Suggested Strategies Resources:**

- Teacher facilitated discussion
- Current event articles
- Guest speakers
- Appropriate technology
- Cooperative learning activities and projects
- Berkeley College guest speaker (vocations)
- Text: Holt *Health* Chapters 25 and 26

**Evaluation**

- Written test and quizzes
- Oral Presentations
- Technology projects and presentations
- Research projects
- Homework
- Berkeley College guest speaker (vocations)

**NORTHERN VALLEY SCHOOLS  
Office of Curriculum and Instruction**

**HEALTH, SAFETY AND PHYSICAL EDUCATION DEPARTMENT**

**Demarest and Old Tappan**

**HEALTH AND SAFETY  
GRADE 12**

- |                 |   |
|-----------------|---|
| <b>UNIT I</b>   | <b>Human Relationships and Marriage</b> |
| <b>UNIT II</b>  | <b>Family Planning</b>                  |
| <b>UNIT III</b> | <b>Abuse</b>                            |

## UNIT I: Human Relationships and Marriage

### Essential Questions:

<ol style="list-style-type: none"> <li>1. What are some strategies to cope with family issues?</li> <li>2. How can families cope with change without compromising the family structure?</li> <li>3. How do we know whether or not health information is accurate?</li> <li>4. How do we overcome negative influences when making decisions about personal relationships?</li> <li>5. To what extent do outside influences shape values?</li> </ol>	<ol style="list-style-type: none"> <li>6. How can we inspire others to address health issues?</li> <li>7. Where do we go to access information about health services?</li> <li>8. How do we learn to understand and respect diversity in relationships?</li> <li>9. How do we know when a relationship is not worth saving?</li> <li>10. What determines a person's sexual orientation?</li> <li>11. What are the indicators of a potentially abusive relationship?</li> <li>12. What are some financial considerations for marriage and family planning?</li> </ol>
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<b>Objectives</b>	<b>New Jersey Standards</b>
<ol style="list-style-type: none"> <li>1. Investigate the impact of health choices and behaviors on personal, family and community wellness.</li> <li>2. Use health data to make predictions about wellness and recommend behavior changes to improve life-long wellness.</li> <li>3. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.</li> <li>4. Use appropriate research methodology to investigate a health problem or issue.</li> <li>5. Employ strategies to improve communication and listening skills and assess their effectiveness.</li> <li>6. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.</li> <li>7. Analyze the use of ethics and personal values when making decisions.</li> <li>8. Critique significant health decisions and debate the choices made.</li> <li>9. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.</li> <li>10. Investigate how different family structures, values, rituals, and traditions meet basic human needs.</li> <li>11. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.</li> <li>12. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.</li> </ol>	<p>2.1.(12)A.2,3; (12)F.5</p> <p>2.2.(12)A.1,4,5; (12)B.4,5 (12)D.1-3; (12)E.6</p> <p>2.3.(12)C.5 2.4.(12)A.1-7</p> <p>8.1.(12)A.1,3; (12)B.4,5,6,12</p> <p>9.2.(12)B.1; (12)E.1,2</p>

## Human Relationships and Marriage - Continued

<b>Objectives - Continued</b>	
<ol style="list-style-type: none"><li>13. Compare and contrast adolescent and adult dating practices.</li><li>14. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.</li><li>15. Discuss the importance of physical and emotional intimacy in a healthy relationship.</li><li>16. Develop strategies to address domestic or dating violence and end unhealthy relationships.</li><li>17. Plan, implement and evaluate activities to benefit a health organization, cause or issue.</li><li>18. Identify financial obligations when planning a wedding and throughout the marriage.</li><li>19. Discuss homosexual and transgender relationships.</li><li>20. Revise and update the personal growth plan to address multiple life roles.</li><li>21. Analyze factors that influence gross and net income.</li><li>22. Design, implement, and critique a personal finance plan.</li></ol>	

### **Suggested Strategies Resources**

Teacher Facilitated Discussion, Group Projects, Think-Pair-Share, Venn Diagram

Videos : *Father of the Bride*, Oprah “marriage”, *The Day the Senior Class Got Married*

Appropriate Technology – *PowerPoint, Excel*, Internet

Cooperative Learning activities and projects (i.e.: plan a wedding, Married Budget Project, etc.)

Current Event Research Homework

### **Websites:**

<http://www.webmd.com/default.htm>

### **Evaluation**

Written test and quizzes

Research/written projects

Oral presentations

Homework

Technology projects and presentations

Portfolio assessment

**Unit II: Family Planning**

**ESSENTIAL QUESTIONS:**

1. What is the relationship between crime, drug abuse, disease and unwanted pregnancy?
2. How does medical insurance effect proper care for an expecting mother?
3. How does a fetus grow from conception to birth?
4. What are various ways to raise and discipline a child?
5. What is the relationship between chemical abuse and fetal development?
6. What are the current diagnostic procedures to determine pregnancy and fetal abnormality?
7. How do multiple births occur?
8. What are some options to an unwanted pregnancy?
9. What are the risk factors of a teenage pregnancy?
10. How does genetic information pass from the biological parents to the child?
11. How does one perform a self-testicular/breast exam?
12. What are the warning signs of postpartum depression?

<b>Objectives</b>	<b>New Jersey Standards</b>
1. Debate the social and ethical implications of the use of technology and medical advances to support wellness.	2.1.(12)A.4; (12)B.3 (12)D.1,4
2. Predict the impact of heredity and genetics on human growth and development.	2.2.(12)B.2; (12)F.3 2.4.(12)B.2,3,6;
3. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health condition.	(12)C.1-11
4. Investigate and assess local, state, national, and international public health efforts.	8.1.(12)B.5,6
5. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.	
6. Compare and contrast health insurance and reimbursement plans.	
7. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.	
8. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.	
9. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).	
10. Compare and contrast embryonic and fetal development in single and multiple pregnancies.	
11. Describe the stages of labor and compare childbirth options.	
12. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.	

