

Tri-District Health Curriculum 2011 Grades K - 12



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HEALTH CURRICULUM KINDERGARTEN DRUGS

STATE STANDARD

- 2.3.2.B.1** Identify ways that drugs can be abused.
- 2.3.2.A.1** Explain what medicines are and when some types of medicines are used.
- 2.2.2.A.1** Express needs, wants, and feelings in health- and safety-related situations.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines, and will apply these concepts to support a healthy, active lifestyle.

ESSENTIAL QUESTIONS

PRIMARY: What are drugs and how do they affect mind and body?

MODULE ASSESSMENT

Students will visually identify dangerous substances/drugs and name the negative effects.

LESSON OBJECTIVES

Students will be able to...

- tell what “drug” means.
- identify that medicine is a helpful drug when used correctly.
- give reasons why to say no.
- identify dangerous substances.
- show how you should care for your body.

MODULE SKILLS

Students will be able to...

- orally give reasons why to say no to drugs.
- orally name negative effects of drugs.
- identify dangerous substances/drugs through picture sort.
- list ways to take care of your body.

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HEALTH CURRICULUM KINDERGARTEN EXERCISE AND PLAY

STATE STANDARD

- 2.1.P.D.1** Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.2.2.B.4** Select a personal health goal and explain why setting a goal is important.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Exercise and safe playing is an important part of healthful living.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important to exercise and play?

SECONDARY: How do I play safely?

MODULE ASSESSMENT

Students will be able to identify and practice different ways to play.
Students will be able to create and write exercise goals and create and write good sportsmanship rules.

LESSON OBJECTIVES

Students will be able to...

- identify what is and is not play.
- identify benefits of exercise.
- identify safe rules for play.

MODULE SKILLS

Students will be able to...

- explain play and why it is important.
- practice group and individual play.
- tell why staying fit is good for you.
- identify safe rules for play.

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HEALTH CURRICULUM KINDERGARTEN INTERPERSONAL COMMUNICATION

STATE STANDARD

- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 2.2.2.B.2 Relate decision-making by self and others to one's health.
- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.
- 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.1.2.C.3 Determine how personal feelings can affect one's wellness.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Effective communication and interpersonal skills help people get along with others.

ESSENTIAL QUESTIONS

PRIMARY: How can one reduce impulsive and aggressive behavior in children?

SECONDARY: What are feelings?

MODULE ASSESSMENT

Students will be able to role play different feelings as well as ways to handle them.

Students will be able to draw themselves showing responses to certain feelings.

Students will be able to identify and solve problems using problem solving approach.

LESSON OBJECTIVES

Students will be able to...

- empathize with others.
- determine emotional state of another person.
- distinguish accident vs. on purpose.
- understand feelings/communicate feelings.
- identify problems and solutions.
- discuss bullying.

MODULE SKILLS

Students will be able to...

- understand how to calm self down after feelings are hurt.
- name feelings and identify body clues when feelings occur.
- determine who to talk to about feelings.
- demonstrate several key communication skills.
- understand what it means to bully.

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HEALTH CURRICULUM KINDERGARTEN MEDICINE/HYGIENE/DOCTOR

STATE STANDARD

- 2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.
- 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.
- 2.2.2.E.1 Determine where to access home, school, and community health professionals.
- 2.3.2.A.2 Explain why medicines should be administered as directed.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

It is important for people to take care of themselves to prevent illness. However, when one gets sick, it is important to know how to get better.

ESSENTIAL QUESTIONS

PRIMARY: What does it mean to be healthy?

SECONDARY: How do you know when you are sick?

What should you do when you are sick?

How do the doctor and dentist help us?

MODULE ASSESSMENT

Students will be able to identify medicines and role play correct use.
Students will also be able to create class lists on ways to stay healthy and prevent sickness.

LESSON OBJECTIVES

Students will be able to...

- identify health helpers.
- define healthy and sick.
- discover what germs are.
- identify medicine, who can give, consequences.
- explain why keeping clean keeps you healthy.

MODULE SKILLS

Students will be able to...

- identify self care practices that support wellness.
- distinguish between healthy and sick.
- identify strategies that prevent spreading germs.
- identify word medicine and why you should take it.
- explain what doctors and dentists do.

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HEALTH CURRICULUM KINDERGARTEN

INJURY PREVENTION AND PERSONAL SAFETY

STATE STANDARD

- 2.1.P.D.1** Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.1.P.D.2** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 2.1.P.D.3** Identify community helpers who assist in maintaining a safe environment.
- 2.1.P.D.4** Know how to dial 911 for help.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Develop an awareness of potential hazards in the environment that impacts personal health and safety.

ESSENTIAL QUESTIONS

PRIMARY: What is safety?

SECONDARY: How can I avoid accidents?

MODULE ASSESSMENT

Make class rules about safety

Perform routines for safety (fire drill, stop, drop and roll etc)

LESSON OBJECTIVES

Students will be able to...

- identify safety helpers at home, school, community.
- identify unsafe situations.
- demonstrate safety rules and routines.

MODULE SKILLS

Students will be able to...

- decide how to stay safe in different situations.
- identify dangerous situations.
- follow safety rules at home, play, and community.

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HEALTH CURRICULUM FIRST GRADE CHARACTER EDUCATION

STATE STANDARD

- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.
- 2.1.2.C.3 Determine how personal feelings can affect one's wellness.
- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will understand the meaning of character in relevance to themselves and others, and how it is reflected in thoughts, feeling, and actions.

ESSENTIAL QUESTIONS

PRIMARY: Can I identify my and others' feelings and signs of feelings?
What are internal and external traits of people?

SECONDARY: How does empathetic thinking/feeling effect the reactions and understandings we have on others?

MODULE ASSESSMENT

Draw faces of feelings such as happy, angry, and sad.

Students will create a model of themselves showing internal and external traits. Make a recipe for friendship.

LESSON OBJECTIVES

Students will be able to...

- identify a variety of feelings and recognize the verbal and non-verbal cues associated with each.
- demonstrate how to care about people by paying attention to their feelings.
- practice recognizing various emotions.
- recognize internal and external traits of individuals.
- compare and contrast two different two opposite emotions such s happiness and sadness.
- recognize empathy as an understanding, being aware of, being sensitive to, and vicariously experiencing the feelings or thoughts of another person.
- recognize basic social and emotional needs or themselves and others.
- identify appropriate steps for conflict resolution.

MODULE SKILLS

Students will be able to...

- name feelings and identify body clues when feelings occur.
- determine who a trusted person to talk about feelings with, and how to talk about them.
- recognize personality differences in people.
- appropriately respond to the needs and feelings of others.

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HEALTH CURRICULUM FIRST GRADE STAYING HEALTHY

STATE STANDARD

- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 2.1.2.C.1** Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2** Summarize strategies to prevent the spread of common diseases and health conditions.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will understand why people get sick and how to stay well.

ESSENTIAL QUESTIONS

PRIMARY: How do you keep clean and prevent germs from spreading to others?

MODULE ASSESSMENT

Checklist for healthy behaviors.

LESSON OBJECTIVES

Students will be able to...

- identify signs of sickness.
- show you like yourself enough to promise to take care of yourself when you are sick.
- identify those you can tell when you do not feel well.
- predict the consequences of not staying home when you are sick.
- define germs and discover how they spread.
- show respect for others by promising not to spread germs.
- practice ways to keep germs from spreading.
- compare and contrast a communicable and non-communicable illness.
- identify things you can do which help you get better.
- do something to thank your family for taking care of you when you are sick.
- practice different ways to express sympathy for those who are sick.
- use decision making steps to make a choice to cooperate in following directions to get better.

- identify rules which help to keep our community free from illness caused by germs.
- let those in charge now how important you feel it is to keep the community as clean and germ free as possible.
- practice ways to help keep the community clean.
- predict what would happen to the cleanliness and health of community without rules to keep it clean.

MODULE SKILLS

Students will be able to...

- identify self care practices that support wellness.
- identify strategies that prevent the spreading of germs and diseases.
- identify signs of sickness.

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HEALTH CURRICULUM FIRST GRADE MEDICINE

STATE STANDARD

- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 2.2.2.B.2 Relate decision-making by self and others to one's health.
- 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.
- 2.2.2.E.1 Identify community helpers who assist in maintaining a safe environment.
- 2.3.2.B.1 Identify ways that drugs can be abused.
- 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.
- 2.3.2.B.4 Identify products that contain alcohol.
- 2.3.2.B.5 List substances that should never be inhaled and explain why.
- 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.
- 2.3.2.A.2 Explain why medicines should be administered as directed.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

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

ESSENTIAL QUESTIONS

PRIMARY: What is medicine?

SECONDARY: When should they be taken? Who can give them to us?
How do drugs and alcohol affect the mind and body?

MODULE ASSESSMENT

Name the negative effects of drugs and alcohol by creating a warning label.

Create a “Rap” song to convey the dangers of taking non necessary drugs and who can give them medicines.

LESSON OBJECTIVES

Students will be able to...

- identify what is and what is not medicine.
- commit to informing others about the dangers of taking medicine not prescribed for them.
- practice differentiating between medicines and non-medicines.
- compare and contrast candy to chewable vitamins or chewable pain reliever.
- name appropriate adults who give medicine to children.
- show how you respect the knowledge and opinions of adults.
- practice saying no to those persons who are not responsible for giving you medicine.
- discover how medicine helps the body.
- admire the wonder of medicine.
- demonstrate caring for someone who is ill.
- predict what would happen if we had no medicine.
- identify medicines as drugs.
- respect rules about taking medicines.
- locate and inspect for safety the best places in your house to keep medicine.
- use decision making skills to decide not to eat something tht you are unsure is safe.
- define the word drug and identify various substances as drugs.
- tell why it is important to have rules and laws about drugs.
- tell what tobacco and nicotine are and explain the harmful effects of smoking.
- make a plan to do things to help you keep your lungs healthy.
- explain why alcohol is a drug, what is does to your body, and reasons why people drink alcohol.
- create a plan to help your community to be drug free.

MODULE SKILLS

Students will be able to...

- name examples of drugs and alcohol.
- say NO to drugs with body and words.
- name negative effects of drugs and alcohol on mind and body.
- identify that media misrepresents the actual effects of drugs and alcohol.
- identify the word medicine.

- identify why you should not take medicines without medical reason.
- identify that all medicines are drugs.
- identify who can give you medicine.

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HEALTH CURRICULUM FIRST GRADE NUTRITION

STATE STANDARD

- 2.1.2.B.1** Explain why some foods are healthier to eat than others.
- 2.1.2.B.2** Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.2.B.3** Summarize information about food found on product labels.
- 2.2.2.B.2** Relate decision-making by self and others to one's health.
- 2.2.2.B.4** Select a personal health goal and explain why setting a goal is important.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

People who make healthy food choices help their bodies work smarter and better.

ESSENTIAL QUESTIONS

How does our body use food to give us energy?

MODULE ASSESSMENT

Plan a healthy family meal.

LESSON OBJECTIVES

Students will be able to ...

- explain the words food, fuel, and energy and tell how food is transformed into energy.
- explain the reasons it is important to be responsible in choosing healthful foods.
- trace the path food takes through your body.
- respect the workings of the body by explaining consequences of food selections.
- demonstrate proper food handling techniques and explain effects upon the body.
- list a variety of healthful and less healthful foods, and their effects upon the body.
- explain the relationship between feelings, appetite, and food choices.
- plan a healthful meal.
- explain the rules of eating which are represented by the Food Pyramid.

- state acceptance of familial and cultural differences in healthful food, prepare and try a variety of multicultural foods.

MODULE SKILLS

Students will be able to...

- determine which foods are a healthy choice.
- explain how food gives us energy.
- identify the parts of the food pyramid.

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HEALTH CURRICULUM FIRST GRADE SAFETY

STATE STANDARD

- 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.
- 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will understand how to be safe in the home, school, community, and play.

ESSENTIAL QUESTIONS

PRIMARY: Why is safety important?

SECONDARY: How can I avoid accidents by choosing careful behavior?

MODULE ASSESSMENT

Make classroom safety rules.

