

Paulsboro Schools



Curriculum

Health

Grade 6-8

2012 - 2013

* For adoption by all regular education programs
Board Approved: 11/2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.

PAULSBORO PUBLIC SCHOOLS

Superintendent

Dr. Frank Scambia

BOARD OF EDUCATION

Mr. Tom Ridinger, President

Ms. Bonnie Eastlack, Vice President

Mrs. Lisa L. Lozada-Shaw

Mrs. Barbara Dunn

Mr. Andrew J. Chapkowski*

Mr. Joseph M. Lisa

Mrs. Paula Giampola

Mr. Jarryd Scott, Sr.

Mr. Jason T. Lucci

Mr. Jim Walter

Curriculum writing team members:

Paulette Cwik, Stephanie Taraschi, Brenda Caltabiano, Nick Cappolina & John Crain

***Greenwich Township Board of Education Representative**

Grade 6-8 Unit Overview

Comprehensive Health Education Overview for the Model Curriculum Units

The grades 6-8 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that teaches general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Unit I Wellness

Unit II Alcohol, Tobacco, and other Drugs

Unit III Family Life

Unit IV Community Health Skills

Unit 1: Personal Growth/Wellness

2.2.6.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies.
	2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.2.8.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
	2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
	2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.1.6.A Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
2.1.8.A Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
	2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
	2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
	2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
2.1.6.B Eating patterns are influenced by a variety of factors.	2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
2.1.8.B Eating patterns are influenced by a variety of factors.	2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
	2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
	2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
	2.1.8.B.4	Analyze the nutritional values of new products and supplements.

2.1.8.C The prevention and control of diseases and health conditions are affected by many factors.	2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
	2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.4 *	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Major Supporting Additional

Unit 2: Alcohol, Tobacco and Drugs

<p>2.3.6.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>	<p>2.3.6.A.2</p>	<p>Compare information found on over-the-counter and prescription medicines.</p>
<p>2.3.8.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>	<p>2.3.8.A.1</p>	<p>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.</p>
	<p>2.3.8.A.2</p>	<p>Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</p>
<p>2.3.6.B There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p>	<p>2.3.6.B.4</p>	<p>Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p>
	<p>2.3.6.B.5</p>	<p>Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p>
	<p>2.3.6.B.6</p>	<p>Summarize the signs and symptoms of inhalant abuse.</p>
	<p>2.3.6.B.7</p>	<p>Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>
<p>2.3.8.B There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p>	<p>2.3.8.B.1</p>	<p>Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p>
	<p>2.3.8.B.2</p>	<p>Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p>
	<p>2.3.8.B.3</p>	<p>Analyze the effects of all types of tobacco use on the aging process.</p>

	2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
	2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
	2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
	2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
	2.3.8.B.8	Analyze health risks associated with injected drug use.
2.3.6.C There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
2.3.8.C Substance abuse is caused by a variety of factors.	2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
2.3.8.C The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
2.2.8.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1*	Predict social situations that may require the use of decision-making skills.

Major Supporting Additional

Unit 3: Family Life

2.4.6.A Healthy relationships require a mutual commitment.	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.
2.4.8.A The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	2.4.8.A.1	Predict how changes within a family can impact family members.
	2.4.8.A.2	Explain how the family unit impacts character development.
	2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
	2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
	2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
	2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
2.4.6.B Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
	2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
	2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
2.4.8.B Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.	2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
2.4.8.B Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
	2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
	2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs,

		and unintended pregnancy.
2.4.8.B Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
2.4.8.B Early detection strategies assist in the prevention and treatment of illness or disease.	2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
2.4.6.C Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
2.4.8.C Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
	2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
	2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
	2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
	2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
2.1.8.C The prevention and control of diseases and health conditions are affected by many factors.	2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

Major Supporting Additional

Unit 4: Community Health Skills

2.2.6.A Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
2.2.8.A Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.6.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.3*	Determine how conflicting interests may influence one's decisions.
	2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
2.2.8.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
	2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
	2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.2.6.C Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
	2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

2.2.8.C Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
	2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
2.2.8.C Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
2.2.6.D Participation in social and health- or service-organization initiatives have a positive social impact.	2.2.6.D.2	Develop a position about a health issue in order to inform peers.
2.2.8.D Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
	2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
2.2.6.E Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
2.2.8.E Potential solutions to health issues are dependent on health literacy and available resources.	2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.