## Family Planning - Continued

<b>Objectives - Continued</b>	
<ol style="list-style-type: none"><li>13. Compare and contrast pregnancy options.</li><li>14. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.</li><li>15. Investigate the relationship between prenatal exposure to alcohol, tobacco, other drugs, infections, environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.</li><li>16. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.</li><li>17. Assess and evaluate parenting strategies used at various stages of child development.</li><li>18. Investigate the legal rights and responsibilities of teen mothers and fathers.</li><li>19. Discuss factors that influence the decision to have or to adopt a child.</li><li>20. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.</li></ol>	

### **Suggested Strategies Resources**

Teacher Facilitated Discussion, Group Projects, Think-Pair-Share, Venn Diagram  
Videos: *From Conception to Birth*, *Special Delivery*, *Nanny 911*, *Everybody Loves Raymond*, *Parenthood*

Appropriate Technology – *PowerPoint*, Internet  
Cooperative Learning Activities and Projects (Ready or Not Tot)  
Current Event: Research current topics on pregnancy and raising a child

### **Websites:**

<http://www.sceneriosusa.org>  
<http://www.babycenter.com>  
<http://health.yahoo.com/sitemap/>

### **Evaluation**

Written test and quizzes  
Research/written projects  
Oral presentations  
Homework  
Technology projects and presentations  
Portfolio assessment

### Unit III: Abuse

#### ESSENTIAL QUESTION:

1. What are alternatives to traditional medical care?
2. What is indirect victimization?
3. What are ways to help a victim of child abuse/sexual abuse?
4. What are the statutory laws in terms of rape?
5. Are there warning signs about a potential date rape situation?
6. What is DYFS and how do they protect the child?

Objectives	New Jersey Standards
1. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.	2.1.(12)E.5
2. Use reliable and valid health information to assess social situations and conditions that impact health and safety.	2.2.(12)B.2
3. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STIs and unintended pregnancy.	2.3.(12)B.8 8.1.(12)B.5,6
4. Identify alternatives to traditional medical health care (e.g., acupuncture, chiropractic, homeopathic).	
5. Identify signs and symptoms of child abuse and discuss ways to protect the child.	

#### Suggested Strategies Resources

Teacher facilitated discussion

Videos: *No One Would Tell*; *High School Date Rape*; *TLC – Rape in Georgia*, *Mommy Why Me*; *Oprah – Boy Called It*, etc.

Guest Speakers: Chiropractor, Bergen County Rape Crisis Center

Appropriate Technology

Cooperative Learning Activities and Projects

#### Websites:

<http://www.recovery-man.com/abusive/abusive.htm>

<http://www.ndvh.org>

#### Evaluation

Written test and quizzes

Research/written projects

Oral presentations

Homework

Technology projects and presentations

Portfolio assessment

## **APPENDICES**

- APPENDIX A:**      **NEW JERSEY CORE CURRICULUM CONTENT STANDARDS**  
~ (1) **COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION**  
~ (2) **TECHNOLOGY LITERACY**  
~ (3) **CAREER EDUCATION AND CONSUMER, FAMILY, AND  
LIFE SKILLS**

# APPENDIX A

## New Jersey Core Curriculum Content Standards For Comprehensive Health and Physical Education

### INTRODUCTION

#### **The Vision**

Schools have enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health education and physical education must look and be different than the old “hygiene and gym class.” Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support “wellness”.

Quality health education and physical education programs promote each student’s optimum physical, mental, emotional, and social development. Effective programs are grounded in scientifically-based research and public health knowledge. They are student-centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities. These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children’s changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally, ethnically, and gender sensitive.

Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life. Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors--in the classroom, the gym or cafeteria, or on the playground.

Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information. For example, using heart rate monitors makes aerobic exercise safer and more productive by helping the teacher and student individualize participation in physical activity. As a form of authentic assessment, this teaching tool enhances interdisciplinary technological instruction while allowing for a more objective estimation of a student’s effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

Student-centered health classes are interactive—that is, teachers encourage classroom discussion, research, modeling, and skill practice. Skilled health teachers address the social influences on behavior and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1998). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well-versed in current health issues and resources, challenge students to take responsibility for their own health. Providing information is not enough--information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

## **Rationale**

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to the health-related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001). For example:

- Chronic diseases account for 7 of every 10 U.S. deaths and for more than 60 percent of medical care expenditures.
- In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs result from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions (CDC, Risk Behaviors Overview, 2001).
- There are nearly twice as many overweight children and almost three times as many overweight adolescents as there were in 1980.
- Sixty percent of overweight 5-10 year old children already have at least one risk factor for heart disease (National Center for Chronic Disease Prevention and Health Promotion, 2000).
- Approximately two-thirds of all deaths among children and adolescents aged 5-19 years result from injury related causes: motor vehicle crashes, all other unintentional injuries, homicide, and suicide (MMWR, December 7, 2001).
- A substantial portion of motor vehicle crashes involves the use of alcohol.
- Injuries requiring medical attention or resulting in restricted activity affect more than 20 million children and adolescents and cost \$17 billion annually for medical treatment.
- Approximately 4 million students are injured at school each year and more than 1 million serious sport-related injuries occur annually to adolescents aged 10-17 (CDC Fact Sheet, December 2001).
- Every year, nearly one-quarter of all new HIV and STD infections occur among our nation's teenagers.
- While teen birth rates have declined substantially over the last ten years, teen pregnancy remains a significant health and educational issue. Teenage childbearing is generally associated with educational, social, and economic consequences for the teenage mothers and for their children (Kirby, 1997).