LESSON OBJECTIVES

Students will be able to...

- define and identify careless and careful behavior.
- explain the importance of accepting responsibility for your actions.
- identify ways to make situations safe.
- predict consequences of careless behavior.
- list rules for different kinds of safe play.
- show how helping each other helps keep you safe.

- perform safe ways to play.
- identify the dangers of fire.
- create a fire/escape plan.
- predict what could happen if children play with fire.
- identify community safety helpers.
- demonstrate appreciation to community safety helpers.
- discover how exercise is needed at all ages to make the body healthy and strong.
- create a daily family exercise plan.
- predict consequences of being a couch potato.
- define the word physically fit and explain how good food, exercise, and sleep help you to be physically fit.
- set a health goal that you can reach in one week.
- plan and practice different games and exercises that are good for different parts of your body.
- list rules for playing fairly.
- show how you value a friend who is a good sport.
- practice controlling anger when you get mad at someone with whom you are playing.

MODULE SKILLS

Students will be able to...

- choose careful behavior to stay safe.
- follow safety rules in home, school, community, and play.

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HEALTH CURRICULUM FIRST GRADE BODY SYSTEMS

STATE STANDARD

- 2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 2.2.2.C.1** Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.4.2.A.1** Compare and contrast different kinds of families locally and globally.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will understand parts of the body, how the body functions as a system, and how some bodies are different than others.

ESSENTIAL QUESTIONS

How does the body function as a system “team”? How do we take care of the body? Can I identify the differences among people specifically with gender and disabilities?

MODULE ASSESSMENT

Role play the body parts working as a system.

LESSON OBJECTIVES

Students will be able to...

- identify body parts.
- listen and respond to what your senses tell you.
- practice protecting your body from harm by learning various safety routines.
- explain how blood works.
- respect difference in different people.

MODULE SKILLS

Students will be able to...

- name the body parts and tell how they work as a team.
- identify ways to take good care of your body.

- demonstrate appropriate behavior when interacting with people with disabilities.

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HEALTH CURRICULUM SECOND GRADE BRAIN

STATE STANDARD

- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 2.2.2.B.1** Explain what a decision is and why it is advantageous to think before acting.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will gain an understanding of the brain and how it helps the body function.

ESSENTIAL QUESTIONS

What is the brain and how does its function in the body?

MODULE ASSESSMENT

Students will construct and label a diagram/brain hat.

LESSON OBJECTIVES

Students will be able to...

- explain the major parts of the brain and how it works to control the body.
- practice using different functions and activities controlled by the brain.
- explore the different ways the brain handles the needs of the body.
- develop an understanding that people learn in different ways.
- list ways to protect your brain from injury and harm.

MODULE SKILLS

Students will be able to...

- identify and label the parts of the brain.
- demonstrate locomotor and non-locomotor skills.
- discuss and reflect on ways in which the brain helps students learn.

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HEALTH CURRICULUM SECOND GRADE DRUGS

STATE STANDARD

- 2.3.2.A.1** Explain what medicines are and when some types of medicines are used.
- 2.3.2.A.2** Explain why medicines should be administered as directed.
- 2.3.2.B.1** Identify ways that drugs can be abused.
- 2.3.2.B.2** Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.B.3** Explain why tobacco smoke is harmful to nonsmokers.
- 2.3.2.B.4** Identify products that contain alcohol.
- 2.3.2.B.5** List substances that should never be inhaled and explain why.
- 2.3.2.C.1** Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.C.2** Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- 2.4.2.C.1** Explain the factors that contribute to a mother having a healthy baby.
- 2.2.2.D.1** Determine the benefits for oneself and others of participating in a class or school service activity.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will develop a healthy understanding of the benefits of medicine and the dangers of drug abuse

ESSENTIAL QUESTIONS

What are the dangers of drugs and their usage?

MODULE ASSESSMENT

Cut out pictures and classify into safe and unsafe groups. Identify the different body parts that are affected.

LESSON OBJECTIVES

Students will be able to...

- identify various types of drugs.
- identify what is and what is not a medicine and how and why they are used.
- recognize that some people abuse drugs and need to seek help.

- realize that drugs don't solve problems.

MODULE SKILLS

Students will be able to...

- predict what could happen if you took medicine that is not meant for you.
- role play ways to refuse and avoid drug use.

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HEALTH CURRICULUM SECOND GRADE

FEAR

STATE STANDARD

- 2.1.2.E.3** Explain healthy ways in coping with common stressful situations experienced by children.
- 2.2.2.A.1** Express needs, wants, and feelings in health-and safety-related situations.
- 2.1.2.D.2** Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.E.3** Explain healthy ways of coping with common stressful situations experienced by children.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will gain an understanding of how fearful situations affect their body physically and emotionally.

ESSENTIAL QUESTIONS

What is fear and how to successfully manage it?

MODULE ASSESSMENT

Role play different fearful situations and apply positive coping strategies.

LESSON OBJECTIVES

Students will be able to...

- list common causes of being afraid.
- gain an understanding of fear and coping positively with fears.
- recognize the signs of fear in your body.
- distinguish between safe, unsafe and confusing touches and secrets.

MODULE SKILLS

Students will be able to...

- share by writing and verbalizing personal fears.
- practice responding appropriately to a frightening situation.
- list physical changes that occur in a state of fear.

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HEALTH CURRICULUM SECOND GRADE

GERMS

STATE STANDARD

- 2.1.2.C.1** Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2** Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will develop habits that will protect them from unnecessary illness.

ESSENTIAL QUESTIONS

How germs can be avoided and controlled to maintain health?

MODULE ASSESSMENT

List specific preventative behaviors to avoid contact with germs.

LESSON OBJECTIVES

Students will be able to...

- identify specific germs and how they spread and make you sick.
- explain routines for healthy living.
- gain an understanding on how a body fights illness.

MODULE SKILLS

Students will be able to...

- respond to specific health situations with appropriate written and role playing responses.
- generate a list of daily healthy routines.

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HEALTH CURRICULUM SECOND GRADE NUTRITION

STATE STANDARD

- 2.1.2.B.1** Explain why some foods are healthier to eat than others.
- 2.1.2.B.2** Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.2.B.3** Summarize information about food found on product labels.
- 2.2.2.B.2** Relate decision-making by self and others to one's health.
- 2.2.2.B.3** Determine ways parents, peers, technology, culture, and the media influence health decisions.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will gain an understanding of healthy food choices and how they support a healthy, active lifestyle.

ESSENTIAL QUESTIONS

What is nutritional food? How do you become responsible for making healthy choices?

MODULE ASSESSMENT

Students will classify foods into the food pyramid groups. Students will create a food journal of healthy menus.

LESSON OBJECTIVES

Students will be able to...

- explain how the food pyramid helps you choose healthful food.
- classify the foods into each food pyramid group.
- define and explain the role of nutrients in the body and how eating foods with a high nutritional value can increase self worth.

MODULE SKILLS

Students will be able to...

- list food items that belong in each group of the food pyramid.
- decide if various foods are health or unhealthy by looking food labels and being knowledgeable of ingredients.

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HEALTH CURRICULUM SECOND GRADE FAMILY LIFE

STATE STANDARD

- 2.4.2.A.1** Compare and contrast different kinds of families locally and globally.
- 2.4.2.A.2** Distinguish the roles and responsibilities of different family members.
- 2.4.2.A.3** Determine the factors that contribute to healthy relationships.
- 2.4.2.B.1** Compare and contrast the physical differences and similarities of the genders.
- 2.2.2.C.2** Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

A healthy family has roles and responsibilities for each member.

ESSENTIAL QUESTIONS

PRIMARY: What is a family? How does each member contribute to the unit?

MODULE ASSESSMENT

Create a family portrait with a descriptive piece on their responsibilities and roles.

LESSON OBJECTIVES

Students will be able to...

- define the word family and describe the roles and responsibilities of members.
- practice ways to show you respect differences in families.
- understand and predict consequences for major life changing events in a family.
- gain an understanding of changes that occur throughout your life.

MODULE SKILLS

Students will be able to...

- create a drawing or painting that depicts how we grow.
- create a family portrait.

- make an acrostic poem that describes why their family is special.
- role play different situations within a family.

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HEALTH CURRICULUM SECOND GRADE SAFETY

STATE STANDARD

- 2.1.2.D.1** Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.2.D.2** Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.D.3** Identify procedures associated with pedestrian, bicycle, and traffic safety.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

ESSENTIAL QUESTIONS

How can we keep ourselves and others safe?

MODULE ASSESSMENT

Students will role play different reactions to safety scenarios.

LESSON OBJECTIVES

Students will be able to...

- identify safe vs. unsafe conditions for certain common hazards on the street.
- practice safe street habits.
- list common emergencies and list steps to take in each case.
- name ways that one might hurt others and vice versa.

MODULE SKILLS

Students will be able to...

- role play appropriate safety behaviors.
- decide whether a situation is safe or unsafe.
- utilize conflict resolution to keep situations safe on a daily basis.

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HEALTH CURRICULUM THIRD GRADE SAFETY

STATE STANDARD

- 2.1.4.D.1** Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.4.D.3** Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.2.4.A.1** Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2** Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- 2.2.4.E.2** Explain when and how to seek help when experiencing a health problem.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Good decision makers keep themselves physically safe.

ESSENTIAL QUESTIONS

How can I keep myself physically safe?

MODULE ASSESSMENT

Draw or list ways to make safe choices in an unsafe situation through role playing.

LESSON OBJECTIVES

Students will be able to...

- define the concept of safety.
- demonstrate the importance of safety rules.
- practice changing unsafe situations into safe ones.
- compare and contrast safe and unsafe practices and situations.
- identify true emergencies
- identify possible risky situations in the community.
- explain how to use refusal skills to say, "No!" in an unsafe situation.

MODULE SKILLS

Students will be able to...

- change unsafe situations into safe ones.
- respond appropriately to an emergency.
- make good judgments for risky situations.
- demonstrate how to use refusal skills in an unsafe/risky situation.

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HEALTH CURRICULUM THIRD GRADE EYES

STATE STANDARD

2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will have a general understanding of how the eye works.

ESSENTIAL QUESTIONS

How can I care for my eyes?

MODULE ASSESSMENT

Students will match eye problems with definitions and remedies.

LESSON OBJECTIVES

Students will be able to...

- explain the function and operation of the eyes.
- explain how all of our senses are involved in what we see.
- list at least five eyesight problems and describe common solutions.
- identify health professionals who help with eye problems.
- identify ways your body protects your eyes and ways you can help.

MODULE SKILLS

Students will be able to...

- compare and contrast perfect vision with a variety of common vision problems.
- make safe choices to protect your eyes.

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HEALTH CURRICULUM THIRD GRADE NUTRITION

STATE STANDARD

- 2.1.4.B.1** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.1.4.B.2** Differentiate between healthy and unhealthy eating practices.
- 2.1.4.B.3** Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.1.4.B.4** Interpret food product labels based on nutritional content.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will make healthy choices to maintain good health.

ESSENTIAL QUESTIONS

What resources help students make healthy choices?

MODULE ASSESSMENT

Create a healthy lunch menu for yourself.

LESSON OBJECTIVES

Students will be able to...

- explain how the body uses nutrients.
- state the principles and reasons for the food pyramid.
- explain the importance of food labels in making healthful selections.
- describe responsible eating habits.

MODULE SKILLS

Students will be able to...

- explain how to include more nutrients in food choices.
- apply the food pyramid to create diverse meal plans.
- read and interpret food labels.
- analyze personal eating habits.

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HEALTH CURRICULUM THIRD GRADE POSITIVE ATTITUDES AND BULLYING PREVENTION

STATE STANDARD

- 2.1.4.A.1** Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.
- 2.1.4.E.4** Summarize the causes of stress and explain ways to deal with stressful situations.
- 2.1.4.C.3** Explain how mental health impacts one's wellness.
- 2.2.4.B.4** To develop a personal health goal and track progress.
- 2.5.4.B.2** Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1** Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Maintaining a positive attitude and demonstrating respect for self and others is important to social growth and setting personal goals.

