## 2012-2013 Ringwood Health Education Curriculum

**Aligned to the 2009 New Jersey Core Curriculum Content Standards**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

### Health

**Content Area: Health**

| **Course Primary Resource:** Teen Health Course 2 | Grade Level 7 |

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#### Unit 1: Mental & Emotional Health / Personal Health
- Maintaining Wellness
- Heredity and Environmental health factors
- Goal setting and decision making
- Health careers
- Self esteem building
- Meeting Emotional needs
- Stress Management
- Coping Skills (grief/crisis)
- Anger Management
- Mental Health disorders
- Suicide prevention

**Pacing:** 3 weeks

#### Unit 2: Community and Social Health / Interpersonal Relationships
- Communication skills
- Character Education
- Bullying and Violence Prevention
- Conflict Resolution
- Maintaining Healthy Relationships (family, peer, friends, dating)
- Refusal skills/peer pressure
- Abuse prevention
- Community Health Resources
- Advocacy

**Pacing:** 3 weeks

#### Unit 3: Growth and Development / Nutrition / Disease Prevention / Physical Health
- Nutrients/ Food groups and Meal planning
- Food safety
- Body Systems (Digestive, Skeletal-muscular, Nervous, Immune, Endocrine and Reproductive)
- Disease Prevention (Lyme, rabies, diabetes, heart disease, cancer, emphysema, scoliosis, HIV/AIDS, malnutrition)
- Puberty
- Personal hygiene
- Pregnancy
- Abstinence

**Pacing:** 4 weeks

#### Unit 4: Drug Education and Safety
- Medicine and Drug safety
- Tobacco and Alcohol Education
- Vaccines
- First Aid and Safety

**Pacing:** 3 weeks
Unit Overview

Content Area: Health
Target Course/Grade Level: 7th

Unit Summary:

Unit 1: Mental and Emotional Health-Personal Health
Health encompasses caring for oneself mentally as well as physically and socially. Personal assets and limitations due to hereditary and environmental influences impact one’s overall health. Health skills including goal setting, decision making, and coping skills help to develop resiliency and may protect people from developing mental illness and prevent suicide.

Unit 2: Community and Social Health-Interpersonal Relationships
One’s ability to successfully interact with others and maintain supportive relationships affects one’s over-all health and well-being. The ability to work collaboratively, use effective communication skills, refusal skills and negotiation skills, as well as an awareness of social support groups available for those who feel abused or bullied by others are important to the health of both individuals and the community groups they are a part of.

Unit 3: Growth and Development- Nutrition -Disease Prevention-Physical Health
Understanding how to care for one’s body throughout the life cycle and how incorporating good physical health and safety practices, including routine check ups, proper hygiene, good nutrition, sleep and exercise habits throughout life, is necessary to prevent injury, illness, and extend longevity.

Unit 4: Drug Education and Safety
Comprehending how the appropriate use of medicine, avoidance of tobacco, alcohol and other drugs, proper emergency first aid procedures and compliance with safety rules can help one reduce risk of injury, maintain wellness and manage conditions which could otherwise negatively impact health.

Health Skills:
Accessing Information
Practicing Healthful Behaviors
Stress Management/Coping Skills
Analyzing Influences
Communication Skills
Conflict-Resolution Skills
Refusal Skills
Decision Making
Goal Setting
Advocacy

New Jersey Technology Standards:
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize
information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2 Technology Education, Engineering, and 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, global
society, and the environment.

For specific technology cumulative progress indicators:
http://www.state.nj.us/education/cccs/standards/8/index.html

21st Century Themes:
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-
solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational
cultures.
9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial
responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the
process of career awareness, exploration, and preparation in order to navigate the globally competitive work
environment of the information age.

For specific college and career readiness anchor standards:
http://www.state.nj.us/education/cccs/standards/9/index.html

Unit Rationale Big Idea:

Unit 1 Mental and Emotional Health-Personal Health
A strong self-concept and the ability to use healthy coping skills will help maintain and improve one’s mental health.

Unit 2 Community and Social Health-Interpersonal Relationships
The ability to maintain healthy relationships throughout life is the basis of good social health and depends on good
communication skills, decision making skills and conflict resolution skills.

Unit 3 Growth and Development- Nutrition -Disease Prevention-Physical Health
Understanding how to care for one’s body and incorporating healthy behaviors throughout life can result in a longer,
better quality life.

Unit 4 Drug Education and Safety
Following health and safety rules protects one from harming oneself and others.
### Content Area: Comprehensive Health and Physical Education

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

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

<table>
<thead>
<tr>
<th>By the end of grade</th>
<th>Content Statement</th>
<th>CPI#</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Staying healthy is a lifelong process that includes all dimensions of wellness.</td>
<td>2.1.6.A.1</td>
<td>Explain how health data can be used to assess and improve each dimension of personal wellness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.6.A.2</td>
<td>Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.6.A.3</td>
<td>Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</td>
</tr>
<tr>
<td>8</td>
<td>Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</td>
<td>2.1.8.A.1</td>
<td>Assess and apply health data to enhance each dimension of personal wellness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.8.A.2</td>
<td>Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</td>
</tr>
<tr>
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<td>2.1.8.A.3</td>
<td>Relate advances in technology to maintaining and improving personal health.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.8.A.4</td>
<td>Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</td>
</tr>
</tbody>
</table>

