

Irvington Public Schools  
Physical Education & Health Department



Health Curriculum Guide  
Grades 6-8

Board Approved October 27, 2010

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### **Acknowledgements**

Teachers who are members of the department of  
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**Irvington Public Schools  
Irvington, New Jersey 07111**

**Vision Statement**

With the verbal, fiscal, and spiritual support of the people of Irvington, the children who attend the Township's public school shall be intellectually stimulated, instructionally challenged, and emotionally motivated to visually display and mentally portray their own unique gifts and talents as enhanced by the type of education offered by the Irvington Board of Education.

**Affirmative Action Statement**

The Irvington School District shall provide equal education and employment opportunities to all persons regardless of race, color, ethnicity, creed, religion, sexual orientation, gender, ancestry, national origin, social-economic status, or disability in accordance with NJAC 6:4-1-5.

Irvington Public Schools  
Irvington, New Jersey 07111

### **Physical Education and Health Department Vision Statement**

In today's times the premise of a strong mind and body is a challenge that must be met by our educational institutions. Our students of today face many unique physical problems induced by our society. Tobacco use, drug use, sexually transmitted infections, unhealthy dietary patterns, and physical activity must be addressed to enhance the quality of life of our children for their future.

The education of our students in the disciplines of Health and Physical Education promote citizenship, teamwork, intellectual capacity, spirit, emotional, and social development. All qualities that will aid our education process in producing citizens that will positively contribute to our society in the twenty-first century.

We in Irvington believe that both health and physical education provide crucial links to the improvement of academic achievement. As proven by scientific research in education, health and physical education are uniquely qualified to cultivate multiple intelligences and problem solving situations.

We in Irvington will expose all students to the benefits of leading a healthy lifestyle and the involvement of physical activities that they can participate in for a lifetime.

# Irvington Public Schools



Health Curriculum  
Scope and Sequence

I = Introduce R= Reinforce M = Master

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
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).	I	R	M											
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).	I	R	M											
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.			I	R	M									
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.				IR	M									
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.					I	R	M							
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.						IR	M							
2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.							I	R	M					
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.								IR	M					
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.								IR	M					
2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	I	R	M											
2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	I	R	M											
2.1.2.B.1	Explain why some foods are healthier to eat than others.			I	R	M									
2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.			I	R	M									
2.1.2.B.3	Summarize information about food found on product labels.				IR	M									
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.					I	R	M							
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.					I	R	M							
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.						IR	M							
2.1.4.B.4	Interpret food product labels based on nutritional content.						IR	M							
2.1.6.B.1	Determine factors that influence food choices and eating patterns.							I	R	M					
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.							I	R	M					
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.								IR	M					
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.								IR	M					
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).	I	R	M											
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.			I	R	M									
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.				IR	M									
2.1.2.C.3	Determine how personal feelings can affect one’s wellness.				IR	M									

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.4.C.1	Explain how most diseases and health conditions are preventable.					I	R	M							
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.					I	R	M							
2.1.4.C.3	Explain how mental health impacts one's wellness.						IR	M							
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.							I	R	M					
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.								IR	M					
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.								IR	M					
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).	I	R	M											
2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	I	R	M											
2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	I	R	M											
2.1.P.D.4	Know how to dial 911 for help.	I	R	M											
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).			I	R	M									
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.			I	R	M									
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.					IR	M								
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).					I	R	M							
2.1.4.D.2	Summarize the various forms of abuse and ways to get help.					I	R	M							
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.						IR	M							
2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.						IR	M							
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.							I	R	M					
2.1.6.D.2	Explain what to do if abuse is suspected or occurs.							I	R	M					
2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.							I	R	M					
2.1.6.D.4	Assess when to use basic first-aid procedures.								IR	M					
2.1.2.E.1	Identify basic social and emotional needs of all people.			I	R	M									
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.			I	R	M									
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.				IR	M									
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.					I	R	M							

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
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.					I	R	M							
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.						IR	M							
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.						IR	M							
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.							I	R	M					
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.							I	R	M					
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.								IR	M					
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.			I	R	M									
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.					I	R	M							
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.						IR	M							
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.							I	R	M					
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.							I	R	M					
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.			I	R	M									
2.2.2.B.2	Relate decision-making by self and others to one's health.			I	R	M									
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.				IR	M									
2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.				IR	M									
2.2.4.B.1	Use the decision-making process when addressing health-related issues.					I	R	M							
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.					I	R	M							
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.						IR	M							
2.2.4.B.4	Develop a personal health goal and track progress.						IR	M							
2.2.6.B.1	Use effective decision-making strategies.							I	R	M					
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.							I	R	M					
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.								IR	M					
2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.								IR	M					
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.			I	R	M									
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.			I	R	M									
2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.					I	R	M							