ESSENTIAL QUESTIONS

PRIMARY: How can I respect the uniqueness of myself and others?

SECONDARY: How can I achieve my goals by having a positive attitude?

MODULE ASSESSMENT

Demonstrate their personal best in relationships and activities.

Set a goal and map a plan of how to achieve it.

Write a script demonstrating how one would behave in a bullying situation.

LESSON OBJECTIVES

Students will be able to...

- define the word attitude.
- describe the connection between attitudes, values, and goals.
- describe how your attitude can affect the choices you make about your health (refusal skills).
- develop ways to improve your attitude by identifying an area of needed improvement.

- describe causes of stress and ways to deal with stressful situations.

MODULE SKILLS

Students will be able to...

- role play various scenarios which demonstrate positive and negative attitudes.
- compare and contrast two community sponsored teams; each with a positive or negative attitude.
- strive to do their best at home and at school.
- apply appropriate assertive strategies when confronted with a bully.
- identify when a bullying situation needs adult intervention.

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HEALTH CURRICULUM THIRD GRADE FAMILY LIFE

STATE STANDARD

- 2.4.4.A.1** Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- 2.4.4.A.2** Explain why healthy relationships are fostered in some families and not in others.
- 2.1.4.D.2** Summarize the various forms of abuse and ways to get help.
- 2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Families share common values and provide support. Families can help foster healthy relationships.

ESSENTIAL QUESTIONS

What are family roles and responsibilities?

MODULE ASSESSMENT

Chart responsibilities within the family for different members.
Write about something that makes a student a unique individual.

LESSON OBJECTIVES

Students will be able to...

- define the word family.
- identify different types of families.
- determine what makes individuals special.
- define “child abuse” and “violence” .
- identify where to go to get help in protecting yourself.

MODULE SKILLS

Students will be able to...

- name things that make you special.
- list personal qualities.
- respect different kinds of families.

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HEALTH CURRICULUM THIRD GRADE DRUGS, ALCOHOL, TOBACCO

STATE STANDARD

- 2.2.4.B.1** Use the decision-making process when addressing health-related issues.
- 2.3.4.A.1** Distinguish between over-the-counter and prescription medicines.
- 2.3.4.A.2** Determine possible side effects of common types of medicines.
- 2.3.4.B.1** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- 2.3.4.B.2** Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3** Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.B.4** Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- 2.3.4.B.5** Identify the short- and long- term physical effects of inhaling certain substances.
- 2.3.4.C.1** Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.4.C.2** Differentiate between drug use, abuse, and misuse.
- 2.3.4.C.3** Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

All drugs affect the body.

ESSENTIAL QUESTIONS

PRIMARY: What are drugs?

SECONDARY: Which drugs help me and which drugs harm me?

MODULE ASSESSMENT

Provide a list of various situations and have the students select from the list those times when saying “no” would help them stay safe and healthy.

LESSON OBJECTIVES

Students will be able to...

- identify a drug.
- define the word addiction.
- explain what it means to be addicted to drugs and how it can happen.
- identify products that contain nicotine.
- identify products that contain alcohol.
- recognize the harmful effects of tobacco and alcohol.

MODULE SKILLS

Students will be able to...

- discover how to say “no!” in a threatening or at-risk situation involving smoking, drinking, and drugs.
- predict the consequences of giving in to pressure to smoke, drink, or drugs.
- recognize the effects of various drugs on the body.

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HEALTH CURRICULUM THIRD GRADE PREVENTING ILLNESS

STATE STANDARD

- 2.1.4.C.1** Explain how most diseases and health conditions are preventable.
- 2.1.4.C.2** Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

What makes me sick?

ESSENTIAL QUESTIONS

PRIMARY: How can I stay healthy and well?

SECONDARY: How can I prevent illness?

MODULE ASSESSMENT

Demonstrate good health practices by personal behavior.
Sketch a proper hygiene skill that others should use.

LESSON OBJECTIVES

Students will be able to...

- discover how germs spread.
- explain the role of the body's defense system in fighting germs.
- identify ways to keep clean and healthy.
- identify how medicines, including vaccines, help to prevent or cure illnesses.

MODULE SKILLS

Students will be able to...

- practice proper hygiene skills.
- distinguish between communicable and non-communicable diseases.
- take care of your defense system.

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HEALTH CURRICULUM THIRD GRADE DISABILITIES

STATE STANDARD

2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Sometimes, body parts have problems.

ESSENTIAL QUESTIONS

PRIMARY: What kinds of problems can bodies have?

SECONDARY: What are some strategies/modifications that can help people overcome/manage disabilities?

MODULE ASSESSMENT

List what is being done in the community to help people with physical and learning disabilities.

LESSON OBJECTIVES

Students will be able to...

- describe different kinds of body problems, their causes, and effects.
- define physical impairment.
- describe the work done by different health individuals that help people with various kinds of physical impairments.
- explain the different ways that people learn.

MODULE SKILLS

Students will be able to...

- show respect for people with body problems.
- name some ways you can be sensitive to the feelings of a person with a physical impairment.
- show how you can be a good friend to someone who does not learn the same way you do.

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HEALTH CURRICULUM FOURTH GRADE COMMUNITY SAFETY

STATE STANDARD

- 2.1.4.D.1** Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.4.D.2** Summarize the various forms of abuse and ways to get help.
- 2.1.4.D.3** Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.1.4.D.4** Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
- 2.2.3.E.1** Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will understand how to recognize unsafe situations and choose appropriate ways to reduce or eliminate risks in order to contribute to the safety of themselves and others.

ESSENTIAL QUESTIONS

PRIMARY: How can we keep ourselves and others safe within our community?

SECONDARY: What should we do in an unsafe situation?

MODULE ASSESSMENT

When given an unsafe scenario, students will formulate a safety plan.

LESSON OBJECTIVES

Students will be able to...

- determine characteristics of safe and unsafe situations.
- develop strategies to reduce risk of injuries in the community.
- recognize and respond to safety hazards.
- use common sense and make good decisions in safety situations.
- know when to seek help from an adult.

MODULE SKILLS

Students will be able to...

- read and interpret an unknown, unsafe scenario.
- formulate ideas for a safety plan.
- create a list of safety steps to alleviate unsafe situations.

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HEALTH CURRICULUM FOURTH GRADE PERSONAL HYGIENE

STATE STANDARD

- 2.1.4.A.2** Determine the relationship of personal health practices and behaviors on an individual's body systems.
- 2.4.4.B.1** Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will understand how personal health practices and behaviors are interrelated and impact social and emotional well-being.

ESSENTIAL QUESTIONS

How do personal health practices and behaviors impact one's social and emotional well-being?

MODULE ASSESSMENT

Invent a personal care product or create a commercial about the benefits of personal hygiene.

LESSON OBJECTIVES

Students will be able to...

- identify self-care practices that support wellness.
- understand the impact that personal hygiene can have on an individual's physical, social, and emotional wellness.
- understand that the body goes through changes as one grows.

MODULE SKILLS

Students will be able to...

- draw/design a personal care product.
- list and/or describe uses and benefits of product.
- write a short script for a commercial with group. (about benefits and/or uses)
- perform/present finished product or commercial.

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HEALTH CURRICULUM FOURTH GRADE SOCIAL AND EMOTIONAL WELLNESS

STATE STANDARD

- 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.
- 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
- 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students will understand various factors that impact social and emotional health and learn strategies for coping with social situations.

ESSENTIAL QUESTIONS

How can we handle stressful and dangerous situations in order to promote our social and emotional well-being?

MODULE ASSESSMENT

When given a dangerous or stressful scenario, students will be able to role play an appropriate course of action.

LESSON OBJECTIVES

Students will be able to...

- identify the causes of stress and explain ways to deal with stressful situations.
- distinguish among violence, harassment, discrimination, and bullying.
- demonstrate strategies to prevent conflicts in home, school, and community.
- determine ways to cope with rejection, loss, and separation.
- learn how to resolve conflict peacefully.

MODULE SKILLS

Students will be able to...

- analyze a dangerous or stressful scenario.
- brainstorm ideas for a role play with a partner or group.
- perform a role play or skit with partners to resolve the scenario.
- recognize how different points of view can lead to respect for others.

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HEALTH CURRICULUM FIFTH GRADE FIRST AID FACTS

STATE STANDARD

- 2.1.6.D.1** Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2** Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3** Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4** Assess when to use basic first-aid procedures.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Define first aid and explain the role it plays in both life-threatening situations and situations that are not life threatening.
Good decision makers respond to minor and major emergencies appropriately.

ESSENTIAL QUESTIONS

PRIMARY: What is first aid and how should it be used in an emergency situation?
SECONDARY: What response steps should be followed for specific emergency situations?

MODULE ASSESSMENT

Students will respond to an unknown emergency scenario using proper first aid steps.
Create a handbook addressing appropriate ways to respond to a specific emergency.

LESSON OBJECTIVES

Students will be able to ...

- define first aid and explain the role it plays in emergency situations.
- explain the importance of being of service to others in a time of need.
- list and practice emergency response steps.
- follow the decision making steps to determine who should be called in an emergency situation.
- simulate a first aid station where you triage the patients, administer first aid, and refer other patients to appropriate resources for help.

- compare and contrast major and minor emergencies and evaluate the suitability of resources.
- identify the roles of public safety groups and the importance of calling 911 when appropriate.

MODULE SKILLS

Students will be able to...

- role play various emergency scenarios following first aid emergency response steps.

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HEALTH CURRICULUM FIFTH GRADE

YOU ARE WHAT YOU EAT

STATE STANDARD

- 2.1.6.A.1** Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.B.1** Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2** Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3** Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4** Compare and contrast nutritional information on similar food products in order to make informed choices.
- 2.2.6.B.4** Apply personal health data and information to support achievement of one's short- and long-term health goals.
- 2.2.6.B.1** Use effective decision-making strategies.
- 2.2.6.B.2** Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3** Determine how conflicting interests may influence one's decisions.
- 2.1.6.A.2** Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students make healthy food choices following the dietary guidelines.

ESSENTIAL QUESTIONS

PRIMARY: What are the basic nutritional guidelines?

SECONDARY: How can we choose healthy foods to meet those dietary guidelines?

MODULE ASSESSMENT

Students will create a menu, including healthful food choices.

LESSON OBJECTIVES

Students will be able to...

- explain the basic nutritional guidelines.
- write an assessment of your own choices regarding nutrition.
- propose alternate menus for the family that meet dietary guidelines.

MODULE SKILLS

Students will be able to...

- create a menu, consistent with body needs.

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HEALTH CURRICULUM FIFTH GRADE THOSE CRAZY, MIXED UP EMOTIONS AND GROWING UP

STATE STANDARD

- 2.4.6.B.1 Compare growth patterns of males and females during adolescence.
- 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.
- 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.
- 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- 2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students develop respect for the power of emotions to influence your health, and understand the normal growth process of puberty.

ESSENTIAL QUESTIONS

What is puberty and what is the connection between our range of emotions and our growing bodies?

MODULE ASSESSMENT

Students will discuss puberty and its effects on the body.
Children will be able to share ways to communicate their emotions.

LESSON OBJECTIVES

Students will be able to...

- describe human emotions and their effects on the body.
- build respect for the power of emotions to influence your health.
- express emotions appropriately through communication skills.
- practice positive skills for coping with stress, conflict, disappointment and failure.
- distinguish between appropriate, inappropriate, and confusing touches and secrets.
- explain the major glands in the reproductive system and the role hormones play in stimulating body functions.
- describe puberty in girls and boys.
- practice speaking to opposite sex respectfully, abstaining from sexual harassment.
- identify good hygiene routines for personal use.
- define maturity and evaluate peer pressure to determine if it's positive or negative.

MODULE SKILLS

Students will be able to...

- discuss puberty with anonymous question and answer box.
- engage in class discussion following videos on puberty.
- communicate feelings through role-playing.