#### Strand: B. Nutrition

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>6</td>
<td>Eating patterns are influenced by a variety of factors.</td>
<td>2.1.6.B.1</td>
<td>Determine factors that influence food choices and eating patterns.</td>
</tr>
<tr>
<td></td>
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<td>2.1.6.B.2</td>
<td>Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</td>
</tr>
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<td>2.1.6.B.3</td>
<td>Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</td>
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<tr>
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<td>2.1.6.B.4</td>
<td>Compare and contrast nutritional information on similar food products in order to make informed choices.</td>
</tr>
<tr>
<td>8</td>
<td>Eating patterns are influenced by a variety of factors.</td>
<td>2.1.8.B.1</td>
<td>Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</td>
</tr>
<tr>
<td></td>
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<td>2.1.8.B.2</td>
<td>Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</td>
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<td>2.1.8.B.3</td>
<td>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.8.B.4</td>
<td>Analyze the nutritional values of new products and supplements.</td>
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<tr>
<td>Content Area</td>
<td>Comprehensive Health and Physical Education</td>
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<td><strong>Standard</strong></td>
<td>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</td>
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### C. Diseases and Health Conditions

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<tr>
<td>6</td>
<td>The early detection and treatment of diseases and health conditions impact one’s health.</td>
<td>2.1.6.C.1</td>
<td>Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</td>
</tr>
<tr>
<td></td>
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<td>2.1.6.C.2</td>
<td>Determine the impact of public health strategies in preventing diseases and health conditions.</td>
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<tr>
<td></td>
<td></td>
<td>2.1.6.C.3</td>
<td>Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</td>
</tr>
<tr>
<td>8</td>
<td>The prevention and control of diseases and health conditions are affected by many factors.</td>
<td>2.1.8.C.1</td>
<td>Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.8.C.2</td>
<td>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.8.C.3</td>
<td>Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</td>
</tr>
</tbody>
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### D. Safety

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<tr>
<td>6</td>
<td>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</td>
<td>2.1.6.D.1</td>
<td>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</td>
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<td>2.1.6.D.2</td>
<td>Explain what to do if abuse is suspected or occurs.</td>
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<td></td>
<td></td>
<td>2.1.6.D.3</td>
<td>Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</td>
</tr>
<tr>
<td>8</td>
<td>Applying first-aid procedures can minimize injury and save lives. Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</td>
<td>2.1.6.D.4</td>
<td>Assess when to use basic first-aid procedures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.8.D.1</td>
<td>Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.8.D.2</td>
<td>Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.</td>
</tr>
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<td>E. Social and Emotional Health</td>
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<td><strong>6</strong></td>
<td>Social and emotional development impacts all components of wellness. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual’s ability to cope with different types of emotional situations.</td>
<td>2.1.6.E.1</td>
<td>Examine how personal assets and protective factors support healthy social and emotional development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.6.E.2</td>
<td>Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.6.E.3</td>
<td>Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Social and emotional development impacts all components of wellness.</td>
<td>2.1.8.E.1</td>
<td>Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</td>
</tr>
<tr>
<td></td>
<td>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</td>
<td>2.1.8.E.2</td>
<td>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</td>
</tr>
<tr>
<td></td>
<td>Stress management skills impact an individual’s ability to cope with different types of emotional situations.</td>
<td>2.1.8.E.3</td>
<td>Explain how culture influences the ways families and groups cope with crisis and change.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.8.E.4</td>
<td>Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</td>
</tr>
</tbody>
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### Additional Information

- **2.1.8.D.3** Analyze the causes and the consequences of noncompliance with the traffic safety system.
- **2.1.8.D.4** Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
<table>
<thead>
<tr>
<th>6</th>
<th>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</th>
<th>2.2.6.A.1</th>
<th>Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</td>
<td>2.2.6.A.2</td>
<td>Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</td>
</tr>
<tr>
<td>8</td>
<td>Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</td>
<td>2.2.8.A.1</td>
<td>Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</td>
</tr>
<tr>
<td>8</td>
<td>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</td>
<td>2.2.8.A.2</td>
<td>Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</td>
</tr>
</tbody>
</table>

**Content Area** Comprehensive Health and Physical Education

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

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

<table>
<thead>
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<tr>
<td>6</td>
<td>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</td>
<td>2.2.6.B.1</td>
<td>Use effective decision-making strategies.</td>
</tr>
<tr>
<td>6</td>
<td>Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</td>
<td>2.2.6.B.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Determine how conflicting interests may influence one’s decisions.</td>
<td>2.2.6.B.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Apply personal health data and information to support achievement of one’s short- and long-term health goals.</td>
<td>2.2.6.B.4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</td>
<td>2.2.8.B.1</td>
<td>Predict social situations that may require the use of decision-making skills.</td>
</tr>
<tr>
<td>8</td>
<td>Justify when individual or collaborative decision-making is appropriate.</td>
<td>2.2.8.B.2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Analyze factors that support or hinder the achievement of personal health goals during different life stages.</td>
<td>2.2.8.B.3</td>
<td></td>
</tr>
</tbody>
</table>

**Content Area** Comprehensive Health and Physical Education

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

**Strand** C. Character Development

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<thead>
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<tbody>
<tr>
<td>6</td>
<td>Personal core ethical values</td>
<td>2.2.6.C.1</td>
<td>Explain how character and core ethical values can be</td>
</tr>
</tbody>
</table>
### Impact the Behavior of Oneself and Others
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.