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute to many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

## Revision of the Standards

New Jersey has a long-standing commitment to school health, safety, and physical education. N.J.S.A.18A:35, adopted in 1917, requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. In addition, there are a number of content-specific mandates including instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A. 18A:40); Lyme disease prevention (18A:35-5.1); breast self examination (18A:35-5.4); stress abstinence (18A:35-4.19); accident and fire prevention (18A:6-2); cancer awareness (18A:40-33); and, sexual assault prevention (18A:35-4.3). The Comprehensive Health and Physical Education Core Curriculum Content Standards focus on the health needs of students and attempt to reconcile the ever-increasing number of state mandates with evidence from public health research.

The State Board of Education first adopted the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education in 1996. The New Jersey standards were developed after substantial review of two national documents: *Moving Into the Future: National Standards for Physical Education* (1995) and *The National Health Education Standards: Achieving Health Literacy* (1995). Since that time, the Surgeon General of the United States released a landmark report, *Physical Activity and Health* (1996) that called upon schools to take a more active role in health promotion and disease prevention. Acknowledging that childhood and adolescence may be pivotal times for preventing sedentary behavior among adults, the report recommended that schools make every effort to require daily physical education in each grade and to promote physical activities that can be enjoyed throughout life. In December 2000, the United States Department of Health and Human Services and the Department of Education published *Promoting Better Health for Young People Through Physical Activity and Sports*. The report to the President reemphasized the need for quality health and physical education programs in our schools. The report describes our nation's young people as inactive, unfit, and increasingly overweight and explains how the increase in serious health problems, such as diabetes, is a direct result of inactivity and unhealthy eating patterns.

In a landmark national report, *A Call to Action* (2001) schools were identified as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The report called upon schools to offer age appropriate and culturally-sensitive health education programs that help students develop the knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy healthy eating habits and a physically active lifestyle. The report emphasized that all schools should provide all children, from pre-kindergarten through grade 12, with quality daily physical education programs supplemented by daily recess for elementary students and extracurricular physical activity programs for older students.

The 2001 Comprehensive Health and Physical Education Standards Revision Panel examined these significant reports as well as health education and physical education standards from twenty other states. They considered the thoughtful comments of a national consultant and spent hours looking at new research on effective programs as well as the impact of movement on health and academic success. In addition, panel members looked at commercial curricula, textbooks, software, and on-line resources and considered feedback from teachers, curriculum specialists, healthcare specialists, and representatives from higher education and business. Panel members reviewed the national public health agenda document *Healthy People 2010* and looked at New Jersey's companion public health document and health goals, as well as existing New Jersey public health data.

## **Standards and Strands**

There are six comprehensive health and physical education standards, each of which has a number of lettered *strands*. The strands are an organizational tool allowing teachers to locate specific content and skills. Related *cumulative progress indicators (CPIs)* are clustered together at each grade level so that a teacher can easily identify what should be taught about a specific subset of health and physical education, such as movement skills, nutrition, or safety.

The knowledge and skills outlined in the revised standards are cumulative; that is, the progress indicators begin at a foundational or basic level and increase in complexity as the student matures, requiring more complex interaction with the content. Since the indicators are cumulative, students at succeeding grade levels are responsible for the knowledge and skills taught in previous grade level clusters as well as that of their current grade. Smaller grade level bands, increased specificity, and content strands allow teachers to focus on developmentally appropriate content and skills.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five “content” standards and one “integrated skills” standard. *Standard 2.2: Integrated Skills* focuses on decision-making, goal setting, and effective communication in situations that impact health and safety. The standard has been expanded to include character and leadership development, health careers and services, and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every other health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining eight content areas.

The standards and strands for all students are delineated below:

### **2.1 Wellness**

- A. Personal Health
- B. Growth and Development
- C. Nutrition
- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

### **2.2 Integrated Skills**

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy, and Service
- F. Health Services and Careers

### **2.3 Drugs and Medicines**

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

### **2.4 Human Relationships and Sexuality**

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

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**STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**Descriptive Statement:** This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one’s risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**A. Personal Health**

1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.
2. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.

**B. Growth and Development**

1. Name and locate body organs and parts.
2. Describe how children are alike and how they are different.

**C. Nutrition**

1. Explain why some foods are healthier to eat than others.
2. Sort foods according to food groups and food sources.
3. Explain what information can be found on food and product labels.

**D. Diseases and Health Conditions**

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases.
3. Discuss common symptoms of diseases and health conditions.
4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.

**E. Safety**

1. Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.
2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.
3. Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.
4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.
5. Identify warning labels found on medicines and household products.

## **F. Social and Emotional Health**

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

### **A. Personal Health**

1. Describe the physical, social, and emotional dimensions of wellness.
2. Describe and demonstrate personal hygiene practices that support wellness.
3. Analyze the impact of health choices and behaviors on wellness.

### **B. Growth and Development**

1. Describe the structure and function of human body systems.
2. Describe each human life stage and the physical changes that occur at each stage.
3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.

### **C. Nutrition**

1. Differentiate between healthy and unhealthy eating patterns.
2. Classify foods by food group, food source, nutritional content, and nutritional value.
3. Interpret food product labels.
4. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.

### **D. Diseases and Health Conditions**

1. Discuss the importance of the early detection of diseases and health conditions.
2. Investigate ways to treat common childhood diseases and health conditions.
3. Explain that some diseases and health conditions are preventable and some are not.
4. Describe the signs and symptoms of diseases and health conditions common in children.
5. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.
6. Discuss myths and facts about mental illness.

### **E. Safety**

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.
2. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding and the care of minor wounds and burns.
3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.
4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

## **F. Social and Emotional Health**

1. Describe basic human needs and how individuals and families attempt to meet those needs.
2. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.
3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.
5. Discuss the causes of stress and demonstrate ways to deal with stressful situations.
6. Explain and demonstrate ways to cope with rejection, loss, and separation.
7. Explain how stereotypes influence personal growth and behavior.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

### **A. Personal Health**

1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.
2. Describe the appropriate use of healthcare and personal hygiene products.
3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.
4. Discuss how health knowledge, health choices, self-control, resistance and self-management skills influence wellness.
5. Discuss how technology impacts wellness.