2.2.8.E Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
2.1.6.C The early detection and treatment of diseases and health conditions impact one's health.	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.
2.1.8.C The prevention and control of diseases and health conditions are affected by many factors.	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.
2.1.6.D Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	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 <u>traffic safety system</u> and explain how people contribute to making the system effective.
2.1.8.D Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce <u>intentional and unintentional injuries</u> to self and others.
	2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
	2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the <u>traffic safety system</u> .
Applying first-aid procedures can minimize injury and save lives.	2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
2.1.6.E Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic	2.1.6.E.2	Make recommendations to resolve incidences of school and community <u>conflict, violence, harassment, gang violence, discrimination, and bullying.</u>

background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.		
2.1.8.E Social and emotional development impacts all components of wellness.	2.1.8.E.1	Analyze how <u>personal assets, resiliency, and protective factors</u> support healthy social and emotional health.
2.1.8.E Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
	2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Major Supporting Additional

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 6-8

UNIT #: I

UNIT NAME: Personal Growth/Wellness

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness. 6	(2.2.6.B.1,2.2.6.B.2)
2	Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness. 7	(2.2.8.B.2,2.2.8.B.3)
3	Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifetime. 8	(2.2.8.B.1, 2.2.8.B.3)
4	Examine how to analyze food's nutritional value in relation to an individual's needs. 6	(2.1.6.A.2,2.1.6.A.3)
5	Determine how culture/family history impacts one's personal growth and health. 6	(2.1.8.A.1,2.1.8.A.2, 2.1.8.B.1)
6	Investigate different case scenarios to determine how food choices/supplements impact total well-being. 7	(2.1.8.A.1, 2.1.8.B.1, 2.1.8.B.)
7	Evaluate the impact of marketing techniques of new nutritional products and supplements. 7	(2.1.8.A.3, 2.1.8.A.4, 2.1.8.B.1)
8	Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements. 8	(2.1.8.B.1, 2.1.8.B.3, 2.1.8.B.4)
9	Examine different methods to utilize a technological application to track and evaluate one's basal metabolic rate. 8	(2.1.8.A.4,2.1.8.B.2, 2.6.8.A.4)
10	Evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions. 6	(2.1.6.C.2)
11	Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one's physical, social, emotional wellness. 7	(2.1.8.C.3)
12	Evaluate methods to justify professional intervention for different mental illnesses, physical	(2.1.8.C.2, 2.1.8.C.3)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: 1	UNIT NAME: Personal Growth/Wellness
-----------------------------	-------------------	------------------	--

disabilities, or emotional distress. 8	
--	--

Code #	NJCCCS
2.1- Wellness	
A. Personal Growth and Development	<p>6 Staying healthy is a lifelong process that includes all dimensions of wellness</p> <hr/> <p>2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p> <hr/> <p>8 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <hr/> <p>2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness. 2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p>
B. Nutrition	<p>6 Eating patterns are influenced by a variety of factors.</p> <hr/> <p>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.</p> <hr/> <p>8 Eating patterns are influenced by a variety of factors.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: I	UNIT NAME: Personal Growth/Wellness
-----------------------------	-------------------	------------------	--

	<p>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.</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>2.1.8.B.4 Analyze the nutritional values of new products and supplements.</p>
--	--

C. Diseases and Health conditions	6 The early detection and treatment of diseases and health conditions impact one’s health.
--	--

	<p>2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.</p>
--	--

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

	<p>2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>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.</p>
--	--

2.2- Integrated Skills	
-------------------------------	--

B. Decision Making and Goal Setting	6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
--	--

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

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: I	UNIT NAME: Personal Growth/Wellness
-----------------------------	-------------------	------------------	--

	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.
	8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.8.B.1 Predict social situations that may require the use of decision-making skills. 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate. 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.6- Fitness	
A. Fitness and Physical Activity	8 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: II	UNIT NAME: Alcohol, Tobacco, and other Drugs
-----------------------------	-------------------	-------------------	---

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify and compare information that is contained on the bottle of over the counter and prescription drugs. 6	(2.3.6.A.1)
2	Describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements. 7	(2.3.8.A.1)
3	Analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals. 8	(2.3.8.A.1, 2.3.8.C.1, 2.3.8.A.2)
4	Examine data on how drugs/alcohol effect decision making the potential for illness, injury, disease, and risky health behaviors. 6	(2.3.6.B.4)
5	Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings. 6	(2.3.6.B.5, 2.2.8.B.1)
6	Summarize the effects of alcohol/drug use on the body systems. 7	(2.3.8.B.3, 2.3.8.B.5, 2.3.8.B.7)
7	Identify the factors; such as peer pressure, that influence teen alcohol/drug use. 8	(2.3.6.B.5, 2.3.6.C.4)
8	Describe the different stages of alcoholism and drug addiction. 6	(2.3.6.B.4)
9	Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people. 7	(2.3.8.A.1, 2.3.8.B.1, 2.3.8.B.5)
10	Investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs. 8	(2.3.8.B.1, 2.3.8.B.2, 2.3.8.B.8)
11	Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. 6	(2.3.6.B.7)
12	Identify treatment options for substance abusers and evaluate one's ability to recognize and	(2.3.8.C.1, 2.3.8.C.2)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: II	UNIT NAME: Alcohol, Tobacco, and other Drugs
-----------------------------	-------------------	-------------------	---

	overcome negative risk factors in order to support a substance free lifestyle. 7	
13	Research school district policy/local/state laws governing drug and alcohol use. 8	(2.3.8.B.4, 2.3.8.C.2)