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<tbody>
<tr>
<td>2.2.6.C.2</td>
<td>2.2.6.C.2</td>
<td>Predict situations that may challenge an individual’s core ethical values.</td>
</tr>
<tr>
<td>2.2.6.C.3</td>
<td>2.2.6.C.3</td>
<td>Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</td>
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</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td>2.2.8.C.1</td>
<td>2.2.8.C.1</td>
<td>Analyze strategies to enhance character development in individual, group, and team activities.</td>
</tr>
<tr>
<td>2.2.8.C.2</td>
<td>2.2.8.C.2</td>
<td>Analyze to what extent various cultures have responded effectively to individuals with disabilities.</td>
</tr>
<tr>
<td>2.2.8.C.3</td>
<td>2.2.8.C.3</td>
<td>Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</td>
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</tbody>
</table>

### By the End of Grade

#### 6

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

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<tr>
<td>2.2.6.D.1</td>
<td>2.2.6.D.1</td>
<td>Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</td>
</tr>
<tr>
<td>2.2.6.D.2</td>
<td>2.2.6.D.2</td>
<td>Develop a position about a health issue in order to inform peers.</td>
</tr>
</tbody>
</table>

#### 8

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

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<td>2.2.8.D.1</td>
<td>2.2.8.D.1</td>
<td>Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</td>
</tr>
<tr>
<td>2.2.8.D.2</td>
<td>2.2.8.D.2</td>
<td>Defend a position on a health or social issue to activate community awareness and responsiveness.</td>
</tr>
</tbody>
</table>

### By the End of Grade

#### 6

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

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<td>2.2.6.E.1</td>
<td>2.2.6.E.1</td>
<td>Determine the validity and reliability of different types of health resources.</td>
</tr>
<tr>
<td>2.2.6.E.2</td>
<td>2.2.6.E.2</td>
<td>Distinguish health issues that warrant support from trusted adults or health professionals.</td>
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<tr>
<td>Standard</td>
<td><strong>2.3 Drugs and Medicines:</strong> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</td>
</tr>
<tr>
<td>Strand</td>
<td>A. Medicines</td>
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<tr>
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<tr>
<td>6</td>
<td>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</td>
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<tr>
<th>Content Area</th>
<th>Comprehensive Health and Physical Education</th>
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<tbody>
<tr>
<td>Standard</td>
<td>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</td>
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<tr>
<td>Strand C. Dependency/Addiction and Treatment</td>
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<tr>
<td>By the end of grade</td>
<td>Content Statement</td>
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<tr>
<td>6</td>
<td>Substance abuse is caused by a variety of factors.</td>
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<td></td>
<td>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</td>
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<tr>
<td>8</td>
<td>Substance abuse is caused by a variety of factors.</td>
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<td>The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</td>
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<tr>
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<tbody>
<tr>
<td>Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</td>
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</tbody>
</table>
### Strand | A. Relationships
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**By the end of grade** | **Content Statement** | **CPI#** | **Cumulative Progress Indicator (CPI)**
6 | Healthy relationships require a mutual commitment. | 2.4.6.A.1 | Compare and contrast how families may change over time.
 | 2.4.6.A.2 | Analyze the characteristics of healthy friendships and other relationships.
 | 2.4.6.A.3 | Examine the types of relationships adolescents may experience.
 | 2.4.6.A.4 | Demonstrate successful resolution of a problem(s) among friends and in other relationships.
 | 2.4.6.A.5 | Compare and contrast the role of dating and dating behaviors in adolescence.
8 | The values acquired from family, culture, personal experiences, and friends impact all types of relationships. | 2.4.8.A.1 | Predict how changes within a family can impact family members.
 | 2.4.8.A.2 | Explain how the family unit impacts character development.
 | 2.4.8.A.3 | Explain when the services of professionals are needed to intervene in relationships.
 | 2.4.8.A.4 | Differentiate between affection, love, commitment, and sexual attraction.
 | 2.4.8.A.5 | Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
 | 2.4.8.A.6 | Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

### Content Area
**Comprehensive Health and Physical Education**

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

### Strand | B. Sexuality
--- | ---
**By the end of grade** | **Content Statement** | **CPI#** | **Cumulative Progress Indicator (CPI)**
6 | Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates. | 2.4.6.B.1 | Compare growth patterns of males and females during adolescence.
 | 2.4.6.B.2 | Summarize strategies to remain abstinent and resist pressures to become sexually active.
 | 2.4.6.B.3 | Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
 | 2.4.6.B.4 | Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
8 | Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. | 2.4.8.B.1 | Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
<table>
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<tr>
<td>Standard</td>
<td>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</td>
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<tr>
<td>Strand</td>
<td>C. Pregnancy and Parenting</td>
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<td>By the end of grade</td>
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<tr>
<td>6</td>
<td>Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</td>
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<td></td>
<td>2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</td>
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<td>2.4.6.C.2 Identify the signs and symptoms of pregnancy.</td>
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<td>2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy.</td>
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<td>8</td>
<td>Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</td>
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<td>2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.</td>
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<td>Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.</td>
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<td>2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</td>
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<td></td>
<td>2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.</td>
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<td>2.4.8.C.3 Determine effective strategies and resources to assist with parenting.</td>
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<td>2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.</td>
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<td>2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</td>
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### Content Area: Comprehensive Health and Physical Education

#### Standard

**2.5 Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

#### Strand

**A. Movement Skills and Concepts**

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</table>

- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
- Early detection strategies assist in the prevention and treatment of illness or disease.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
- Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- Engaging Students • Fostering Achievement • Cultivating 21st Century Global Skills

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- Engaging Students • Fostering Achievement • Cultivating 21st Century Global Skills
### Content Area: Comprehensive Health and Physical Education

**Standard**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**Strand**

B. Strategy

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<tbody>
<tr>
<td><strong>6</strong></td>
<td>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</td>
<td>2.5.6.A.1</td>
<td>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</td>
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<td>2.5.6.A.2</td>
<td>Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</td>
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<td>2.5.6.A.3</td>
<td>Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</td>
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<td>2.5.6.A.4</td>
<td>Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</td>
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<td><strong>8</strong></td>
<td>Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</td>
<td>2.5.8.A.1</td>
<td>Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</td>
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<td>2.5.8.A.2</td>
<td>Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</td>
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<td>2.5.8.A.3</td>
<td>Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</td>
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<td>2.5.8.A.4</td>
<td>Detect, analyze, and correct errors and apply to refine movement skills.</td>
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Performing movement skills effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others.  