### **B. Growth and Development**

1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.
2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.
3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.

### **C. Nutrition**

1. Discuss factors that influence food choices.
2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.
3. Analyze nutrition information on food packages and labels.
4. Discuss the short- and long-term benefits and risks associated with nutritional choices.

### **D. Diseases and Health Conditions**

1. Compare and contrast methods used to diagnose and treat diseases and health conditions.
2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.
3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.
4. Discuss the use of public health strategies to prevent diseases and health conditions.
5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.

## **E. Safety**

1. Compare and contrast the incidence and characteristics of intentional [(e.g., assault, homicide)] and unintentional [(e.g., sports, traffic)] injuries in adolescents.
2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.
3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.
4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.

## **F. Social and Emotional Health**

1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.
5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

### **A. Personal Health**

1. Describe the appropriate selection and use of healthcare and personal hygiene products.
2. Evaluate the impact of health behaviors and choices on personal and family wellness.
3. Interpret health data to make predictions about wellness.
4. Investigate how technology and medical advances impact wellness.

### **B. Growth and Development**

1. Discuss how body systems are interdependent and interrelated.
2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.

### **C. Nutrition**

1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
2. Describe healthy ways to lose, gain, or maintain weight.
3. Describe the impact of nutrients on the functioning of human body systems.
4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.

**D. Diseases and Health Conditions**

1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.
2. Classify diseases and health conditions as communicable, non-communicable, acute, chronic, or inherited.
3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.
4. Analyze local and state public health efforts to prevent and control diseases and health conditions.
5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.

**E. Safety**

1. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.
2. Investigate the short- and long-term impacts of injuries on the individual, the family and the community.
3. Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning.
4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.
5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.

**F. Social and Emotional Health**

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.
2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.
3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.
5. Debate the consequences of conflict and violence on the individual, the family, and the community.
6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.
7. Analyze how culture influences the ways families and groups cope with crisis and change.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

**A. Personal Health**

1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.
2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.
4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.

**B. Growth and Development**

1. Recommend behaviors to enhance and support the optimal functioning of body systems.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Predict the impact of heredity and genetics on human growth and development.

**C. Nutrition**

1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.
3. Recommend healthy ways to lose, gain, or maintain weight.
4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

**D. Diseases and Health Conditions**

1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.
2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.
4. Investigate and assess local, state, national, and international public health efforts.
5. Investigate the impact of mental illness on personal, family, and community wellness.

**E. Safety**

1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries,
2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.
4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

**F. Social and Emotional Health**

1. Discuss psychological principles and theories of personality development.
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.
5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

**STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**Descriptive Statement:** This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

**Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**A. Communication**

1. Identify sources of health information.
2. Express ideas and opinions about wellness issues.
3. Explain when and how to use refusal skills in health and safety situations.
4. Demonstrate effective communication and listening skills.

**B. Decision Making**

1. Explain the steps to making an effective health decision.
2. Discuss how parents, peers, and the media influence health decisions.

**C. Planning and Goal Setting**

1. Develop a wellness goal and explain why setting a goal is important.

**D. Character Development**

1. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.

**E. Leadership, Advocacy, and Service**

1. Act as a leader and a follower.
2. Identify factors that lead to group success and help solve group problems.
3. Motivate group members to work together and provide constructive feedback.
4. Demonstrate respect for varying ideas and opinions.
5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.

**F. Health Services and Careers**

1. Discuss how community helpers and healthcare workers contribute to personal and community wellness.
2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**A. Communication**

1. Explain how to determine the validity and reliability of a health resource.
2. Present health information, orally and in writing, to peers.
3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Identify and employ ways to improve listening skills.
5. Explain how to identify a health problem or issue for possible research.

**B. Decision Making**

1. Outline the steps to making an effective decision.
2. Discuss how parents, peers, and the media influence health decisions and behaviors.
3. Describe situations that might require a decision about health and safety.

**C. Planning and Goal Setting**

1. Develop a personal health goal and track progress.
2. Describe ways to support the achievement of health goals.

**D. Character Development**

1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
2. Discuss how an individual's character positively impacts individual and group goals and success.

**E. Leadership, Advocacy, and Service**

1. Describe and demonstrate the characteristics of an effective leader.
2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
3. Demonstrate respect for the opinions and abilities of group members.
4. Develop and articulate group goals.
5. Develop a position on a wellness issue.
6. Discuss laws and regulations created to enhance wellness.
7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.

**F. Health Services and Careers**

1. Describe health and fitness services provided in the school and community.
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.
3. Discuss wellness and fitness careers.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

**A. Communication**

1. Summarize health information from a variety of valid and reliable health resources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.
3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Describe and demonstrate active and reflective listening.
5. Compare and contrast the economic and social purposes of health messages presented in the media.

**B. Decision Making**

1. Demonstrate effective decision making in health and safety situations.
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
4. Explain how personal ethics influence decision making.

**C. Planning and Goal Setting**

1. Use health data and information to formulate health goals.
2. Develop strategies to support the achievement of short- and long-term health goals.

**D. Character Development**

1. Describe actions and situations that show evidence of good character.
2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.

**E. Leadership, Advocacy, and Service**

1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.
2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.
3. Develop and articulate a group's goals and vision.
4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.
5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.
6. Formulate and express a position on health issues and educate peers about the health issue or cause.
7. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.

## **F. Health Services and Careers**

1. Categorize health and fitness services available in the school and community and demonstrate how to access them.
2. Investigate health and fitness career opportunities.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

### **A. Communication**

1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.
3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
4. Assess the use of active and reflective listening.
5. Analyze the economic and political purposes and impacts of health messages found in the media.