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HEALTH CURRICULUM FIFTH GRADE ALL THE RIGHT STUFF

STATE STANDARD

- 2.2.6.D.2** Develop a position about a health issue in order to inform peers.
- 2.2.6.E.1** Determine the validity and reliability of different types of health resources.
- 2.2.6.E.2** Distinguish health issues that warrant support from trusted adults or health professionals.
- 2.3.6.A.1** Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- 2.3.6.A.2** Compare information found on over-the-counter and prescription medicines.
- 2.3.6.C.3** Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.1.6.A.3** Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Students demonstrate skills needed to be a wiser consumer regarding purchasing and using products that affect health.

ESSENTIAL QUESTIONS

PRIMARY: What are the characteristics of a good consumer?

SECONDARY: What is the role of advertising in consumer behavior?

MODULE ASSESSMENT

Students will analyze various advertising strategies

Students will demonstrate responsible ways to manage money.

LESSON OBJECTIVES

Students will be able to...

- demonstrate responsibility for checking out advertising claims before making purchasing decisions.
- practice smart consumer techniques, including unit price shopping, reading labels, evaluating advertising claims.

- explain what a budget is, how it works and why it is an important tool for financial success.

MODULE SKILLS

Students will be able to...

- analyze various print ads and identify advertisement strategies used in each.
- practice being a consumer advocate by locating a product or advertisement which misleads the consumer and to take appropriate action to correct the situation.
- create a budget.

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HEALTH CURRICULUM SIXTH GRADE ADDICTIONS

STATE STANDARD

- 2.3.6.C.1** Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.3** Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.3.6.C.4** Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Substance abuse and addictions result in physical and emotional changes in the body. These addictions require professional intervention.

ESSENTIAL QUESTIONS

PRIMARY: What is the difference between a physical and psychological addiction?

SECONDARY: What are the external and internal pressures common in adolescence, and what is the best way to cope with them?

What resources are available to help a person who may be addicted to drugs and/or alcohol?

What can be done to build self-esteem?

MODULE ASSESSMENT

Students will engage in role playing scenarios where they practice dealing with peer pressure and saying, "No." Included in the scenarios will be the students' knowledge of physical and psychological addictions, as well as the positive effects of living drug and alcohol free.

Define physical and psychological addictions, and describe the effects of addiction to various behaviors and substances. Recognize the need for help with drug and alcohol addiction, and identify the appropriate resources to get that help. Describe what can be done to build self-esteem.

LESSON OBJECTIVES

Students will be able to...

- define physical addiction.
- define psychological addiction
- state the value and positive benefits of a drug free lifestyle.
- identify external and internal pressures that are common in adolescence.
- examine why a person in trouble often finds it difficult to get help.
- identify appropriate resources for help with drug and/or alcohol addiction.
- describe ways to build self-esteem.
- demonstrate self-respect by setting goals to overcome areas of weakness.

MODULE SKILLS

Students will be able to...

- identify the difference between physical and psychological addictions when given certain scenarios.
- list the benefits of living drug and alcohol free.
- role play scenarios where external and internal pressures are placed on adolescence, and ways to appropriate ways to cope with these pressures.
- use the internet to research appropriate resources to help a person suffering from addiction.
- list the appropriate resources to help a person suffering from addiction.
- role play scenarios in which students help a peer who is struggling with drug and/or alcohol addiction by using appropriate resources.
- identify personal strengths, weaknesses, and assets as a way to help build self-esteem.

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HEALTH CURRICULUM SIXTH GRADE CHARACTER EDUCATION/ADOLESCENT RELATIONSHIPS

STATE STANDARD

- 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.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Empathetic students recognize and accept differences among people and act accordingly and behave in a healthy and respectful manner.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important to be accepting of others' differences?

SECONDARY: How can families change over time?

What types of relationships can one be involved in?

What can you do when you witness a classmate/friend being treated in an unfair manner?

MODULE ASSESSMENT

Meet in small cooperative groups and share their family dynamics.

Students will then write an essay comparing and contrasting their family with a classmate's family.

LESSON OBJECTIVES

Students will be able to...

- determine the different kinds of families that can exist.
- list qualities present in healthy friendships.
- respect and recognize differences among people.
- recognize intolerance in themselves and others.
- identify disrespectful behavior within groups.

MODULE SKILLS

Students will be able to...

- describe what constitutes a family.
- write and identify their own family dynamics and if they follow the norm established by society.
- list different types of unacceptable behaviors that are present in groups.
- role play different situations where conflict is present and the appropriate response.
- read books/stories that reflect positive conflict resolution.
- discuss ways in which each child can play an active role when witnessing behavior that constitutes bullying.
- after listing qualities present in healthy relationships, write an essay describing one in their own lives.

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HEALTH CURRICULUM SIXTH GRADE EXERCISE AND PHYSICAL FITNESS

STATE STANDARD

- 2.1.6.A.1** Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2** Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Understand the benefits of appropriate exercise. Understand the causes of common injuries in exercise, and the negative effects of performance enhancing drugs.

ESSENTIAL QUESTIONS

PRIMARY: What are the benefits of exercise?

SECONDARY: Why are good exercise habits important to a person, especially as they get older? How often should you exercise?

What exercises help to strengthen what parts of the human body?

What are common injuries related to exercise, and what can a person do to avoid them? What are the negative effects of steroids on the human body?

MODULE ASSESSMENT

Using a computer program such as Word, Excel, etc. to create a Fitness brochure including various exercise programs, including the various benefits exercise and nutrition has over time.

Calculate Body Mass Index using a BMI device.

For a day, track the calories taken in throughout the day, and then the calories burned during exercise, and find the difference between the two.

Develop a fitness plan to strengthen your entire body.

LESSON OBJECTIVES

Students will be able to...

- list the benefits of exercise.
- list various exercises and describe the body parts they will strengthen.
- create an exercise plan that will strengthen all parts of the human body.

- demonstrate the importance of exercising properly to avoid injury.
- predict the consequences of improper exercise.
- list the negative effects that steroids have on the human body.
- practice refusal skills.

MODULE SKILLS

Students will be able to...

- list at least seven benefits of exercise which include both physical and mental benefits.
- use the internet to research different exercises, and the areas of fitness that those exercises will improve. (21st Century skill)
- list exercises that will help strengthen; cardiovascular fitness, flexibility, upper body strength and endurance, lower body strength and endurance, core strength and endurance.
- create an exercise plan that will strengthen all parts of the human body.
- input this exercise plan into some type of spreadsheet, displaying the type of exercise, frequency, and area of improvement.*
- list the precautions and behaviors a person should take before, during, and after exercising to help avoid injury.
- demonstrate how to perform certain exercises safely in order to avoid injury.
- role play scenarios in which students refuse steroids because they understand the negative effects they have on the human body.

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HEALTH CURRICULUM SIXTH GRADE HUMAN GROWTH AND DEVELOPMENT

STATE STANDARD

- 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, STI's, HPV, or unintended pregnancy.
- 2.4.6.B.4** Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- 2.4.6.C.1** Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Recognize the ability of the human body to reproduce. Students will demonstrate an understanding of the preventative measures in controlling the spread of disease.

ESSENTIAL QUESTIONS

PRIMARY: What are the physical changes that occur during puberty?
SECONDARY: What are the social changes that occur during puberty?
What are the emotional changes that occur during puberty?
What are the stages of growth from fertilization to birth?
How can we prevent the spread of communicable diseases?

MODULE ASSESSMENT

Students will list questions during this unit that was answered through the lessons and discussions, as well as any other questions they may have. Describe the physical, social, and emotional changes that occur during puberty.

LESSON OBJECTIVES

Students will be able to...

- understand the process the body goes through during puberty.
- compare and contrast the physical changes of each gender during puberty.

- identify that after puberty, an adolescent is physically able to reproduce.
- understand that because a person is physically able to have children does not mean they are emotionally mature enough to reproduce.
- identify communicable diseases.
- understand ways to prevent contracting and/or spreading certain communicable diseases.

MODULE SKILLS

Students will be able to...

- list the changes the male and female body goes through during puberty.
- describe the ways the human body is able to reproduce.
- discuss the stages that occur during pregnancy.
- discuss what makes people emotionally mature enough to reproduce, and make responsible decisions to protect themselves from the spread of diseases.

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HEALTH CURRICULUM SIXTH GRADE NUTRITION/ILLNESS

STATE STANDARD

- 2.1.6.B.1** Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2** Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3** Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4** Compare and contrast nutritional information on similar food products in order to make informed choices.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Food labels provide some important nutritional facts about the food you eat. Allergies can result from physical reactions to food or the environment.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important to know if you have any allergies?
SECONDARY: Why is it important to be aware of food labels?

MODULE ASSESSMENT

Create a daily menu for a restaurant that includes foods from every area of the Food Pyramid. The daily menu should accommodate and include warnings for foods that could trigger a food allergy. Students should include the cost of the various meals listed on their menu, as well as a total price for their meals for the day.

Define allergy, asthma, and anaphylactic reactions to foods.

Analyze food labels and identify how they relate to the food pyramid.

LESSON OBJECTIVES

Students will be able to...

- determine if they are allergic to any foods.
- develop an understanding of what to do if they or a classmate has an allergic reaction.
- respect each other's health differences and support their right to a safe environment.
- read a food label and determine what a serving is considered.
- determine whether the food is considered nutritionally healthy.

- recognize which food group a desired food is classified under.

MODULE SKILLS

Students will be able to...

- describe what foods can trigger certain allergic reactions.
- list different types of allergic reactions.
- role play a possible food reaction scenario and how they would react in a crisis.
- read and analyze food labels from different packages.
- discuss which foods are considered healthy described by the food pyramid.
- create a list of healthy snacks.

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HEALTH CURRICULUM SIXTH GRADE SOCIAL AND EMOTIONAL HEALTH

STATE STANDARD

- 2.1.6.E.1** Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2** Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.1.6.E.3** Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness..

ENDURING UNDERSTANDINGS

The social and emotional needs of a person must be developed before any other goals can be pursued and met. Respect and accept people, regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Stress management skills can impact an individual's ability to deal with various types of emotional situations.

ESSENTIAL QUESTIONS

PRIMARY: What are some ways a person can develop socially and emotionally?

SECONDARY: Who are people you can talk to make sure your social/emotional needs are being met? In what ways are people in your family, your peer group, your community, etc. different from you? What are the stressors that are present in your life? What are stressors that may be present in other people's lives?

How do you deal with stressors in your life? Who can you turn to if you are having trouble dealing with issues that are causing stress in your life?

MODULE ASSESSMENT

Use a computer program to create a WEB portraying the individual student, the stressors in that student's life, people who can help the student deal with his/her stressors, and strategies used to deal with those stressors.

LESSON OBJECTIVES

Students will be able to...

- describe how personal assets and protective factors support healthy social/emotional development.
- list various people from your family, your school, and your community that you can talk with to help make sure your social/emotional needs are being met.
- list the ways people in your life are similar, and different than you.
- identify common types of stressors, and highlight the stressors evident in your life.
- brainstorm different strategies to deal with these stressors.
- list various people in your family, school, and community that can help you deal with the stress in your life.

MODULE SKILLS

Students will be able to...

- write an essay describing how personal assets and protective factors are key components to healthy social/emotional development.
- create scenarios where a family member, community member, or teacher creates an environment where a student can develop socially and emotionally.
- chart differences in people based on: gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- list common stressors, and ways to deal with them.
- research on the internet ways to deal with and manage stress. (21st Century skill)
- create scenarios where a family member, community member, or teacher helps a student deal with and manage a stressful situation.

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HEALTH CURRICULUM SEVENTH GRADE NUTRITION

STATE STANDARD

- 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.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Taking responsibility for one's own nutritional intake is an essential step towards developing and maintaining a healthy, active lifestyle.

ESSENTIAL QUESTIONS

How do our food choices affect our health both now and in the future?

MODULE ASSESSMENT

Students will complete a diet and exercise project.

LESSON OBJECTIVES

Students will be able to...

- discuss the foods that you eat.
- understand what a calorie is and how calories are used in the body.
- understand the 6 nutrients and their role in nutrition.
- calculate their total caloric intake and output.
- understand the food pyramid and a food label.
- modify a diet.
- know the differences of anorexia and bulimia.
- discuss how outside social influences affect your body image.

MODULE SKILLS

Students will be able to...