- **6**
  - 2.5.6.A.1
  - 2.5.6.A.2
  - 2.5.6.A.3
  - 2.5.6.A.4

- **8**
  - 2.5.8.A.1
  - 2.5.8.A.2
  - 2.5.8.A.3
  - 2.5.8.A.4
### Content Area: Comprehensive Health and Physical Education

#### Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

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<tbody>
<tr>
<td>6</td>
<td>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</td>
<td>2.5.6.C.1</td>
<td>Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</td>
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<td>2.5.6.C.2</td>
<td>Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</td>
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<td>2.5.6.C.3</td>
<td>Relate the origin and rules associated with certain games, sports, and dances to different cultures.</td>
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<td>8</td>
<td>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</td>
<td>2.5.8.C.1</td>
<td>Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</td>
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<td>2.5.8.C.2</td>
<td>Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</td>
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<td>2.5.8.C.3</td>
<td>Analyze the impact of different world cultures on present-day games, sports, and dance.</td>
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<td>Movement activities provide a timeless opportunity to connect with people around the world.</td>
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#### Standard 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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<tr>
<td>6</td>
<td>Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</td>
<td>2.6.6.A.1</td>
<td>Analyze the social, emotional, and health benefits of selected physical experiences.</td>
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<td>2.6.6.A.2</td>
<td>Determine to what extent various activities improve skill-related fitness versus health-related fitness.</td>
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<td>2.6.6.A.3</td>
<td>Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.</td>
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<td>2.6.6.A.4</td>
<td>Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</td>
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<td>2.6.6.A.5</td>
<td>Relate physical activity, healthy eating, and body composition to personal fitness and health.</td>
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<td>2.6.6.A.6</td>
<td>Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</td>
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<td>2.6.6.A.7</td>
<td>Evaluate the short- and long-term effects of anabolic</td>
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<td>8</td>
<td>Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.</td>
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<tr>
<td>2.6.8.A.1</td>
<td>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</td>
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<td>2.6.8.A.2</td>
<td>Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</td>
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<td>2.6.8.A.3</td>
<td>Analyze how medical and technological advances impact personal fitness.</td>
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<td>2.6.8.A.4</td>
<td>Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</td>
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<tr>
<td>2.6.8.A.5</td>
<td>Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</td>
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<tr>
<td>2.6.8.A.6</td>
<td>Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</td>
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**DIFFERENT KINDS OF FAMILIES**

Different kinds of families refers to the many family structures represented in classrooms and in society today, including, but not limited to: A traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.

**ESSENTIAL ELEMENTS OF MOVEMENT SKILLS**

Essential elements of movement means the knowledge and demonstration of mechanically correct technique when executing a movement skill.

**FITT**

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.

The FITT acronym represents:

1. Frequency - How often a person exercises
2. Intensity - How hard a person exercises
3. Time - How long a person exercises
4. Type - What type of activity a person does when exercising

**HEALTH-RELATED FITNESS**

Health-related fitness incorporates the five major components of fitness related to improved health:

1. **Cardio-respiratory endurance** is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. **Muscular strength** is the maximum amount of force a muscle or muscle group can exert.
3. **Muscular endurance** is the length of time a muscle or muscle group can exert force prior to fatigue.
4. **Flexibility** refers to the range of motion in the joints.
5. **Body composition** shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.
**HPV**

Human papillomavirus (HPV) is a common virus that infects the skin and mucous membranes. There are about 100 types of HPV, and approximately 30 of those are spread through genital contact (typically sexual intercourse). Around 12 types - called “low-risk” types of HPV - can cause genital warts. In addition, there are approximately 15 “high-risk” types of HPV that can cause cervical cancer. Infection with the common types of “genital” HPV can be prevented with the HPV vaccine. However, vaccination is only fully effective if administered before a girl or young woman has been exposed to those types of HPV through sexual contact. In addition, the vaccine does not protect against all types of HPV that can cause cervical cancer.

**INTENTIONAL AND UNINTENTIONAL INJURIES**

Intentional injuries are injuries arising from purposeful action (e.g., violence and suicide).

Unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

**MOVEMENT SKILLS**

Movement skills encompass locomotor, nonlocomotor, and manipulative movement:

1. **Locomotor movement** occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, jumping, sliding, running).
2. **Nonlocomotor movement** occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. **Manipulative movement** occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling).

**PERSONAL ASSETS**

Personal assets refer to individual strengths and weaknesses regarding personal growth.

**PROTECTIVE FACTORS**

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

**RESILIENCY**

Resiliency is the ability to overcome the negative effects of risk exposure.

**SERVICE PROJECTS**

Service projects are initiatives that represent relevant social and civic needs.

**SKILL-RELATED FITNESS**

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. **Agility** is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. **Balance** is the ability to maintain equilibrium while stationary or moving.
3. **Coordination** is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. **Power** is the amount of force a muscle can exert over time.
5. **Reaction time** is the ability to respond quickly to stimuli.
6. **Speed** is the amount of time it takes the body to perform specific tasks while moving.
Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

### Unit Essential Questions

**Unit 1: Mental and Emotional Health / Personal Health**

- What is good health?
- How is wellness achieved?
- How do heredity and environmental health factors affect one's well-being?
- How do behavioral choices and the decisions you make affect your health?
- How do behavioral choices you make affect your health?
- How does goal setting improve health?
- How does being health literate and aware of available resources contribute to one's health?
- What are some health careers?
- What are core ethical values?
- What is mental health?
- Why is good mental health important?
- What are some traits of good mental health?
- What contributes to a positive self concept?
- What is self esteem?
- What are the basic emotional needs?
- How do emotions affect mental health?
- What is stress?
- What is the "flight or fight “reaction”?
- How can stress be helpful?
- How can stress be harmful?
- Why is it important to learn how to manage stress?
- What are some healthy stress management techniques??
- What is grief?
- How do people deal with grief?
- What are anger management skills?
- What is resiliency?
- What are Mental and emotional disorders?
- How can mental health disorders be treated?
- What causes some people to attempt suicide?
- What are some warning signs of suicide?
What should I do if I feel suicidal or if someone I know is showing signs of suicide?