### **B. Decision Making**

1. Demonstrate and assess the use of decision-making skills in health and safety situations.
2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
4. Discuss how ethical decision making requires careful thought and action.
5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

### **C. Planning and Goal Setting**

1. Analyze factors that support or hinder the achievement of personal health goals.

### **D. Character Development**

1. Analyze how character development can be enhanced and supported by individual, group, and team activities.
2. Compare and contrast the characteristics of various role models and the core ethical values they represent.
3. Explain how community and public service supports the development of core ethical values.
4. Analyze personal and group adherence to student codes of conduct.

### **E. Leadership, Advocacy, and Service**

1. Demonstrate the ability to function effectively in both leadership and supportive roles.
2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
3. Develop and articulate a group's goals, shared values, and vision.
4. Plan and implement volunteer activities to benefit a health organization or cause.
5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.

### **F. Health Services and Careers**

1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.
2. Compare and contrast preparation and job requirements for health and fitness careers.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

#### **A. Communication**

1. Use appropriate research methodology to investigate a health problem or issue.
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
4. Employ strategies to improve communication and listening skills and assess their effectiveness.
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

#### **B. Decision Making**

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.
5. Critique significant health decisions and debate the choices made.

#### **C. Planning and Goal Setting**

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers and the community support or hinder the achievement of a wellness plan.

#### **D. Character Development**

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.
3. Analyze the impact of community or public service on individual and community core ethical values.

**E. Leadership, Advocacy, and Service**

1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
2. Evaluate personal participation as both a leader and follower.
3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
5. Develop and articulate the group's goals, shared values, vision, and work plan.
6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.
7. Assess community awareness and understanding about a local, state, national, or international health issue.

**F. Health Services and Careers**

1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
3. Compare and contrast health insurance and reimbursement plans.

**STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**Descriptive Statement:** This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

**Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**A. Medicines**

1. Identify different kinds of medicines.
2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.
3. Discuss basic rules when taking medicines.

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

1. Define drug and give examples of harmful and/or illegal drugs.
2. Explain that tobacco use contributes to lung diseases and fires.
3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes
5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.

**C. Dependency/Addiction and Treatment**

1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**A. Medicines**

1. Distinguish between over-the-counter and prescription medicines.
2. Identify commonly used medicines and discuss why they are used.
3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.

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

1. Explain why it is illegal to use or possess certain drugs/substances.
2. Describe the short- and long-term physical effects of tobacco use.
3. Discuss the impact of second-hand/passive smoke on the health of nonsmokers.
4. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.
5. Identify the physical and behavioral effects of marijuana use.
6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.

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

1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.
2. Identify where individuals with a substance abuse problem can get help.
3. Differentiate among drug use, abuse, and misuse.
4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

### **A. Medicines**

1. Discuss factors to consider when choosing an over-the-counter medicine.
2. Discuss medicines used to treat common diseases and health conditions.
3. Discuss the safe administration and storage of over-the-counter and prescription medicines.
4. Describe factors that impact the effectiveness of a medicine.

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

1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer and cardiovascular disease.
2. Describe ways to reduce the health impact of tobacco smoke on non-smokers.
3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.
4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.
5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.
6. Describe the physical and behavioral effects of each classification of drugs.
7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.

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

1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.
3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.
4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

#### **A. Medicines**

1. Compare and contrast commonly used over-the-counter medicines.
2. Classify commonly administered medicines and describe the potential side effects of each classification.
3. Recommend safe practices for the use of prescription medicines.
4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.

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

1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.
2. Investigate the health risks posed to nonsmokers by second hand/passive smoking.
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.
4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
6. Compare and contrast the physical and behavioral effects of each classification of drug.
7. Analyze health risks associated with injecting drug use.
8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.

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

1. Analyze the physical, social, and emotional indicators and stages of dependency.
2. Discuss ways to quit using substances and discuss factors that support the ability to quit.
3. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.
4. Describe how substance abuse affects the individual, the family, and the community.
5. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
6. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

**A. Medicines**

1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.
3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.

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

1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.
2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.
3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.
4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.
5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.
6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.
7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.
8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.

**C. Dependency/Addiction and Treatment**

1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.
2. Compare and contrast the physical and psychological stages of dependency.
3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.
4. Evaluate factors that support an individual to quit using substances.
5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.

**STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**Descriptive Statement:** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

**Cumulative Progress Indicators**

**By the end of Grade 2, students will:**

**A. Relationships**

1. Identify different kinds of families and explain that families may differ for many reasons [(e.g., culture, socio-economic)].
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
3. Explain that families experiencing a change or crisis can get help if they need it.
4. Define friendship and explain that friends are important throughout life.
5. Identify appropriate ways for children to show affection and caring.

**B. Sexuality**

1. Explain the physical differences and similarities of the genders.

**C. Pregnancy and Parenting**

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:**

**A. Relationships**

1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.
2. Compare the roles, rights, and responsibilities of various family members.
3. Discuss ways that families adjust to changes in the nature or structure of the family.
4. Discuss how culture and tradition influence personal and family development.
5. Discuss factors that support healthy relationships with friends and family.
6. Describe the characteristics of a friend.
7. Describe appropriate ways to show affection and caring.

**B. Sexuality**

1. Describe the physical, social, and emotional changes occurring at puberty.
2. Discuss why puberty begins and ends at different ages for different people.

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

1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.
2. Discuss how the health of the birth mother impacts the development of the fetus.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:**

#### **A. Relationships**

1. Compare and contrast the interconnected and cooperative roles of family members.
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.
4. Describe how peer relationships may change during adolescence.
5. Discuss different forms of dating and explain the role of dating in personal growth.

#### **B. Sexuality**

1. Describe the individual growth patterns of males and females during adolescence.
2. Discuss strategies to remain abstinent and resist pressures to become sexually active.
3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.
4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy.
5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.
6. Discuss how parents, peers, and the media influence attitudes about sexuality.