- calculate their total caloric intake and output.
- evaluate their diet and make healthy changes.

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HEALTH CURRICULUM SEVENTH GRADE

SOCIAL EMOTIONAL HEALTH

STATE STANDARD

- 2.1.8.A.2** Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- 2.1.8.A.3** Relate advances in technology to maintaining and improving personal health..
Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 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.C.1** Analyze strategies to enhance character development in individual, group, and team activities.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

All students will acquire health promotion concepts and skills to support a healthy and active lifestyle throughout their adolescent years. Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships. Throughout the health course students will acquire the tools to protect themselves and learn proper social networking etiquette.

ESSENTIAL QUESTIONS

PRIMARY: How does the way I act influence how I feel?

SECONDARY: Why is it important to treat others with respect?

MODULE ASSESSMENT

Students will read a scenario and evaluate the form of abuse and detail the actions they would take in the given situation.

Students will create role playing skits to work through everyday problem solving situations.

Students will create an Anti-Bullying Poster which will be presented to the class. The project rubric should address the following: quality of the research conducted on the issue including content and sources, explanation of the selected issue, accuracy, relevance, creativity, organization, and design as well as content evaluated for understanding of the problem and possible solutions as well as advocacy

LESSON OBJECTIVES

Students will be able to...

- explain the health triangle.
- understand how the sides affect one other.
- evaluate the health units through the lens of the health triangle.
- define abusive behavior.
- identify different relationships where dominant behaviors are used.
- define physical mistreatment.
- understand the importance of reporting abuse.
- know the proper sources to report an abusive situation.
- define and provide examples of emotional abuse, particularly peer abuse.
- identify the reasons bullies target certain individuals.
- understand strategies to deal with a bullying situation, whether a bystander or the abused individual.
- identification and prevention of cyber-bullying.
- understand how cyber-bullying can negatively impact self-esteem and social and emotional health.
- know the legal consequences and ramifications of cyber bullying, sexting, and, sending or receiving inappropriate materials via internet.
- learn how to protect yourself against cyber-bullying.
- define sexual abuse.
- Understand the affects of abuse
- explain the cycle of abuse.
- identify the factors that contribute and produce stress.

MODULE SKILLS

Students will be able to...

- articulate a clear plan of action to report abuse.
- make healthy choices for lifelong wellness.
- perform proper social networking etiquette.

- identify why bully's target certain people and how to handle the situation .
- assess and apply health information to enhance each dimension of their personal wellness.
- identify personal stress management techniques.
- predict and deal with social situations that may exercise decision making skills.

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HEALTH CURRICULUM SEVENTH GRADE DRUG EDUCATION

STATE STANDARD

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

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

ESSENTIAL QUESTIONS

PRIMARY: What are the effects of each substance on the brain?
SECONDARY: What are smoking laws in the state of New Jersey and how do they compare to other states?
How does substance abuse impact on the adolescent brain?
How do support groups influence behaviors of someone with an addiction?

MODULE ASSESSMENTS

Create an educational pamphlet explaining how smoking and tobacco use affects your future health, dangers, educational tools, ways to quit, statistics, etc. Role Playing dialog on dangers of smoking, ways to say no, avoiding smoking, knowledge and education of the topic. (5 minute minimum)

LESSON OBJECTIVES

Students will be able to...

- Understand how illegal substances will harm their bodies
- Identify what illegal substances are.
- Define what alcohol is.
- Define what tobacco is.
- Identify the carcinogenic properties in tobacco.
- Comprehend the dangers of main, and second hand smoking.
- Explain the impact of alcohol on each system of the body.
- Understand how alcohol effects a person's coordination, and reaction time.
- Comprehend theories about dependency and addiction
- Know how to avoid being around drugs in a social setting.
- Evaluate the dangers of alcohol on a person's life
- Analyze intervention strategies to assist family and friends with substance recovery.

MODULE SKILLS

Students will be able to...

- Analyze unknown scenarios surround tobacco and alcohol in a social setting.
- Articulate plan of action to avoid tobacco and alcohol use.
- Produce healthier options to relieve stress.
- Perform role playing scenes to show comprehension of avoiding skills.
- Produce an anti-drug pamphlet.
- Predict social and personal situations dealing with tobacco and alcohol.
- Articulate intervention strategies with substance abuse.

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HEALTH CURRICULUM EIGHTH GRADE SOCIAL EMOTIONAL HEALTH

- 2.1.8.A.4** Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
- 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 unintentional injuries to self and others.
- 2.1.8.D.2** Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- 2.1.8.D.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.
- 2.1.8.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.4** Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- 2.2.8.B.3** Analyze factors that support or hinder the achievement of personal health goals during different life stages.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

All students will acquire health promotion concepts and skills to support a healthy and active lifestyle throughout their adolescent years. Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships. Throughout the health course students will acquire the tools to protect themselves and learn proper social networking etiquette.

ESSENTIAL QUESTIONS

PRIMARY: How does the way I act shape how I feel as a whole?

SECONDARY: Why is it important to treat others with respect?

MODULE ASSESSMENT

Students will read a scenario and evaluate the form of abuse and detail the actions they would take in the given situation.

Students will produce a Natural High Poster explaining healthy stress reduction techniques that do not involve alcohol/drugs.

Students will create role playing skits to work through everyday problem solving situations. Students are graded on presentation preparation, realistic skits, props, setting, avoiding dangerous situations, and goal effectiveness. (5 minute minimum)

Students will create an Anti-Bullying Poster/Campaign which will be presented to the class. The project rubric should address the following: quality of the research conducted on the issue including content and sources, explanation of the selected issue, accuracy, relevance, creativity, organization, and design as well as content evaluated for understanding of the problem and possible solutions as well as advocacy

LESSON OBJECTIVES

Students will be able to...

- comprehend what abusive behavior is .
- understand the different types of abusive behavior.
- identify different relationships where influential behaviors are exerted.
- define and provide examples of physical mistreatment.
- understand the importance of reporting abuse.
- know the proper sources to report an abusive situation.
- define and provide examples of emotional abuse, particularly peer abuse.
- identify the reasons bullies target certain individuals.
- understand strategies to deal with a bullying situation, whether a bystander or the abused individual.
- identification and prevention of cyber-bullying.
- understand how cyber-bullying can negatively impact self-esteem and social and emotional health.
- know the legal consequences and ramifications of cyber bullying, sexting, and, sending or receiving inappropriate materials via internet.
- understand the elements and consequences of sexting.
- evaluate and change own technology use to protect against cyber-bullying.
- define sexual abuse and the different components of sexual abuse.
- analyzing the long term affects of abuse and explain the cycle of abuse.
- identify the factors that contribute and produce stress.

MODULE SKILLS

Students will be able to...

- analyze unknown scenarios utilizing definition of abuse.
- articulate a clear plan of action to report abuse.
- make healthy choices for lifelong wellness
- perform proper social networking etiquette.
- identify why bully's target certain people and how to handle the situation
- assess and apply health information to enhance each dimension of their personal wellness.
- identify personal stress management techniques.
- predict and deal with social situations that may exercise decision making skills .

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HEALTH CURRICULUM EIGHTH GRADE DRUG EDUCATION

STATE STANDARDS

- 2.3.8.A.1** Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- 2.3.8.A.2** Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
- 2.3.8.B.2** Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
- 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.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

ESSENTIAL QUESTIONS

PRIMARY: What are the commonly abused substances during adolescence and explain how drug use can increase the risk for sexual assault, pregnancy, and STI's?

SECONDARY: What are the legal consequences of drug use, possession, and sale?

What are the legal and financial consequences of drug use, possession, and sale?

How can sexual assault, pregnancy, and STI's result from alcohol and/or drug use?

What are the effects of inhalants on the physical, social, and mental/emotional wellness?

MODULE ASSESSMENTS

Students will create an anti-drug pamphlet explaining dangers, education, statistics, short and long term negative effects, etc.

Role Playing dialog on dangers of drugs, ways to say no, avoiding drug use, knowledge and education of the topic.

LESSON OBJECTIVES

Students will be able to...

- explain the smoking laws in the state of New Jersey and how it compares to other states.
- differentiate among the commonly abused substances during adolescence and the effects of each substance on the brain.
- determine legal & financial consequences of drug use, possession, and sale.
- explain how sexual assault, pregnancy, and STI's can result from alcohol and/or drug use.
- identify the effects inhalants have on the physical, social, and mental/emotional wellness.
- explain the smoking laws in the state of New Jersey and how it compares to other states.
- identify intervention strategies and support groups for someone with an addiction.

MODULE SKILLS

Students will be able to...

- identify prescription and OTC drugs.
- assess risk type behavior associated with drug use
- perform positive decision making skills related to avoiding drug use.
- predict negative outcomes connected with risky behavior and the use of drugs.
- articulate social, emotional, mental, and physical dangers of drug use.
- identify legal ramifications correlated with drug use.
- articulate theories of addiction and dependency.

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HEALTH CURRICULUM EIGHTH GRADE SEXUALITY

STATE STANDARD

- 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.
- 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.2** Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3** Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4** Relate certain behavior to placing on at a greater risk for HIV/AIDS, STI's, and unintended pregnancy.
- 2.4.8.B.5** Discuss topics regarding identity, sexual orientation, and cultural stereotypes.
- 2.4.8.B.6** Explain the importance of practicing routine healthcare procedures such as breast self-examinations, testicular, examinations, and HPV vaccine.
- 2.1.8.C.1** Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
- 2.4.8.C.1** Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy
- 2.4.8.C.2** Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- 2.4.8.C.3** Determine effective strategies and resources to assist with parenting.
- 2.4.8.C.4** Predict short- and long-term impacts of teen pregnancy.
- 2.4.8.C.5** Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important to know about my changing body?

SECONDARY: As my body changes during puberty what personal decisions can I make to stay healthy?

MODULE ASSESSMENT

Unit assessment – Test

LESSON OBJECTIVES

Students will be able to...

- understand puberty and the secondary sex characteristics that appear.
- know the male and female reproductive systems.
- explain the process of fertilization and methods of determining pregnancy.
- distinguish changes that occur during each stage of pregnancy, including pre and post natal care.
- determine effective strategies and resources to assist with parenting.
- predict short and long term impacts of teen pregnancy.
- determine the benefits of abstinence and compare and contrast methods of contraception.
- explain the importance of breast and testicular exams and the HPV vaccine to maintain a healthy body.
- explain what an STI is and how they are/aren't transmitted.

MODULE SKILLS

Students will be able to...

- know about responsible sexual choices and consequences of bad sexual choices.

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HEALTH CURRICULUM NINTH GRADE HUMAN RELATIONSHIPS AND SEXUALITY

STATE STANDARD

- 2.3.12.B.4** Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- 2.4.12.A.1** Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2** Compare and contrast the current and historical role of life commitments, such as marriage.
- 2.4.12.A.3** Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- 2.4.12.A.4** Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
- 2.4.12.A.5** Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
- 2.4.12.A.6** Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
- 2.4.12.B.1** Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.
- 2.4.12.B.2** Evaluate information that supports abstinence from sexual activity using reliable research data.
- 2.4.12.B.3** Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.
- 2.4.12.B.4** Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
- 2.4.12.B.5** Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).
- 2.4.12.C.1** Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality
- 2.4.12.C.2** Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
- 2.4.12.C.3** Evaluate the methods and resources available to confirm pregnancy.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Current and future sexual wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.

ESSENTIAL QUESTIONS

How do our personal behaviors affect our sexual health?
What is abstinence?
What is sex?
What are the risks associated with adolescent sexual activity?
How do alcohol and drug use correlate to risky sexual behaviors?
How does the health of the mother affect the health of the fetus?
What can a woman do when face with unwanted pregnancy?

MODULE ASSESSMENT

Written test
Class discussions
Questions asked in class
Independent research
Label both the male and female reproductive diagrams
Label the different types of multiple births

LESSON OBJECTIVES

Students will be able to...