Unit 2: Community and Social Health / Interpersonal Relationships

- How do good communication skills affect relationships?
- What is non-verbal communication?
- What is verbal communication?
- How do I form an "I – message"?
- How do I listen attentively?
- How are verbal and non-verbal communications similar?
- What is a mixed message?
- What defines "a family"?
- How do healthy families cope with change?
- How do acquired values impact our relationships?
- What qualities are important to good friendships?
- What qualities are important to signs of good character?
- What is positive peer pressure?
- How can I use positive peer pressure?
- What is advocacy and how can I advocate for good health?
- How can I avoid making unhealthy choices?
- What is negative peer pressure?
- How can I resist negative peer pressure?
- Why is it important to predict short and long term consequences of health related decisions?
- What causes conflict?
- How can conflict be prevented?
- What methods can I use to resolve conflicts?
- Why are conflict resolution skills beneficial?
- What is bullying?
- What is abuse?
- What is dating violence?
- Why are gangs dangerous?
- Where can victim of bullying, abuse and violence get help?
- How can violence be prevented?
- How can health advocacy be effective?

Unit 3: Growth and Development / Nutrition / Disease Prevention / Physical Health

- How does the human body work?
- How does the food we eat get turned into energy?
- What are nutrients?
- Why is it important to eat nutritious food?
- What is fiber?
- How can I be sure to get the nutrients I need?
- Why do people choose to eat certain foods?
- by those around you. You can build a positive self-concept by thinking positive thoughts, accepting encouragement from others, building on your strengths and seeking support for problems.
- Self-esteem is how you feel about yourself.
- Basic human emotional needs must be met in healthy ways in order to maintain one’s self esteem. These are the need to love and be loved, to belong and to feel worthwhile.
- Emotions such as anxiety, fear, sadness and anger must be dealt with in order to stay healthy.
- Stress is the body’s response to real or imagined dangers or other life events.
- Your body responds to stress by producing a “flight or flight” hormone, called adrenaline, that triggers a series of physical reactions.
- Positive stress is helpful. It pushes you to reach goals and accomplish tasks.
- Too much stress, or negative stress from problems, called distress, can cause illness.
- Stress management skills impact an individual’s ability to cope with different types of emotional situations.
  2.1.8.E.
- Positive ways to manage stress include relaxing, laughing, staying physically active, managing your time and keeping things in perspective.
- Coping with loss is known as grieving. The grief reaction includes shock, anger yearning, depression and acceptance.
- Strategies for coping with loss include talking about your feelings with others and allowing yourself to cry.
- Strong emotions such as sadness and anger need to be managed in healthy ways. Using coping techniques such as deep breathing and stress management skills can help with anger management.
- Resiliency is the ability to bounce back from a loss. Resiliency is necessary for people to return to a healthy mental state after a disappointment or serious set back.
- Mental and emotional disorders, such as anxiety disorders, mood disorders and personality disorders, are illnesses that affect a person’s thoughts, feelings and behavior.
- It is important to seek medical help for emotional health problems. Professional treatment from psychologists, clinical social workers and psychiatrists may help people with mental health problems mange these conditions.
- If left untreated, some mental health disorders my lead to suicide.
- Suicide warning signs include talking about death, giving away prized possessions, withdrawing from friends and family, increased risk taking and drug use.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
  2.2.8.E.
- Reporting signs of suicide to a trusted adult and seeking help from a trusted adult is important to
- What types of foods are best for my body?
- What are calories?
- Why is it important to maintain a healthy weight?
- Why is a healthy body image important?
- What are eating disorders?
- Where can someone with an eating disorder get help?
- How can diseases be prevented and/or controlled?
- What causes diseases to spread to others?
- What are communicable diseases?
- How does the immune system work?
- How can I protect myself from communicable diseases?
- What are non-communicable diseases?
- What causes cancer?
- How can cancer be prevented?
- How is cancer treated?
- How can I avoid getting a non-communicable disease?
- What is adolescence?
- How does exercise keep us healthy?
- How can I care for my nervous system?
- What does the endocrine system do?
- What is puberty?
- What influences individual growth patterns?
- What type of learning environment is required in order to discuss topics related to human sexuality in a manner that shows respect and sensitivity toward all?
- Why is good hygiene important to developing teens?
- How does puberty affect the reproductive organs?
- How can sexual activity impact health?
- What causes pregnancy?
- How does fertilization occur?
- What physical, social, and emotional changes are associated with pregnancy and parenthood?
- How does a woman know she is pregnant?
- What is prenatal care?
- What are the stages of childbirth?
- How can I take care of my reproductive organs?
- Why is abstinence the best response to high-risk behaviors?
- What is abstinence?
- What are high-risk behaviors?

Unit 4: Drug Education and Safety

- What are drugs?
- What are medicines?
- How can medicines be used safely?
- How can drug misuse or abuse be harmful?
- How do drugs affect the body and brain?
- What causes substance abuse?
- What is the risk of taking more than one drug at a time?
- How does drug abuse increase one’s risk of intentional and unintentional injury to both them self and others?
- Preventing suicide attempts.