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

1. Discuss fertilization, embryonic development, and fetal development.
2. Describe the signs and symptoms of pregnancy.
3. Recommend prenatal practices that support a healthy pregnancy.
4. Discuss the potential challenges faced by adolescent parents and their families.
5. Recommend sources of information and help for parents.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Relationships**

1. Compare and contrast the current and historical role of marriage and the family in community and society.
2. Discuss changes in family structures and the forces that influence change.
3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
4. Discuss factors that enhance and sustain loving, healthy relationships.
5. Describe how various cultures date or select life partners.
6. Differentiate among affection, love, commitment, and sexual attraction.
7. Describe the signs of an unhealthy relationship and develop strategies to end it.
8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

**B. Sexuality**

1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
2. Analyze internal and external pressures to become sexually active.
3. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
4. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.
5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
6. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.
7. Discuss topics regarding sexual orientation.
8. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.

**C. Pregnancy and Parenting**

1. Describe fertilization and each stage of embryonic and fetal development.
2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
6. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
7. Describe effective parenting strategies and resources for help with parenting.
8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

**A. Relationships**

1. Investigate how different family structures, values, rituals, and traditions meet basic human needs.
2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.
3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.
4. Compare and contrast adolescent and adult dating practices.
5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.
6. Discuss the importance of physical and emotional intimacy in a healthy relationship.
7. Develop strategies to address domestic or dating violence and end unhealthy relationships.

**B. Sexuality**

1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.
2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.
4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.
5. Investigate current and emerging topics related to sexual orientation.
6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).

**C. Pregnancy and Childbirth**

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
4. Compare and contrast pregnancy options.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.
6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
8. Assess and evaluate parenting strategies used at various stages of child development.
9. Investigate the legal rights and responsibilities of teen mothers and fathers.
10. Discuss factors that influence the decision to have or to adopt a child.
11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.

**New Jersey Core Curriculum Content Standards  
for  
Technological Literacy**

**INTRODUCTION**

**The Vision**

Technology, any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability, was identified as an essential workplace competency by the Secretary's Commission on Achieving Necessary Skills (SCANS) report in 1992. SCANS stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The Department of Education recognized its importance by including technology in the original cross-content workplace readiness standards. In keeping with today's technological society, technological literacy has been further emphasized by its inclusion as a separate standards area which focuses on both computer literacy and technology education.

[Information, systems, and technology as defined in the SCANS report are evolving at an amazing rate, with both frequent advancements of existing technologies and the creation of new technologies. All students must understand and be comfortable with use of computers to process information, select equipment and tools, apply the technology to specific tasks, trouble shoot the equipment, analyze the systems, and design new strategies and equipment to improve the system. All students need to be able to use basic computer skills in the application of software packages to school, home and employment situations. By introducing systems, learners understand social, organizational, and technological systems so people can monitor and correct performance. The understanding gleaned is used to design or improve the system. The understanding of technology design and systems helps learners to function in today's complex society, and become informed and productive adults of tomorrow.]

Technology is evolving at an amazing rate, with both frequent advancements of existing technology and the creation of new technologies. All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today's complex society, but also to become informed and productive adults of tomorrow.

**Computer and Information Literacy [Technology]**

Computer and information literacy [technology], which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of computer proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer literacy. To ensure that students are computer literate, a separate standard that defines rigorous, in-depth learning has been included.

**The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.**

Draft – Technological Literacy, October 2003

**Technology Education (Engineering and Technological Design)**

The **technology education** standard was developed to ensure the literacy needed by all students to succeed in a highly technological world. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century.

This standard is based on the *Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000)*, developed as part of the National Science Foundation (NSF)/National Aeronautics and Space Administration (NASA) funded by the *Technology for All Americans (TfAA)* project.

A study by DeKlerk has found that students form negative attitudes about the technological world if there are no formal technological experiences during the early school years. This finding is a great concern to New Jersey business and industry. Other cognitive research suggests that, "design-based learning" is important. Early studies with design and technology (engineering) curriculum indicate that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education, including engineering and technological design, is an essential component of a thorough and efficient K-12 education.

### **Standards and Strands**

There are two technological literacy standards, each of which has a number of lettered strands.

The standards and strands include:

#### **8.1 Computer and Information Literacy**

##### **A. Basic Computer Tools and Skills**

- Keyboarding
- Word processing
- Internet usage
- Spreadsheets
- Database concepts and usage
- Publications and presentations

##### **B. Application of Productivity Tools**

- Social Aspects
- Information Access and Research
- Problem Solving

#### **8.2 Technology Education (Engineering and Technological Design)**

##### **A. Nature and Impact of Technology**

##### **B. Design Process and Impact Assessment**

##### **C. Systems in the Designed World**

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**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY [TECHNOLOGY])  
ALL STUDENTS WILL USE [TECHNOLOGY SKILLS AND TOOLS] COMPUTER  
APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE  
PROBLEMS.**

**Descriptive Statement:** [Students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and life skills standards, using computer applications.] Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations in conjunction with standards in all areas. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

**Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Basic Computer Skills and Tools**

1. Use basic technology vocabulary.
2. Input and access text and data using proper keyboarding techniques.
3. Produce a simple finished document using word processing software.
4. Produce and interpret a simple graph or chart by entering and editing data on prepared spreadsheet template.
5. Create and present an electronic presentation using appropriate software.
6. Create and maintain files and folders.

**B. Application of Productivity Tools**

**Social Aspects**

1. Discuss common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology and information, and understand the consequences of inappropriate use.
  - Internet access
  - Software copyrights
  - Print and non-print copyrights
  - Library resources
  - Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical implications of plagiarism of print, non-print and software copyrights.

**Information Access and Research**

5. Recognize the need for accessing and using information.
6. Identify and use simple web browsers, search engines, and directories to obtain information to solve real world problems.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

### **Problem Solving and Decision Making**

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

#### **A. Basic Computer Skills and Tools**

1. [Create and maintain files and folders.]
2. Develop the ability to use touch keyboarding without observing hands or keyboard.
3. Input and access data and text efficiently and accurately through proficient use of the keyboard and mouse.
4. [Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrate the ability to format, edit, print, and perform back-up procedures.]
5. [Design a word processing document containing graphics.] Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project [or web page using multiple digital sources].
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.