- correlate risky behaviors with unwanted sexual consequences.
- understand the differences between abstinence and other sex activities using research data.
- fully understand cross cultural gender identity, equality and orientation.
- comprehend embryonic fetal development stages; know the differences between single and multiple births & unplanned pregnancy complications.
- understand the changing body of a pregnant women.
- understand how different methods of birth control, including abstinence correlate to the incidence of pregnancy and disease.

MODULE SKILLS

Students will be able to...

- use multimedia technology.
- orally present information.
- use reliable internet search engines and cite information.

- discuss and acknowledge that “risky behavior” impacts on emotional and physical well being

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HEALTH CURRICULUM TENTH GRADE DRIVER EDUCATION

STATE STANDARD

- 2.1.12.D.3** Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- 2.1.12.D.4** Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Alcohol consumption before driving leads to life changing consequences.
Risky driving behavior and conditions lead to life changing consequences.

ESSENTIAL QUESTIONS

How does the consumption of alcohol affect the body?
What are the consequences of driving under the influence?
What are the consequences of poor decision making and driving?
How does weather influence risk?
Why is it important to understand car maintenance?

MODULE ASSESSMENT

Multimedia presentation on driving risks.

LESSON OBJECTIVES

Students will be able to...

- understand the contributing factors of blood alcohol concentration.
- understand different types of alcohol, amounts of alcohol and the affect on different peoples blood alcohol concentration.
- explain how alcohol effects vision.
- understand the risks of alcohol consumption on driving.
- understand the driving law regarding alcohol consumption and drugs.
- identify attributes of a defensive driver.
- identify and explain factors that influence risk.
- identify poor decision making and how it affects driving.
- understand distractions that effect driving safe.
- identify basic working components of automobile systems.
- understand how to check and maintain automobile systems.
- compare how to react to emergency situation in driving.

- understand natural laws and how it effects driving.
- understand how to drive in a multitude of driving conditions.
- understand the importance of good vision.
- explain the proper use of one's eyes while driving. (smith system, sipde)
- explain how to establish and maintain proper space cushion.
- understand the law regarding seatbelt use.
- explain how seatbelts save lives.

MODULE SKILLS

Students will be able to...

- use multimedia technology.
- orally present information.
- use reliable internet search engines and cite information.

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HEALTH CURRICULUM TENTH GRADE SAFETY ON THE ROAD

STATE STANDARD

- 2.1.12.D.4** Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5** Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
- 2.2.12.D.1** Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Good drivers know the laws and procedures for safe driving and follow them.

ESSENTIAL QUESTIONS

PRIMARY: How are you able to legally drive in New Jersey?

SECONDARY: How are signs, traffic signals and road markings used in a traffic scene?

MODULE ASSESSMENT

Create a Multimedia presentation on signs

LESSON OBJECTIVES

Students will be able to...

- understand the laws and procedures for obtaining a new jersey driver's license.
- understand the laws and procedures to transfer ownership of a vehicle and legally be able to drive on a new jersey roadway?
- have a basic understanding on how to pass the new jersey road test.
- explain why it is important to obtain car insurance.
- identify different types of car insurance coverage.
- explain how driving techniques are used in accordance with signs and markings.

MODULE SKILLS

Students will be able to...

- use multimedia technology.
- orally present information.

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HEALTH CURRICULUM ELEVENTH GRADE SAFETY

STATE STANDARD

- 2.3.12.A.2 Summarize the criteria for evaluating the effectiveness of a medicine
- 2.3.12.A.3 Relate personal abuse of prescription and over-the-counter medicines to wellness.
- 2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
- 2.3.12.B.2 Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
- 2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.
- 2.3.12.B.5 Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
- 2.3.12.C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
- 2.3.12.C.2 Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
- 2.3.12.C.3 Predict the societal impact of substance abuse on the individual, family, and community.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

ESSENTIAL QUESTIONS

PRIMARY: How do drugs affect your body?

SECONDARY: What is the difference between healthy and unhealthy choices?

MODULE ASSESSMENT

Healthy Lifestyle Choice Movie Maker – Photo Story- Video Project
Blogging Assignments on E-Board

LESSON OBJECTIVES

Students will be able to...

- summarize the effectiveness of herbal and new medicines.
- understand the dangers of abusing prescription and over the counter drugs.
- comprehend the dangers of illegal drugs, alcohol, and tobacco to their personal health.
- debate the legalization of marijuana
- understand the penalties for possessing, selling, and buying illegal drugs.
- understand the danger of progressive alcohol and drug use in relation to addiction.
- comprehend the correlation of HIV/AIDS and hepatitis and intravenous drug use.
- understand duration period of common drugs.
- recognize the social impact of substance abuse in all aspects of life.
- predict the negative outcomes of substance abuse before initiating in risky behavior choices.

MODULE SKILLS

Students will be able to...

- take notes from lecture.
- participate in discussions.
- respond to questions and writing in class.
- comprehend photo story technology.

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HEALTH CURRICULUM ELEVENTH GRADE EMPOWERMENT

STATE STANDARD

- 2.1.12.E.3** Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- 2.1.12.E.4** Develop a personal stress management plan to improve/maintain wellness.
- 2.2.12.B.1** Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.B.2** Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
- 2.2.12.C.1** Analyze the impact of competition on personal character development.
- 2.2.12.C.2** Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
- 2.2.12.C.3** Analyze current issues facing the disability community and make recommendations to address those issues.
- 2.4.12.C.7** Analyze factors that affect the decision to become a parent.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

ESSENTIAL QUESTIONS

How does stress affect your life?

MODULE ASSESSMENT

Role playing in an unknown environment

Taking a stressor (stressful situation) that affects students on a daily basis; having the students act out their best path through the stressor taking into consideration how stress affects them on a personal, social, and emotional level. This stressor could be with grades, sports, peer relationships, or a personal problem. The student must come up their own positive way of dealing with this “unknown” stressor from what was

learned in class, and act this process out in class in the form of a role playing skit.

LESSON OBJECTIVES

Students will be able to...

- develop positive self-esteem, resiliency, and tolerance.
- identify coping skills to support social and emotional health.
- perform healthy stress relieving outlets techniques.
- outline positive ways to deal with crisis.

MODULE SKILLS

Students will be able to...

- use multimedia technology.
- orally present information.
- use reliable internet search engines and cite information.
- relate the impact of stress on health, relationships and well being.

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HEALTH CURRICULUM ELEVENTH GRADE NUTRITION

STATE STANDARD

- 2.1.12.B.1** Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.2** Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
- 2.1.12.B.3** Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
- 2.2.12.D.1** Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
- 2.3.12.A.1** Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Proper nutrition and fitness contribute to a healthy lifestyle.

ESSENTIAL QUESTIONS

How do I develop an appropriate personal nutritional and fitness program to maintain a healthy active lifestyle?

MODULE ASSESSMENT

Present Fad Diet Projects
Present Healthy Lifestyle Choices Multi Media Project
Calculate Personal Calorie Intake for Energy Expenditure

LESSON OBJECTIVES

Students will be able to...

- identify the minimum amount of exercise to stay physically fit.
- understand achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.
- realize age-appropriate fitness.
- find motivational skills to stay physically active.

- identify the ability of the whole body to work together efficiently to be able to do the most work with the least amount of energy.
- understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- determine healthy portion sizes.

MODULE SKILLS

Students will be able to...

- understand body mass index calculations.
- complete a weight jacket run for target heart rate.
- perform real age test.

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HEALTH CURRICULUM TWELFTH GRADE SEXUALITY

STATE STANDARD

- 2.1.12.C.2 Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 2.2.12.E.1 Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
- 2.2.12.E.2 Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
- 2.3.12.B.4 Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
- 2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy.
- 2.4.12.C.4 Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.
- 2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.
- 2.4.12.C.6 Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.
- 2.4.12.C.7 Analyze factors that affect the decision to become a parent.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.

ESSENTIAL QUESTIONS

How do our personal behaviors and decisions affect our sexual health?
How do you know when the time is right to become sexually active?
What are the risks associated with adolescent sexual activity?
What options does a woman have when faced with pregnancy?
What is entailed in good parenting?

MODULE ASSESSMENT

Multimedia Project on costs that extend throughout pregnancy, labor and delivery, as well as a child's first year of life. Students develop a reflective essay on a personal growth plan.

LESSON OBJECTIVES

Students will be able to...

- evaluate the risks and benefits associated with sexual behaviors and being sexually active.
- explain proper prenatal care.
- identify what is entailed in infant care.
- evaluate the costs and responsibilities associated with the care of a baby/infant.
- discuss appropriate timing to have a child.
- evaluate choices of delivery options.
- explain proper care of a sexual assaulted or rape victim.
- compare unintended pregnancy options.
- evaluate various issues associated with unintended pregnancy.
- explain new laws on "date rape".

MODULE SKILLS

Students will be able to...

- utilize power point or excel programs to present cost analysis project .
- proper development of a reflective essay writing sample.
- read and discuss controversial topics.
- identify valid resources on the internet, find accredited websites.
- proper citation of sources.
- digital submission of work.

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HEALTH CURRICULUM TWELFTH GRADE SAFETY

STATE STANDARD

- 2.1.12.D.6** Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
- 2.3.12.B.2** Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
- 2.3.12.B.3** Correlate increased alcohol use with challenges that may occur at various life stages.
- 2.3.12.B.5** Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
- 2.3.12.C.1** Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.
- 2.3.12.C.2** Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
- 2.3.12.C.3** Predict the societal impact of substance abuse on the individual, family, and community.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Becoming aware of the environment and what safety precautions reduce the risk of injury or disease to oneself and others, is essential to a healthy lifestyle.

ESSENTIAL QUESTIONS

PRIMARY: How is HIV/Hepatitis transmitted?

SECONDARY: What legal consequences are associated with drug related activities?

What is an alcoholic/addict? What qualities help define an alcoholic/addict?

What resources are available for alcoholic/addicts?

How does addiction interfere with an individual's life (education, financial, emotional, physical, and social)?

MODULE ASSESSMENT

Peer assessment of skills test demonstration of various first aid related procedures.

Students will complete a multimedia presentation that promotes the research of an alcoholic/addict exploring consequences and recovery of patients.

LESSON OBJECTIVES

Students will be able to...

- practice proper response to medical emergency situations.
- demonstrate basic first aid skills.
- identify basic life support procedures using an external defibrillator.
- debate legalization of marijuana and the issues associated with it.
- identify qualities of an alcoholic/addict.
- explore methods of becoming sober for alcoholics and addicts.
- identify methods of transmission of HIV and Hepatitis.
- compare how addiction can affect various aspects of life.

MODULE SKILLS

Students will be able to...

- develop debate skills and proper process associated with it.
- students will take notes on class lectures.
- utilize the program photo story for presentation for addiction.
- develop a study sheet for tests.
- identify valid resources on the internet.
- find accredited websites.
- proper citation of sources.
- digital submission of work.

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HEALTH CURRICULUM TWELFTH GRADE EMPOWERMENT

STATE STANDARD

- 2.1.12.A.1** Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.12.A.2** Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
- 2.1.12.C.3** Determine the emotional, social, and financial impact of mental illness on the family, community, and state. Bipolar, skits, brain disorders, MRI's (Disease and Health Conditions)
- 2.1.12.C.4** Relate advances in medicine and technology to the diagnosis and treatment of mental illness. Bipolar, skits, brain disorders, MRI's (Disease and Health Conditions)
- 2.1.12.D.1** Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.1.12.D.2** Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- 2.1.12.E.1** Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.2** Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.
- 2.2.12.A.1** Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- 2.2.12.A.2** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
- 2.2.12.A.3** Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
- 2.4.12.A.1** Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2** Compare and contrast the current and historical role of life commitments, such as marriage.
- 2.4.12.A.3** Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- 2.4.12.A.4** Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
- 2.4.12.A.5** Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
- 2.4.12.A.6** Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

BIG IDEAS/COMMON THREADS

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

ENDURING UNDERSTANDINGS

Productive citizens employ effective strategies when dealing with difficult life situations.

ESSENTIAL QUESTIONS

PRIMARY: What is mental illness?

SECONDARY: How mental illness is treated and how have technological and medical advances aided in this process?

How does mental illness impact the family and household?

What is domestic violence?

What is the difference between assault, sexual assault and rape?

What proper procedures should be followed in case of sexual assault or rape?