Unit 2: Community and Social Health / Interpersonal Relationships

- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. 2.2.8.A.
- Body Language and facial expressions are forms of non-verbal communication.
- Verbal communication involves written and spoken messages.
- I-messages may help express feelings in a non-confrontational way.
- Assertive language is more affective than passive or aggressive speaking styles.
- Active and Reflective listening skills require focus on the speaker's words, feelings and body language.
- Eye contact and waiting to speak, without interrupting is part of active listening.
- All forms of communication involve sending and receiving clear messages.
- Focusing on body language and tone of voice are important for clear communication. When these do not match the words being used a mixed message is created.
- There are many different types of family structures. Healthy families work together to meet members' needs physically, mentally and socially.
- All families experience change. Coping strategies help make difficult times bearable for family members.
- The values acquired from family, culture, personal experiences, and friends impact all types of relationships. 2.4.8.A.
- Good friendships are based on trust, caring, respect and loyalty. Demonstrating these traits to others is a sign of good character. People with good character make good citizens and healthy role models.
- Positive peer pressure can influence you to make healthy choices.
- When you use positive peer pressure to encourage others to live healthier lives, you are advocating for good health.
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. 2.1.8.D
- Negative peer pressure can influence you to make choices that go against your core ethical values and may be harmful to you.
- Refusal skills can help you resist negative peer pressure.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. 2.2.8.B.
- Conflicts can arise from a variety of sources, including a difference of opinion, prejudice, ownership issues and
and others?
- What harmful substances are found in tobacco products?
- What diseases are caused by the use of tobacco products?
- What are the costs of tobacco use to society, including the cost to the non-smoker?
- How does the tobacco industry attempt to influence teens?
- Is alcohol a drug?
- What are some reasons teens think drinking is a fun social activity?
- Why should teens avoid drinking alcohol?
- Why does alcohol affect different people differently?
- What are some of the physical risks of drinking alcohol?
- What is alcoholism?
- What are some of the social and emotional risks of underage drinking?
- What is F.A.S.?
- What motivate an addict to stop using drugs?
- Where do people who are addicted to drugs and alcohol get help?
- What causes accidents to occur?
- How can I be safe on the road?
- What can be done to prevent sports injuries?
- How can drowning be prevented?
- How can I be prepared for weather emergencies?
- What are some basic fire safety rules?
- How can I be prepared in case of an accident or injury?
- What strategies are employed to keep people safe at home, in school and in communities?
- Why is adhering to rules important to health and safety?

hurt feelings.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. 2.1.8.E.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. 2.2.8.A
- Conflicts can be resolved through negotiation, compromise, mediation, collaboration and brainstorming for solutions.
- Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. 2.2.8.C.
- Bullying is a type of violence. It can include repeatedly taunting, threatening, hurting and intimidating another.
- Abuse is the physical, emotional or mental mistreatment of another person. It is never the victim’s fault.
- Dating Violence is when a person uses violence in a dating relationship to control his or her partner.
- Gangs are groups of people who come together to take part in illegal activities. They often commit violent crimes.
- Victims of bullying, abuse and violence should seek help from a trusted adult, including teachers, counselors, parents and medical professionals.
- Both victims and abusers need counseling to end the behavior.
- Local support services for victims of violence and abuse are available through local hospitals, hotlines and the police.
- Advocating against violence, by reporting to a trusted adult when you see bullying, abusive behavior or illegal activity, or hear of a potential threat can prevent violent acts from occurring.
- Avoid joining gangs, hanging out with gang members or wearing gang colors.
- Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue. 2.2.8.D.

Unit 3: Growth and Development / Nutrition / Disease Prevention / Physical Health
- Body systems work together to keep your body healthy. Each system has a specific job.
- The digestive system works to break down food into nutrients the body can absorb and use for energy.
- Carbohydrates, proteins, fats, vitamins, minerals and water are the six major nutrient classes.
Nutrients in the body perform many jobs.
- Without essential nutrients a person will become malnourished.
- Diseases of malnutrition may lead to premature death, skeletal deformation and other health problems.
- Fiber, a type of complex carbohydrate, is found in whole grains, raw fruits and vegetables. Fiber plays an important role in moving food through the digestive tract.
- You can get the nutrients you need by eating a variety of foods.
- Food guides divide foods into groups. Each food group provides similar nutrients. Following a food guide (like choosemyplate.gov) and the Dietary Guidelines for Americans can help ensure that you are getting all the essential nutrients in your diet.
- Eating patterns are influenced by a variety of factors 2.1.8.B.
- Many factors influence your choice of foods. These include availability, popularity, convenience, cost, family, friends, and culture. Emotions can also cause you to like or dislike foods because of associations with past experiences.
- Healthy food choices are low in additives such as salt, refined sugars, and certain fats (cholesterol, trans fats and saturated fats).
- Healthy foods are rich in nutrients. Nutrient dense foods are high in nutrients and low in calories.
- Calories measure the amount of energy in food sources.
- Extra calories are stored in the body as fat.
- Being overweight or underweight can be unhealthy. You can maintain a healthy weight by controlling the amount of food you eat and getting enough exercise.
- People who are obese are at risk of developing serious health problems including type 2 diabetes.
- Teens with a healthy body image accept the body type they have inherited.
- Eating disorders may develop in teens with a poor body image. This may affect self-esteem and result in depression, as well as diseases of malnutrition, kidney and heart failure or death.
- Anorexia nervosa, bulimia and binge eating disorder are the most common eating disorders.
- Symptoms of eating disorders include, bingeing, purging and self starvation.
- People who are suffering from an eating disorder need professional help to get better.
- The prevention and control of diseases and health conditions are affected by many factors. 2.1.8.C
- Communicable diseases are contagious. They are spread by pathogen, such as bacteria and virus. Pathogens spread through food, water, direct or indirect contact, and through animals and insects, from person to person.
- Common communicable diseases include Lyme’s disease, influenza, TB, mononucleosis, hepatitis, strep
throat and pneumonia.