Code #	NJCCCS
2.2- integrated Skills	
B. Decision-Making and Goal Setting	6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.6.B.1 Use effective decision-making strategies.
	8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals
	2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
2.3- Drugs and Medicines	
A. Medicines	6 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
	2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.
	8 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
	2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
	2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: II	UNIT NAME: Alcohol, Tobacco, and other Drugs
-----------------------------	-------------------	-------------------	---

	consequences of such abuse.
B. Alcohol, tobacco, and other Drugs.	6 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
	2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.
	2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
	2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.
	2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
	8 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
	2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. 2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances. 2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process. 2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries. 2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory. 2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. 2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. 2.3.8.B.8 Analyze health risks associated with injected drug use.
C. Dependency,	6 There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
	2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: II	UNIT NAME: Alcohol, Tobacco, and other Drugs
-----------------------------	-------------------	-------------------	---

Addiction, and Treatment.	drug-free.
	8 Substance abuse is caused by a variety of factors. 2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
	8 The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.
	2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: III	UNIT NAME: Family Life
-----------------------------	-------------------	--------------------	-------------------------------

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Identify how conflicts may be resolved between individuals in relationships. 6	(2.4.6.A.4)
2	Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents. 6	(2.4.6.A.5)
3	Evaluate how affection, love, and commitment relate to healthy relationships and the effect on one's wellness. 7	(2.4.8.A.4, 2.4.8.A.5, 2.4.8.A.6)
4	Demonstrate through role play different scenarios which would express healthy dating situations and the proper strategies to end unhealthy relationships. 8	(2.4.8.A.5, 2.4.8.A.6)
5	Research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, and reproductive health. 8	(2.4.8.A.3 , 2.1.8.C.1, 2.4.8.C.1, 2.4.8.C.3)
6	Identify various strategies that will assist adolescents in resisting pressure and remaining abstinent. 6	(2.4.6.B.2)
7	Evaluate the ramifications (HIV/AIDS, STI's, HPV, and Pregnancy) of sexual activity during adolescence and how they may impact the choices regarding sexual behavior. 6	(2.4.6.B.2, 2.4.6.B.3, 2.4.6.B.4)

8	Evaluate contraceptive methods and factors that influence their use. 7	(2.4.8.B.3, 2.4.8.B.4)
9	Determine how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs and unintended pregnancy. 8	(2.4.8.B.4)
10	Evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions. 8	(2.4.8.B.2)
11	Analyze the influences that hormones, nutrition, environment, and heredity play on the physical, social, and emotional aspects of the adolescent years. 7	(2.4.8.B.1)
12	Demonstrate sensitivity and respect when discussing topics regarding sexual identity, gender	(2.4.8.B.5)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: III	UNIT NAME: Family Life
-----------------------------	-------------------	--------------------	-------------------------------

	roles, and sexual orientation. 8	
13	Research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, sexually transmitted diseases and reproductive health. 8	(2.4.8.A.3 , 2.1.8.C.1, 2.4.8.C.1, 2.4.8.C.3)
14	Identify the challenges faced by adolescent parents and their families. 6	(2.4.6.C.4)
15	Discuss being a teenage parent and the effect it has on academic, social, family, life. 7	(2.4.8.C.4)
16	Summarize the signs and symptoms of pregnancy and correlate prenatal care to the prevention of complications during pregnancy and childbirth. 7	(2.4.8.C.1, 2.4.8.C.5)
17	Research the different stages during pregnancy, labor, childbirth and the impact that it has on one's physical, social, and emotional state. 8	(2.4.8.C.2)

Code #	NJCCCS
2.4- Human Relationships and Sexuality	
A. Relationships	6 Healthy relationships require a mutual commitment.
	2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.
	2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.
	8 The values acquired from family, culture, personal experiences, and friends impact all types of relationships
	2.4.8.A.1 Predict how changes within a family can impact family members.
	2.4.8.A.2 Explain how the family unit impacts character development.
	2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.
	2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: III	UNIT NAME: Family Life
-----------------------------	-------------------	--------------------	-------------------------------

	<p>2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>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.</p>
B. Sexuality	6 Responsible actions regarding sexual behavior impact the health of oneself and others.
	2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.
	2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
	2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
	8 Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.
	2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
	8 Responsible actions regarding sexual behavior impact the health of oneself and others.
	2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
	2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
	2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
	8 Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
	2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
	8 Early detection strategies assist in the prevention and treatment of illness or disease.
	2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
C. Pregnancy and Parenting	6 Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.
	2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: III	UNIT NAME: Family Life
-----------------------------	-------------------	--------------------	-------------------------------