How can we effectively resolve conflict with peers, family and others?

How can an email or text contribute to conflict between peers?

What are positive steps towards conflict resolution?

What commitments come along with the unity of marriage?

MODULE ASSESSMENT

Present via multimedia presentations, various mental illnesses, including new vs. old treatment, costs associated as well as the impact on a household.

Post a blog that provides your reactions to the Movie Sleeping with the Enemy and how it relates to our lesson on domestic violence.

Conflict resolution, texting, email, (bully) – need to look at the Sticks and Stones curriculum booklet – from Bergen County Prosecutors Office

Explain new laws in New Jersey regarding date rape.

LESSON OBJECTIVES

Students will be able to...

- identify signs of an abusive mate.
- identify the stages of domestic violence.
- explain what to do in the event of assault or rape.
- explain what is entailed in a hospital rape kit.
- define mental illnesses such as bipolar, skitsofrenia, and other brain disorders.
- identify qualities of relationships involved in the various types (friends, marriage, or partnership).
- compare and contrast types of relationships.
- identify differences in ritual and beliefs associated with marriage.

- identify the impact technology has on communication and conflict development.
- compare conflict resolution strategies.

MODULE SKILLS

Students will be able to...

- identify valid resources on the internet. find accredited websites.
- develop a blog on the internet site provided.
- utilize power point or photo story to present multimedia presentations.
- proper citation of sources.
- digital submission of work.

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RESOURCES

KINDERGARTEN

DRUGS

SUPPLIES: The Great Body Shop—No Drugs, No Way!

TEXTS:

Crickle Crack by Stephen Cosgrove

Avoiding Drugs by Patricia Murphy

WEBSITES: www.kidshealth.org; Brainpop

TECHNOLOGY: Kidspiration

VIDEOS: Let's Talk About Drugs

PROFESSIONAL REFERENCES: *The Great Body Shop*

EXERCISE AND PLAY

SUPPLIES: Every Day Play

TEXTS: *From Head to Toe* by Eric Carle

WEBSITES: BrainpopJr---Exercise, www.bam.org

PROFESSIONAL REFERENCES: *The Great Body Shop*

INTERPERSONAL COMMUNICATION

LITERATURE:

All My Feelings at Home: Ellie's Day by Susan Conlin and Susan Levine Friedman.

Andrew's Angry Words by Dorothea Lachner

Dealing with Feelings Series by Elizabeth Crary.

It's Mine! by Leo Lionni

Oliver Button Is a Sissy by Tomie dePaola

The Rainbow Fish by Marcus Pfister

Berenstain Bears and the Bully by Stan and Jan Berenstain

WEBSITES: BrainPopJr---Bullying, Friends www.pacerkidsagainstbullying.org

PROFESSIONAL REFERENCES: *Second Step, Zippy*

MEDICINE, HYGIENE, DOCTOR

SUPPLIES: The Great Body Shop- Going to the Doctor and Dentist, Getting Sick, Keeping Clean and Healthy

TEXTS: *Berenstain Bears Go to Doctor and Dentist, Germs Make Me Sick*

WEBSITES: BrainPopJr---Going to the Dentist, Going to the Doctor, Medicine, Caring for Teeth, Washing Hands, www.pbskids.org, www.kidssoup.com

TECHNOLOGY: Kidspiration

PROFESSIONAL REFERENCES: *The Great Body Shop*

SAFETY

SUPPLIES: Great Body Shop—How to Stay Safe; Officer Phil Assembly

TEXTS:

Officer Buckle and Gloria; Emergency by Gail Gibbons

Do You Smell Smoke: Safety with Fire

I Can Be Safe: A First Look at Safety

Stop, Drop, and Roll

WEBSITES: www.firesafetyforkids.org, www.coderedrover.org, www.bam.org

VIDEO: I'm No Fool Series, Tulip Doesn't Feel Safe

PROFESSIONAL REFERENCES: *The Great Body Shop, Second Step*

FIRST GRADE

CHARACTER EDUCATION

SUPPLIES: Great Body Shop 'Happy, Sad, and In Between' and 'Talk and Listen,' Second Step A Violence Prevention Curriculum

WEBSITES: Brainpopjr - Friendship

TECHNOLOGY: Kidspiration

LITERATURE:

Enemy Pie by Munson

Oliver Button is a Sissy by dePaola

The Princess Queen

Chrysanthemum by Henkes

Odd Velvet by Whitcomb

Brand New Kid by Couric

Today I Feel Silly and Other Moods that Make My Day by Jamie Lee Curtis

Professional References: *Great Body Shop characters introduction getting started*

STAYING HEALTHY

SUPPLIES: Great Body Shop 'Get Well Soon'

WEBSITES: Brain Pop Jr. Be Well videos

LITERATURE:

Magic School Bus: Inside Ralphie by Nadler

The Promise Quilt by Beier

King of the Kooties by O'Malley

Bad Case of Stripes by David Shannon

MEDICINE

SUPPLIES: Great Body Shop 'All About Medicine' and 'Drugs Are Dumb'

WEBSITES: Brain Pop Jr. drugs video

LITERATURE:

How Do Dinosaurs Get Well Soon? By Yolen

The Sneeches by Dr. Seuss

NUTRITION

SUPPLIES: Great Body Shop 'Why We Eat'

Food pyramid

WEBSITES Brain Pop Jr. Food video

LITERATURE:

Eating the Alphabet from A to Z by Dooley Gregory, *Eating the Alphabet* by Lois Elhert

The Terrible Eater by Sharmat

SAFETY

SUPPLIES: Great Body Shop 'Look Out' and 'Run, Skip, and Jump'; Second Step

WEBSITES: Brain Pop Safety video on signs

LITERATURE:

Officer Buckle and Gloria by Peggy Rathmann

Berenstain Bears and the Messy Room by Berenstain

I'm Safe on My Bike by Wendy Gordon

Don't Do That Kitty Kilroy by Cressida Cowey

BODY SYSTEMS

SUPPLIES: Great Body Shop 'Head to Toe'

WEBSITES: Brain Pop Jr. Health videos

LITERATURE: *Funny Bones* by Ahlburg

SECOND GRADE

BRAIN

WEBSITES: United Streaming

LITERATURE: *Look Inside Your Brain* by Heather Alexander

DRUGS

SUPPLIES: paper for drawing and writing, crayons, pencils, worksheets for various lessons found in *The Great Body Shop*, graphic organizer

TEXTS: *Drugs Are Dangerous* pamphlet from *The Great Body Shop*

VIDEO: Let's Talk About Drugs- Sunburst, 1993 (14 minutes)

WEBSITES: www.kidshealth.org/kid/ , www.brainpopjr.com

Literature:

Smoking by Alvin Silverstein, *What are drugs?* By Gretchen Super

What Do You Think? A Kid's Guide to Dealing with Daily Dilemmas by Linda Schwartz

PROFESSIONAL REFERENCES: *The Great Body Shop*, *Safe Spaces: Drug and Alcohol Prevention Education for Special Needs and Drug Exposed Children K-2*, the U.S. Department of Education *Drug Free Schools and Communities Program*

FEAR

SUPPLIES: Second Step – Violence Prevention

WEBSITES: United Streaming, www.brainpopjr.com

LITERATURE:

Scared Silly! by Marc Brown

The Way I Feel by Janan Cain

PROFESSIONAL REFERENCES: *The Great Body Shop*

GERMS

SUPPLIES: crayons, paper, glue, scissors, popsicle sticks, chart paper, poster paper, old magazines, newspapers

TEXTS: *Germs! They Can Make You Sick! The Great Body Shop pamphlet*

WEBSITES: The Henry the Hand, <http://www.henrythehand.com>, Handwashing: An Ounce of Prevention Keeps the Germs Away, <http://www.cdc.gov/ncidod/op/handwashing.htm/>, www.brainpopjr.com, www.bam.gov

LITERATURE:

Why I Sneeze, Shiver, Hiccup and Yawn by Melvin Berger

Germs that Make Me Sick by Melvin Berger

When Daddy Had Chicken Pox by Harriet Ziefert

PROFESSIONAL REFERENCES: *The Great Body Shop, Don't Bug Me* by Marion R. Scott *Journal of School Health*

NUTRITION

SUPPLIES: paper, crayons, poster board, scissors, glue, magazines, grocery ads, various food boxes,

TEXTS: *The Wide World of Food pamphlet from The Great Body Shop*

VIDEO: United Streaming

WEBSITES: www.MyPyramid.gov, www.brainpop.com, www.fooddetectives.com, www.bam.gov

LITERATURE:

Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell

Showdown at the Food Pyramid by Rex Barron

PROFESSIONAL REFERENCES: *The Great Body Shop*

FAMILY LIFE

SUPPLIES: paper, crayons, pencils, chart paper, paints, poster paper, bathroom scale, yardstick, glue, popsicle sticks

TEXTS: *Babies...And How You Grew pamphlet from The Great Body Shop*

WEBSITES: Dealings with Feelings: My Home and Family <http://www.kidshealth.org/kid/feeling/index.html>

LITERATURE:

What kind of family do you have? By Gretchen Super

Henry's Baby by Susan Winter

PROFESSIONAL REFERENCES: *The Great Body Shop*

SAFETY

SUPPLIES: paper, pencil, crayons, chart paper, cd player, worksheets, telephone

TEXTS: *Let's Stay Safe pamphlet (The Great Body Shop)*

VIDEO: <http://www.youtube.com/watch?v=WKkYePPamL4>, Street, Safe, Street Smart by Disney Educational Productions (13 minutes)

WEBSITES: <http://www.safety.com/Kids/kidswalk.htm>, Playground Safety www.uni.edu/playground, www.brainpop.com, www.bam.gov

LITERATURE:

Oradell, River Dell and River Edge Public School Districts

Health Curriculum – K - 12

Approved June 22, 2011

How to Lose All Your Friends by Nancy Carlson
The Berenstain Bears by Stan and Jan Berenstain
The Sorely Trying Day by Lilian Hoban
Professional References: *The Great Body Shop*

**Assembly - Otto the Auto (safety in streets), Firefighter Phil

THIRD GRADE

SAFETY

TEXTS: *Great Body Shop Issue: September*

WEBSITES: www.safekids.org, www.childsafety.com, www.bam.gov

LITERATURE: *Shortcut* by Donald Crews

EYES

TEXTS: *Great Body Shop Issue: October*

WEBSITES:

<http://www.brainpop.com/health/diseasesinjuriesandconditions/visionproblems/>

<http://www.brainpop.com/health/bodysystems/eyes/>

LITERATURE: *Finzel the Farsighted* by Paul Fleishman

NUTRITION

TEXTS: *Great Body Shop Issue: November*

WEBSITES: www.brainpop.com / Nutrition www.bam.gov

LITERATURE:

Eat! by Steven Kroll

Showdown at the Food Pyramid by Rex Barron

POSITIVE ATTITUDES

SUPPLIES: Second Step to Violence Prevention Curriculum

TEXTS: *Great Body Shop Issue: January*

WEBSITES: <http://www.brainpop.com/health/personalhealth/bullying/>

LITERATURE:

Monster's Ring by Bruce Coville

The Hundred Dresses by Eleanor Estes

The Chalk Box Kid by Clyde Robert Bulla

Simon's Hook by Karen Gedig Burnett

Shredderman by Wendelin Van Draanen

Centerfield Ballhawk by Matt Christopher

FAMILY LIFE

TEXTS: *Great Body Shop Issue: February*

VIDEO: We're a Family Sunburst Communications

LITERATURE:

Everybody Cooks Rice by Norah Dooley

Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems by Mary Ann Hoberman

How My Parents Learned to Eat by Ina R. Friedman

DRUGS

TEXTS: *Great Body Shop Issue: March*

VIDEO: How Do You Tell?