- The immune system works to destroy pathogens that enter the body.
- Vaccines have been developed to prevent the spread of many communicable diseases.
- Getting vaccinated and practicing proper hygiene, especially hand-washing, can prevent the spread of infections.
- STI’s, including HIV/ AIDS spread only through intimate sexual contact.
- Abstinence is saying no to high risk behaviors, such as sexual activity and drug use. This is the best way to protect yourself from an STI.
- Non-communicable diseases are not contagious. They are caused by hereditary and lifestyle factors, or by exposure to environmental conditions. They include heart disease, cancer, emphysema, scoliosis, diabetes and osteoporosis.
- Cancer has many different causes including use of tobacco, alcohol and over exposure to UV-rays.
- Many types of cancer can be avoided by making healthy lifestyle choices.
- Early detection of cancerous tumors can be life saving. Routine health check-ups, self breast and testicular exams, and knowledge of the “ABCD’s” of skin cancer and other warning signs of cancer are important ways to detect cancer.
- Surgery, Radiation and chemotherapy are used to treat cancer.
- Healthy life-style activities including a healthy diet, exercise, avoidance of drugs and stress management can protect you from many non-communicable diseases.
- Adolescence is the time between childhood and adulthood. The body grows and changes rapidly in adolescence.
- Your heart is part of the muscular system. All muscles require exercise to stay healthy. Aerobic exercise strengthens the heart and lungs. Sixty minutes of exercise a day-five days/week is recommended.
- Avoiding accidents by following safety rules and avoiding drugs and alcohol helps protect the brain from injury.
- A stroke occurs when oxygen is cut off to the brain.
- The endocrine system consists of glands that release hormones that cause changes in the body.
- During adolescence the master endocrine or pituitary gland releases hormones that change a child’s body into an adult body. This is called puberty. Puberty changes the way you look, act and feel.
- Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.

2.4.8.B.

- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. 2.4.8.B.
- Physical changes during puberty occur both on the
inside and outside of the body. External changes include a change in body chemistry, resulting in the need to practice good hygiene daily.

- Puberty is signaled by the release of sperm in the males, and menstruation in females. These changes to the reproductive system allow you to have children.
- Responsible actions regarding sexual behavior impact the health of oneself and others. 2.4.8.B.
- Engaging in sexual intercourse can lead to pregnancy.
- Pregnancy begins with the union of a sperm and egg cell, called fertilization. At fertilization genes and chromosomes from each parent join together to form a fertilized egg cell.
- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others. 2.4.8.C.
- A fertilized egg cell may develop into a pregnancy. There are several signs of pregnancy including a woman missing her menstrual cycle.
- A health pregnancy requires the mother to practice good prenatal care. A woman who suspects that she is pregnant needs to see an obstetrician/gynecologist as part of her prenatal care. She must also avoid drugs, alcohol and infections in order to prevent birth defects. There are tests for genetic disorders she may need too.
- Childbirth is a natural process involving several stages. If complications occur, doctors may need to intervene to protect the health of the mother and baby.
- Proper care and protection of the reproductive system is necessary in order to be able to reproduce. Early detection strategies assist in the prevention and treatment of illness or disease. 2.4.8.B.
- Routine exams are important for both males and females. Males need to protect their reproductive organs from injury during sports and exercise. Both sexes need to be aware of the dangers of STI's, including HIV/AIDS.
- Sexual contact can lead to the spread of STI's including HIV/AIDS and HPV. These diseases can be prevented by practicing abstinence. Birth control methods may be helpful in preventing pregnancy, but most will not help prevent STI's. Only abstinence is 100% effective in avoiding pregnancy and STI's.
- Abstinence is saying no to high risk behaviors.
- High risk behaviors are dangerous activities. These include engaging in sexual contact, using drugs alcohol and tobacco, sharing IV needles and breaking the law.

**Unit 4: Drug Education and Safety**

- Drugs are substances other than food that cause change when taken into the body.
- Some drugs are medicines meant to cure or prevent disease, but not all drugs are medicines.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective. (2.3.8.A)
| **2012-2013 Ringwood Health Education Curriculum** |
|**Aligned to the 2009 New Jersey Core Curriculum Content Standards** |

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

- Drugs are powerful chemicals that must be used cautiously, under the supervision of a doctor and/or according to the directions on the label. Drugs as medicine can be helpful when used properly, but using drugs or medicines improperly or illegally can lead to addiction, death and other health problems.
- Different categories of drugs have different affects on the body and brain. Stimulants speed up the body processes and can lead to heart attacks, stroke and death. Depressants slow down the body processes and can cause coma and death. Narcotics are highly addictive drugs that may be used medically to relieve pain, but frequently lead to addiction and death when abused. Hallucinogens, inhalants and club drugs can cause organ damage, blackouts, distorted images and sensations. Marijuana and anabolic steroid usage can have physical, mental and social consequences.
- Substance abuse is caused by a variety of factors. (2.3.8.C.)
- Dangerous drug interactions may have unexpected consequences.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors. (2.3.8.B)
- Tobacco, found in smoke able and smokeless forms, contains the addictive drug nicotine, as well as many cancer causing chemicals, tar and carbon monoxide.
- Tobacco use can lead to many life-threatening diseases, including cardiovascular disease, COPD, emphysema, and cancer.
- Tobacco's costs to society are to the individual, the nonsmoker, and to unborn children of mothers who smoke. Costs also include property damage due to fires and loss of productivity.
- The tobacco industry uses the media and creative approaches to influence young people to use their products. Teens who avoid giving in to the pressure to try tobacco protect themselves from multiple health problems.
- Alcohol is a drug found in beer, wine and hard liquor. Alcohol can damage a person physically, mentally and socially.
- Alcohol manufacturers use the media and other creative approaches to promote their products to young people. Friends and family member who drink alcohol may lead teens into believing it is an acceptable social practice.
- Teens who avoid giving in to the pressure to drink alcohol protect themselves from multiple health problems, legal consequences and personal problems.
- Several factors determine how alcohol affects the drinker: size, gender, how quickly one drinks, genetics, and other drugs/medicine or food in the body.
- Alcohol has many short and long term effects on the body, including intoxication, liver damage and alcohol poisoning.
- Alcohol is harmful to teens because their bodies and
brains are still growing.