	<p>8 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.</p> <p>2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>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.</p> <p>2.4.8.C.3 Determine effective strategies and resources to assist with parenting.</p> <p>2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.</p> <p>2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p>
	<p>6 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p> <p>2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6.C.2 Identify the signs and symptoms of pregnancy.</p>
2.1 Wellness	
B. Decision Making and Goal Setting	<p>8 The prevention and control of diseases and health conditions are affected by many factors.</p> <p>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.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 6-8

UNIT #: IV

UNIT NAME: Community Health Skills

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Describe how the use of negotiation, refusal, and assertiveness skills play an important role in being able to communicate with others. 6	(2.2.6.A.2)
2	Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination. 6	(2.2.6.A.2, 2.1.6.E.2, 2.2.6.B.3)
3	Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios. (peer pressure, conflict) 7	(2.2.8.A.2)
4	Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures. 8	(2.2.8.A.1, 2.1.8.E.3)
5	Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds. 6	(2.2.6.C.2)
6	Develop methods and strategies that will promote character development in individual, group, and team environments. 7	(2.2.8.C.1, 2.1.8.E.2, 2.2.8.C.3)
7	Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities. 8	(2.2.6.C.3, 2.2.8.C.2)
8	Identify and develop a position in relation to a health related issue that affects the school community. 6	(2.2.6.D.2)
9	Investigate different opportunities available and implement a plan that motivates volunteerism. 7	(2.2.8.D.1)
10	Role play, mock trial, debate health and social issues within the community that pique awareness and responsiveness. 8	(2.2.8.D.2)
11	Determine health situations that would require support from adults or qualified health	(2.2.6.E.2)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: IV	UNIT NAME: Community Health Skills
-----------------------------	-------------------	-------------------	---

	professionals. 6	
12	Using technology develop a web-based glossary of health products, services, and resources for purposes of intervention. 7	(2.2.8.E.1, 2.1.8.E.1)
13	Describe situations when an adult or professional intervention is necessary and where to find those services. 8	(2.2.8.E.2, 2.2.8.B.3)
14	Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them. 6	(2.1.6.C.3)
15	Determine the effect that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them. 8	(2.1.8.C.3, 2.1.8.E.4)
16	Describe what steps should be taken if self or other kinds of abuse are suspected. 6	(2.1.6.D.2)
17	Determine the degree of risk of intentional or unintentional injury (to self or others) and identify strategies to help prevent them. 8	(2.1.8.D.1, 2.1.8.D.2)
18	Describe the components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws. 7	(2.1.6.D.3, 2.1.8.D.3)
19	Demonstrate and describe first aid procedures which would include the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock, and water safety http://www.nj.gov/education/aps/cccs/chpe/) as well as basic life support procedures. 8	(2.1.8.D.4)

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 6-8

UNIT #: IV

UNIT NAME: Community Health Skills

Code #	NJCCCS
2.1- Wellness	
C. Diseases and Health Conditions	6 The early detection and treatment of diseases and health conditions impact one’s health.
	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.
	8 The prevention and control of diseases and health conditions are affected by many factors.
	2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. 2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. 2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
D. Safety	6 Applying first-aid procedures can minimize injury and save lives.
	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.
	8 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
	8 Applying first-aid procedures can minimize injury and save lives.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health

GRADE: 6-8

UNIT #: IV

UNIT NAME: Community Health Skills

2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

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

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

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.

E. Social and Emotional Health

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

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

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

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

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

8 Social and emotional development impacts all components of wellness.

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

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

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

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

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

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

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: IV	UNIT NAME: Community Health Skills
-----------------------------	-------------------	-------------------	---

	situations.
2.2 Integrated Skills	
A. Interpersonal Communication	6 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
	2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
	8 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
	2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
B. Decision Making and Goal Setting	6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.
	8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.
C. Character Development	6 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
	2.2.6.C.2 Predict situations that may challenge an individual’s core ethical values.
	2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
	8 Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: 6-8	UNIT #: IV	UNIT NAME: Community Health Skills
-----------------------------	-------------------	-------------------	---

	<p>8 Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p> <p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.</p> <p>2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p>
D. Advocacy and Service	<p>6 Participation in social and health- or service-organization initiatives have a positive social impact.</p> <p>2.2.6.D.2 Develop a position about a health issue in order to inform peers.</p>
	<p>8 Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.</p>
	<p>2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.</p>
E. Health Services and Information	<p>6 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.</p>
	<p>8 Potential solutions to health issues are dependent on health literacy and available resources.</p> <p>8 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>
	<p>2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p>