#### **B. Application of Productivity Tools**

##### **Social Aspects**

1. Demonstrate an understanding of changes in computer applications and the impact upon the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice “netiquette” when using the Internet and electronic mail.

##### **Information Access and Research**

6. Choose appropriate tools and information resources [including] to support research and solve real world problems, including;
  - On-line resources and databases
  - Search engines
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

### **Problem Solving and Decision Making**

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

**A. Basic Computer Skills and Tools**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Construct a spreadsheet, enter data, use mathematical functions to manipulate and process data, generate charts and graphs, and interpret the results.
3. Plan and create a relational database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
4. Produce a multimedia project using text, graphics, moving images, and sound.
5. Produce and edit page layouts in different formats using desktop publishing and graphics software.
6. Develop a document or file for inclusion into a website or web page.
7. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents.
8. Create documents using professional format including a resume and a business letter.
9. Merge information from one document to another.

**B. Application of Productivity Tools**

**Social Aspects**

1. Evaluate the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources and services in a variety of contexts.
4. Demonstrate sensitivity in communicating with diverse audiences using computer and information literacy.

**Information Access and Research**

5. Select and use specialized databases for advanced research and solve real world problems.
6. Integrate new information into existing knowledge base and communicate the results in a project or presentation.
7. Identify new technologies, and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
8. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
9. Compose, send, and organize e-mail messages with or without attachments.

**Problem-Solving and Decision Making**

10. Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products.
11. Evaluate and correct non-functioning technology systems necessary to accomplish required tasks.
12. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
13. Integrate new information into existing knowledge base and communicate the results in a project or presentation.

**STANDARD 8.2 (TECHNOLOGY EDUCATION - ENGINEERING AND TECHNOLOGICAL DESIGN) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT.**

**Descriptive Statement:** The following indicators are based on the Standards for Technological Literacy (STL, 2000) and support the National Academy of Engineering (2002) call for students to gain technological literacy. Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change. Students will be expected to use technology as it applies to physical systems, biological systems, and information and communication systems. The intent at the elementary and middle school levels is that all students develop technological literacy and be prepared for the option of further study in the field of engineering and technological design at the high school level. The foundation for technology education is found in the science standards, particularly standards 5.2– 5.4.

**Cumulative Progress Indicators**

**By the end of Grade 8, students will:**

**A. Nature and Impact of Technology**

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem to enhance human life or extend human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the societal and cultural effects of an exponential increase of information and knowledge.

**B. Design Process and Impact Assessment**

1. Demonstrate and explain how the design process is not linear.
2. Analyze products and systems to determine how the design process was applied to create the solution using hands-on activities.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and use appropriate tools and materials safely in analyzing, designing, modeling or making a technological product, system or environment.

**C. Systems in the Designed World**

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control and communication.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students electing courses in technology education may:**

**A. Nature and Impact of Technology**

1. Discuss the full costs and benefits and trade-offs and risks related to the use of technologies using appropriate data.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

**B. Design Process and Impact Assessment**

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

**C. Systems in the Designed World**

1. Explain the life cycle of a product, from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

**New Jersey Core Curriculum Content Standards  
for  
Career Education and Consumer, Family, and Life Skills**

**INTRODUCTION**

**The Vision**

Rapid societal changes, including innovations in technology, information exchange, and communications, have increased the demand for internationally competitive workers and for an educational system designed to meet that demand. Today's students will be employed through much of the twenty-first century and will, therefore, need increasingly advanced levels of knowledge and skills. To obtain and retain high-wage employment that provides job satisfaction, they will also need to continue to learn throughout their lives. The career education and consumer, family, and life skills standards identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development and personal growth.

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified productive use of resources, interpersonal skills, information, systems, and technology as essential workplace competencies. The SCANS foundation skills include basic skills, personal qualities, and the ability to identify and solve real problems, reason effectively, and apply critical thinking skills.

To compete in this global, information-based economy, students must be able to identify and solve real problems, use appropriate tools, reason effectively, and apply critical thinking skills. The career and technical education and consumer, family, and life skills standards identify key career development and life skills which can also enhance [provide] personal behavior and professional conduct in life and careers. In addition to the SCANS report, the National Career Development Guidelines and National Standards for School Counseling Programs were used as resources. Educators may find these national standards as well as the national standards documents in other areas very useful resources.

**Career and Technical Education**

The career and technical arts standards at the elementary and middle school levels are designed to prepare students for further study **in career and technical education**, formerly known as **practical arts**, at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. In early elementary grades, career and technical education is designed to be integrated with other core content. At the middle and junior high school levels, the standard may be integrated or taught through rotational [vocational] career exploration programs as students work on interdisciplinary [career exploration] projects that develop employability and academic skills. At the high school level, career and technical education programs establish necessary pathways for entering the world of work, continuing education, such as college, post-secondary vocational-technical education, specialized certification and/or registered apprenticeships, and lifelong learning. The essential elements include preparation for post-secondary pursuits as well as providing an essential foundation in everyday living skills. In essence, career and technical education is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters supported by the state vocational technical directors from across the country. Career and technical education provides a variety of learning experiences to meet the needs of students having multiple learning styles.

Students interested in more intensive study at the high school level in one of the career clusters may participate in a vocational-technical education program as defined in N.J.A.C. 6A:19, Vocational Technical Education Programs and Standards. The career clusters include: agriculture, food, and natural resources; architecture and construction; arts, audio/video technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety and security; manufacturing; marketing, sales and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics.