- Alcoholism is a disease caused by an addiction to alcohol.
- Underage drinking is against the law and carries multiple consequences for those who are caught.
- Babies born to mothers who drink alcohol during pregnancy may suffer from Fetal Alcohol Syndrome.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others. 2.3.8.C.
- Treatment for drug and alcohol abuse includes detoxification, counseling and support groups for addicts and family members. Help is available through local hospitals, rehabilitation centers and organizations such as Alcoholics Anonymous (AA).
- Accidents can be prevented by being aware of safety rules and following them. Accident chains include a situation, an unsafe habit, an unsafe action and the resulting injury.
- Road safety includes following traffic rules, being aware of others, being visible to others, wearing safety belts and not distracting driver’s in cars.
- Wearing protective helmet and safety equipment in sports, following the game rules and warming up and cooling down before and after strenuous exercise helps prevent injuries.
- Water safety rules need to be followed to prevent drowning.
- Being prepared for weather emergencies and natural disasters includes having a first aid kit. You can protect your self from natural disasters and weather emergencies by being prepared and following instructions issued by authorities.
- Preventing fires and being prepared for a fire can save lives.
- Applying first-aid procedures can minimize injury and save lives. 2.1.8.D.
- Being prepared to respond to emergencies and injuries by knowing basic first aid techniques, including rescue breathing, CPR, the Heimlich maneuver, how to use RICE to treat sprains, calling 911 in an emergency, and staying calm until help arrives can save lives.
- Traffic safety laws reduce accidental deaths and injuries.
- Anti Bullying laws enforce consequences for people who bully others at school, in the community and over the Internet.
- Schools use security systems and camera to protect children at school.
- Class rules and the School’s Code of Conduct are used to keep students safe at school.
- Safety drills are practiced and reviewed to protect students in emergency situations.
- State and local laws are created to prevent accidental deaths or harm to others.
- Rules, regulations, and policies regarding behavior
Unit Objectives:

**Unit 1 Mental and Emotional Health-Personal Health**

- 2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.
- 2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- 2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
- 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and to self and unintentional injuries others.
- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.

**Unit 2 Community and Social Health-Interpersonal Relationships**

- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
- 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.
- 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.
- 2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
- 2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.
- 2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.
- 2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
- 2.4.8.A.1 Predict how changes within a family can impact family members.
- 2.4.8.A.2 Explain how the family unit impacts character development.
- 2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.
- 2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

**Unit 3 Growth and Development- Nutrition - Disease Prevention - Physical Health**

- 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8.B.4 Analyze the nutritional values of new products and supplements.
- 2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and
STIs.

- 2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
- 2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- 2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- 2.4.8.C.3 Determine effective strategies and resources to assist with parenting.

Unit 4 Drug Education and Safety

- 2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and to self and unintentional injuries others.
- 2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.
- 2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.
- 2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
- 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
- 2.3.8.A. Explode why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- 2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
- 2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- 2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
- 2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.
- 2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.
- 2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
- 2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
- 2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- 2.3.8.B.8 Analyze health risks associated with injected drug use.
- 2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
- 2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Evidence of Learning

Formative Assessment
- Teacher observation
- Independent class assignments
- Cooperative group assignments
- Homework assignments
- Journaling/log keeping
- Class discussion
- Role playing and script writing
- Student portfolios
- Extra credit assignments
Projects and presentations  
Current events  

**Summative Assessment**  
- Chapter and unit tests  
- Quizzes  
- Midterm and final exams  
- District and state assessment  

**Modifications (ELLs, Special Education, Enrichment, 504 & I/R&S)**  
Differentiated instructional strategies will be employed to enhance student learning at all levels. Activities designed to reach auditory, visual and kinesthetic learners and allow for students to work at a comfortable pace, while providing opportunities for students to challenge themselves using higher order thinking skills and intellectual and creative talents in reading, writing, oral discussions and performance based assessments be incorporated into curriculum based activities. These strategies may include:  
- Multiple Intelligences Practices  
- Differentiated testing and/or assignments  
- Compressed or expanded content  
- Expanded learning opportunities  
- Alternate assessments  

**Equipment needed:**  
Glencoe Teen Health Course 2 textbook and fast files materials; Current Health and Choices magazines; DVD’s and videos; Seattle 2000 Curriculum; life size skeleton and torso model; Schlessing DVD Series, computer, DVD and video player; transparencies and overhead projector.  

**Common Resources Available Below (Included but not limited to)**  

**Suggested websites:** [www.kidshealth.org](http://www.kidshealth.org), [www.choosemyplate.gov](http://www.choosemyplate.gov), [www.teachersfirst.com](http://www.teachersfirst.com) and [www.ncs-tech.org](http://www.ncs-tech.org)

### Lesson Components

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<tr>
<th>Content Area: Health</th>
<th>21st Century Themes</th>
<th>21st Century Skills</th>
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<tr>
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<td>Global Awareness</td>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<td>Critical Thinking and Problem Solving</td>
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<td>Media Literacy</td>
<td>ICT Literacy</td>
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**Interdisciplinary Connections to be determined:** Language Arts/Reading, writing and speaking; Social Studies, Science, Math, Art, Music and Technology  

**Integration of Technology:** Computers, projectors, multi-media presentations, DVD/CD players, internet, interactive white board, document cameras, audio-visual materials.