WEBSITES: www.healthfinder.gov

<http://www.brainpop.com/health/personalhealth/drugabuse/>

LITERATURE:

My Dad by Niki Daly

Smoking Stinks! Kim Gosselin

PREVENTING ILLNESS

SUPPLIES: Construction paper

TEXTS: *Great Body Shop Issue: April*

WEBSITES: <http://www.brainpop.com/health/bodysystems/immunesystem/>

DISABILITIES

TEXTS: *Great Body Shop Issue: May*

VIDEO: Miracle Worker

WEBSITES: www.brainpop.com/helenkeller

LITERATURE:

Ballerinas Don't Wear Glasses by Ainslie Manson

Wheel Wizards by Matt Christopher

Field Day by Nick Butterworth

Helen Keller Stewart Graff and Polly Anne Graff

Many Ways to Learn: Young People's Guide to Learning Disabilities by Judith A. Stern

FOURTH GRADE

COMMUNITY SAFETY

PROFESSIONAL REFERENCES: *Great Body Shop: "Community Safety"*

TEXTS: *A River Ran Wild*, by Lynne Cherry

WEBSITES: www.njcccs.org

PERSONAL HYGIENE

TEXTS:

All About Skin, Hair, and Teeth, by Donna Bailey

Health, Hygiene and Nutrition, by Deirdre Englehart

Keeping Clean, by McGinnis, Pinchbeck and Burstein

WEBSITES: www.henrythehand.com

PROFESSIONAL REFERENCES: *Great Body Shop: "Let's Talk Teeth" and "Be Cool, Keep Clean"*

SOCIAL EMOTIONAL WELLNESS

VIDEO: Bullies Are a Pain in the Brain, by Trevor Romain

WEBSITES: www.brainpop.com/health , www.bam.gov/sub-yourlife

TEXTS:

No More Secrets, by Oralee Wachter

My Secret Bully, by Trudy Ludwig

Street Gangs, by Evan Stark

Amelia's Bully Survival Guide, by Marissa Moss

PROFESSIONAL REFERENCES: *Great Body Shop: "It's My Body" and "Community Safety"*

FIFTH GRADE

FIRST AID FACTS

SUPPLIES: First Aid Supplies from Nurse's Office

TEXTS: *The Great Body Shop*

VIDEO: "Bike Safety with Bill Nye the Science Guy"

WEBSITES: The Educator's Reference Desk – www.eduref.org

TECHNOLOGY: Brain Pop

LITERATURE:

A Kids Guide to Tricky and Sticky Situations by Linda Schwartz.

Learning Works, The Learning Works, Inc. Santa Barbara CA

YOU ARE WHAT YOU EAT

TEXTS: *The Great Body Shop*

WEBSITES: Healthy Eating Index - <http://www.nal.usda.gov/>

TECHNOLOGY: Brain Pop

LITERATURE:

The Science Chef: 100 Fun Food Experiments and Recipes for Kids by Joan D'Amico and Karen Eich Drummond, RD. John Wiley Publishers.

THOSE CRAZY, MIXED UP EMOTIONS AND GROWING UP

TEXTS: *The Great Body Shop*

VIDEO: Appropriate video/DVD for puberty lesson (updated as needed)

WEBSITES: Center for School Health -

<http://www.cdc.gov/HealthyYouth/index.htm>

TECHNOLOGY: Brain Pop

LITERATURE:

Bridge to Terabithia by Katherine Paterson. Published by Harper Trophy.

More Help! by Nancy Holyoke

The Kingfisher First Human Body Encyclopedia by Richard Walker Larousse
Kingfisher, Chambers Inc., NY

The Care and Keeping of You by Valerie Lee Schaefer, American Girl Library,
Pleasant Company, Middleton, WI

ALL THE RIGHT STUFF

SUPPLIES: Newspapers/Magazines/Products

TEXTS: "Advertising: Distinguishing Between Fact and Opinion", Lucent Books

The Great Body Shop

TECHNOLOGY: Brain Pop

LITERATURE:

Made You Look: How Advertising Works and Why You Should Know by Shari Graydon and Warren Clark

SIXTH GRADE

ADDICTIONS

TEXTS: *The Great Body Shop*

WEBSITES: www.theantidrug.com

CHARACTER ED

TEXTS: *The Great Body Shop*

WEBSITES: New Jersey Dept. of Education www.NJCCCS.org

Character Ed, www.cfchildren.org (Committee for Children)

LITERATURE: *Crash* by Jerry Spinelli

EXERCISE AND PHYSICAL FITNESS

SUPPLIES: BMI Calculating Device

TEXTS: *The Great Body Shop*

WEBSITES www.teachnet.com/lesson/health/fitness/

TECHNOLOGY Computer Programs

HUMAN GROWTH AND DEVELOPMENT

TEXTS: *The Great Body Shop*

VIDEO: Age Appropriate Video

WEBSITES: www.thegreatbodyshop.com

NUTRITION/ILLNESS

TEXTS: *The Great Body Shop*

WEBSITES: Food Allergy Network – FAN

SOCIAL AND EMOTIONAL HEALTH

TEXTS: *The Great Body Shop*

TECHNOLOGY: Inspiration

SEVENTH GRADE

NUTRITION

SUPPLIES: Nutritional Fact Panels, and Menus

TEXTS: *GlenCoe Teen Health*

VIDEO: Super Size Me,

WEBSITES: Mypyramid.gov, Kidshealth.org, Prohealth.com, BMI-calculator.org

TECHNOLOGY: BMI calculator

SOCIAL EMOTIONAL HEALTH

SUPPLIES: Students based role playing activities.

TEXTS: *GlenCoe Teen Health – Course 3*

VIDEO: ENOUGH, ABC Special on Cyber bullying

WEBSITES:

<http://www.cdc.gov/>
<http://www.globalhealth.org/>
www.youtube.com
stompoutbullying.org

TECHNOLOGY: Power Point Presentations

LITERATURE: *Ditto "Are You A Bully?"*

PROFESSIONAL REFERENCES: *middle school and high school counselor.*

DRUGS

WEBSITES:

[Campaign for Tobacco Free Kids](#)
[Smoking and Cardiovascular Disease](#) – American Heart Association
[Quit Smoking](#) – Mayo Clinic
[SchoolTube.com](#)
www.thetruth.com
[Facts on Teenage Smoking](#) – ACCESS

TEXTS: *Teen Health Glencoe, Course 3*

TECHNOLOGY: PowerPoint Presentations

EIGHTH GRADE

SOCIAL EMOTIONAL HEALTH

SUPPLIES: Students based role playing activities.

TEXTS: *GlenCoe Teen Health*

VIDEO: ENOUGH, ABC Special on Cyber bullying

WEBSITES:

<http://www.cdc.gov/>
<http://www.globalhealth.org/>
www.youtube.com
stompoutbullying.org

TECHNOLOGY: Power Point Presentations

LITERATURE: *Ditto "Are You A Bully?"*

PROFESSIONAL REFERENCES: *middle school and high school Student Assistance Counselor counselors.*

DRUGS

TEXTS: *Teen Health Glencoe, Course 3*

VIDEO: Human Relations Media, Athletes, Alcohol, and Steroids: What's wrong with this picture? Underage Drinking: knowing the factors and risks. SMASHED

WEBSITES: [youtube.com](#) [SchoolTube.com](#)

TECHNOLOGY: Power Point Presentations

PROFESSIONAL REFERENCES: *School Student Assistance Counselor.*

SEXUALITY

TEXTS: *GlenCoe Teen Health*

VIDEO: *Teen Health and STI's DVD*

WEBSITES: brainpop.com
TECHNOLOGY: "With Child" PowerPoint
LITERATURE: *STD Roulette Game*

NINTH GRADE

TEXTS: *Education in Sexuality* by Glencoe
VIDEO: "The Miracle of Life" Nova, Bing Videos
WEBSITES:
Wikipedia
Youtube
Nova
Mayo Clinic
Phoenix Clinic

TENTH GRADE

DRIVERS EDUCATION

SUPPLIES: New Jersey Driver Manual
TEXTS: *Responsible Driver Text*
VIDEO: Oprah: DUI Victim, Driving at Night, Driving in Fog, Dateline: Visual Perception and Driving,
WEBSITES:
<http://www.b4udrink.org/>
<http://www.youtube.com/watch?v=3RiOjC7Fhx8>
<http://www.youtube.com/watch?v=Gkq6omn741A>
LITERATURE: AAA: *Alcohol, Vision and Driving Pamphlet*
PROFESSIONAL REFERENCES: *Town Police Officers: Road side stops, School Nurse: Vision and Hearing Examination*

SAFETY ON THE ROAD

SUPPLIES: New Jersey Driver Manual
VIDEO: Are You Reading Me?, New Jersey Road Test,
WEBSITES:
<http://www.howcast.com/videos/159183-How-To-Parallel-Park>
http://www.youtube.com/watch?v=TMrO_-bsooQ
<http://www.youtube.com/watch?v=dJ-loe3xXLg&NR=1&feature=fvwp>
<http://www.5min.com/Video/How-To-Make-A-3-Point-Turn-68735250>

ELEVENTH GRADE

SAFETY

TEXTS:
Drugs and Addiction
Glencoe Health
Prentice Hall- Health Discovery
VIDEO:
Myths of Marijuana Debunked
Cocaine and Heroin Still Here Still Deadly

Club Drugs the Real Deal
Rushing Crashing Dying, the Meth Epidemic,
Know the Score/Uses and Abuses Steroids

WEBSITES:

Nida.gov

CDC.gov

Youtube.com

<http://www.youtube.com/watch?v=vp5qXtERGHY>

http://www.youtube.com/watch?v=IE_otBvfPxY

wikipedia.org

www.drugabuse.gov

TECHNOLOGY: Power Points - YouTube

EMPOWERMENT

SUPPLIES: Stress test – Balloon test

Role playing skits to express emotional experiences

Resting Heart Rate Experiment

Balloons, Heart Rate Monitors

TEXTS: *Glencoe Health*

Prentice Hall- Health Discovery

VIDEO: <http://www.youtube.com/watch?v=4xNSXtkFBDk>

WEBSITES:

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

<http://www.mindtools.com/smpage.html>

TECHNOLOGY: Relaxation Music and CD's

NUTRITION

SUPPLIES: Heart Rate Monitors

TEXTS:

Glencoe Health

Prentice Hall- Health Discovery

VIDEO: Super Size Me

WEBSITES: Realage.com

BMI= <http://www.nhlbissupport.com/bmi/>

TECHNOLOGY: Heart Rate Monitors, Body Mass Index Calculators

LITERATURE:

Glencoe Health

Prentice Hall- Health Discovery

Food Guide Pyramid

Body Mass Index Chart

TWELFTH GRADE

SEXUALITY

TEXTS: *Glencoe Health*

WEBSITES: plannedparenthood.org, www.cdc.org, <http://teensource.org/pages/>,
www.kidshealth.org

TECHNOLOGY: Power point, Excel, MS word

SAFETY

TEXTS: *Heartsaver CPR American Association Student Book*

VIDEO: CDrom from American Heart Association

WEBSITES: americanheart.org, redcross.org, nida.gov, na.org, aa.org

TECHNOLOGY: Power Point, photo story, Microsoft word,

LITERATURE: http://www.na.org/admin/include/spaw2/uploads/pdf/lt_Works.pdf

http://www.na.org/admin/include/spaw2/uploads/pdf/BT6E_Webposting.pdf

PROFESSIONAL REFERENCES: *Narcotics Anonymous, Alcoholics Anonymous*

EMPOWERMENT

TEXTS: *Glencoe Health*

VIDEO: Sleeping with the Enemy

WEBSITES: <http://www.dvrc-or.org/domestic/violence/resources/C61/>

[http://www.ncadv.org/files/DomesticViolenceFactSheet\(National\).pdf](http://www.ncadv.org/files/DomesticViolenceFactSheet(National).pdf)

http://www.nami.org/Content/NavigationMenu/Inform_Yourself/About_Mental_Illness/About_Mental_Illness.htm

<http://www.mayoclinic.com/health/mental-illness/DS01104>

<http://www.world-schizophrenia.org/disorders/schizophrenia.html>

<http://www.nimh.nih.gov/health/publications/bipolar-disorder/complete-index.shtml>

TECHNOLOGY: Power point, Photo Story, Microsoft Word