Career and technical education programs enable students to:

- Describe and integrate basic skills, thinking skills, and personal qualities, as defined by the SCANS Report;
- Address self-knowledge, career planning, and [workplace readiness] employability skills utilizing technology, information, and other resources;
- Enhance academic achievement and motivation for learning;
- Explore career education and planning;
- acquire necessary employability and interpersonal workplace skills; and
- Pursue specific courses and programs designed to lead to employment or post-secondary options in occupations included within the 16 States' Career Clusters.

### **Consumer, Family, and Life Skills**

All students need to develop consumer, family, and life skills necessary to be a functioning member of society as outlined in standard 9.2. All students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will be expected to understand the components of financial education and make economic choices. In addition, students will be expected to work collaboratively with a variety of groups and demonstrate trustworthiness, responsibility, respect, fairness, caring and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. The consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.

There are two career education and life skills standards, each of which has a number of lettered strands. The standards and strands include:

#### **9.1 Career and Technical Education**

- A. Career Awareness and Planning
- B. Employability Skills

#### **9.2 Consumer, Family, and Life Skills**

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

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- National Association of State Directors of Career Technical Education Consortium. (2003). States' Career Clusters. Online: [Carecluster.org](http://carecluster.org).
- The Character Education Partnership. (2003) Online: <http://www.character.org/>.
- Vocational Student Organizations such as:
- DECA/DEX/Distributive education Clubs of America/Delta Epsilon Chi, (marketing Education); Draft - Career Education and Consumer, Family, and Life Skills, October 2003
  - FBLA-PLB/Future Business Leaders of America-Hi Beta Lambda, (Business/Technology Education);
  - FCCLA/ Family, Career, and Community Leaders of American (Family and Consumer Sciences);
  - FFA (Agri-Business Education);
  - HOSA /Health Occupations Students of America, (Trade and Industrial Education); and
  - TSA/Technology Student Association, Technology Education).
- Wisconsin Department of Public Instruction. (2002) Wisconsin's Model Academic Standards. Online:  
<http://www.dpi.state.wi.us/dpi/standards/index.html>.

**STANDARD 9.1: (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.**

**Descriptive Statement:** All students will explore career opportunities and make informed choices based on aptitudes and interests [acquire and evaluate career and assessment information]. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for [and obtain] employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called Practical Arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education programs establish necessary pathways for secondary vocational-technical education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices [decisions]. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities.

**Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Career Awareness and Planning**

1. Describe various life roles and work-related activities in the home, community and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

**B. Employability Skills**

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.
3. Identify reasons for working as part of a team.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Career Awareness and Planning**

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore [a variety of] careers using hands-on real life experiences within [various career clusters as defined in] the sixteen States' Career Clusters.

6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

### **B. Employability Skills**

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. [Discuss and demonstrate appropriate behavior for a job interview.] Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

### **A. Career Awareness/Preparation**

1. [Analyze] Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update one's career plan and include in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

### **B. Employability Skills**

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
  - Communication
  - Punctuality
  - Time management
  - Organization
  - Decision making
  - Goal setting
  - Resources allocation
  - Fair and equitable competition
  - Safety
  - Employment application skills
  - Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills [through student organizations].

**All students electing further study in career and technical education will also:**

6. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
7. Participate in simulated industry assessments when and where appropriate.
8. Prepare industry-specific technical reports/projects that incorporate graphic aids when and where appropriate.
9. Demonstrate occupational health and safety skills related to industry-specific activities.

**STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL [SUCCESSFUL] MEMBERS OF SOCIETY.**

**Descriptive Statement:** All students need to develop consumer, family, and life skills necessary to be a functioning member of society. All students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will be expected to understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will be expected to work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, and human relationships are an important part of consumer, family, and life skills. Wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would be duplication from the Health and Physical Education Standards. The consumer, family, and life skills are to be applied and integrated across [with] all of the Core Curriculum Content Standards.

**Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Critical Thinking**

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

**B. Self-Management**

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate the steps involved in dealing with stress and conflict.

**C. Interpersonal Communication**

1. Develop positive social skills to interact with others. [that includes patience, listening, and speaking.]
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Recognize and practice steps for handling effective conflict resolution.
5. Demonstrate the ability to work cooperatively with others to accomplish a task.

#### **D. Character Development and Ethics**

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

#### **E. Consumer and Personal Finance**

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Demonstrate the ability to save and purchase a desired item as part of a spending plan.

#### **F. Safety**

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe the safe use of tools and equipment at home and demonstrate such use in school.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

#### **A. Critical Thinking**

1. Demonstrate the ability to communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping and the manipulation and misuse of information.
5. [Engage in] Practice goal setting and decision-making in areas relative to life skills.

#### **B. Self-Management**

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.  
[Set short- and long-term goals for personal growth.] [Identify and demonstrate all life skills.]
3. Explain the need for and advantages of lifelong learning.

#### **C. Interpersonal Communication**

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate [positive] appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

#### **D. Character Development and Ethics**

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects and solutions that are faced in the home, school and/or community.
4. Describe how personal ethics influence decision making.

#### **E. Consumer and Personal Finance Skills**

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Describe basic economic concepts in the production and marketing of goods and services.
3. Describe the role credit plays in our economy.
4. Construct a simple personal savings/spending plan.

#### **F. Safety**

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

#### **A. Critical Thinking**

1. Apply communications and data analysis to the problem-solving and decision making processes [to] in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

#### **B. Self-Management**

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

#### **C. Interpersonal Communication**

1. Model interpersonal and effective conflict resolution skills [to peers].
2. Communicate effectively in a variety of settings with a diverse group of people.

#### **D. Character Development and Ethics**

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

**E. Consumer and Personal Finance**

1. Analyze factors that influence [employment] gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

**F. Safety**

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Identify basic first aid and safety procedures.
3. Identify workplace hazards.
4. Practice safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace where appropriate.
6. Engage students in informed discussions about motor vehicle safety, motor rules and regulations, defensive driving, and personal responsibilities on public roads/streets that lead to lifelong safe driving/pedestrian behaviors.