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
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.						IR	M							
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.						IR	M							
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.							I	R	M					
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.								IR	M					
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.								IR	M					
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.			I	R	M									
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.					I	R	M							
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.							I	R	M					
2.2.6.D.2	Develop a position about a health issue in order to inform peers.								IR	M					
2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.	I	R	R	M										
2.2.2.E.1	Determine where to access home, school, and community health professionals.			I	R	M									
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.					I	R	M							
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.						IR	M							
2.2.6.E.1	Determine the validity and reliability of different types of health resources.							I	R	M					
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.							I	R	M					
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.			I	R	M									
2.3.2.A.2	Explain why medicines should be administered as directed.				IR	M									
2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.					I	R	M							
2.3.4.A.2	Determine possible side effects of common types of medicines.					I	R	M							
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.							I	R	M					
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.								IR	M					
2.3.2.B.1	Identify ways that drugs can be abused.			I	R	M									
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.			I	R	M									
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.			I	R	M									
2.3.2.B.4	Identify products that contain alcohol.				IR	M									
2.3.2.B.5	List substances that should never be inhaled and explain why.				IR	M									
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.					I	R	M							
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.					I	R	M							

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2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.						IR	M							
2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.						IR	M							
2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.					I	R	M							
2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.							I	R	M					
2.3.6.B.2	Relate tobacco use and the incidence of disease.							I	R	M					
2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.							I	R	M					
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.								IR	M					
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.								IR	M					
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.								IR	M					
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.								IR	M					
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			I	R	M									
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.				IR	M									
2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.					I	R	M							
2.3.4.C.2	Differentiate between drug use, abuse, and misuse.					I	R	M							
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.						IR	M							
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.							I	R	M					
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.							I	R	M					
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.								IR	M					
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.								IR	M					
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.			I	R	M									
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.			I	R	M									
2.4.2.A.3	Determine the factors that contribute to healthy relationships.				IR	M									
2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.					I	R	M							
2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.						IR	M							
2.4.6.A.1	Compare and contrast how families may change over time.							I	R	M					
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.							I	R	M					
2.4.6.A.3	Examine the types of relationships adolescents may experience.							I	R	M					

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2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.								IR	M					
2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.								IR	M					
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.			I	R	M									
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.					I	R	M							
2.4.6.B.1	Compare growth patterns of males and females during adolescence.							I	R	M					
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.							I	R	M					
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.								IR	M					
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.								IR	M					
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.			I	R	M									
2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.					I	R	M							
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.						IR	M							
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.							I	R	M					
2.4.6.C.2	Identify the signs and symptoms of pregnancy.							I	R	M					
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.								IR	M					
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.								IR	M					
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.									I	R	M			
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.									I	R	M			
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.										IR	M			
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.										IR	M			
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.											I	R		M
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.											I	R		M
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.									I	R	M			
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.										IR	M			
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.									I	R	M			
2.1.8.B.4	Analyze the nutritional values of new products and supplements.										IR	M			
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.												IR		M

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
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.												IR		M
2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.												IR		M
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.									I	R	M			
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.										IR	M			
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.										IR	M			
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.											I	R		M
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.														IRM
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.														IRM
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.														IRM
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.									I	R	M			
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.									I	R	M			
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.										IR	M			
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.										IR	M			
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.											I	R		M
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.											I	R		M
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.													IR	
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.													IR	
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).													IR	
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.											I	R		M
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.									I	R	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.									I	R	M			
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.										IR	M			
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.										IR	M			
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.														IRM
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.											I	R		M
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.											I	R		M
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.														IRM
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.									I	R	M			
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.										IR	M			
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.											I	R		M
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.											I	R		M
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.														IRM
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.										IR	M			
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.										IR	M			
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.										IR	M			
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.											I	R		M
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.														IRM
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.									I	R	M			
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.										IR	M			
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.										IR	M			
2.2.12.C.1	Analyze the impact of competition on personal character development.											I	R		M
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.											I	R		M
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.														IRM
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.									I	R	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.										I	R	M		
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.														IRM
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.									I	R	M			
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.										I	R	M		
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.														IRM
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.														IRM
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.									I	R	M			
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.										I	R	M		
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.												I	RM	
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.												I	RM	
2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.												I	RM	
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.									I	R	M			
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.									I	R	M			
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.									I	R	M			
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.									I	R	M			
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.									I	R	M			
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.									I	R	M			
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.									I	R	M			
2.3.8.B.8	Analyze health risks associated with injected drug use.									I	R	M			
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.												I	R	M
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.												I	R	M
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.												I	R	M
2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.											I	R	R	M

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.											I	R		M
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.									I	R	M			
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.									I	R	M			
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.												I	R	M
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.												I	R	M
2.3.12.C.3	Predict the societal impact of substance abuse on the individual, family, and community.												I	R	M
2.4.8.A.1	Predict how changes within a family can impact family members.									I	R	M			
2.4.8.A.2	Explain how the family unit impacts character development.									I	R	M			
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.									I	R	M			
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.										IR	M			
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.										IR	M			
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.										IR	M			
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.											I	R		M
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.														IRM
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.											I	R		M
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.											I			RM
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).														IRM
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.														IRM
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.									I	R	M			
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.									I	R	M			
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.									I	R	M			
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.										IR	M			
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.										IR	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.										IR	M			
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.											I			RM
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.											I			RM
2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.											I			RM
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.											I			RM
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).											I			RM
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.										I	R	M		
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.										I	R	M		
2.4.8.C.3	Determine effective strategies and resources to assist with parenting.											IR	M		
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.											IR	M		
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.											IR	M		
2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.											IR			M
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.											IR			M
2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.											IR			M
2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.											IR			M
2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.											IR			M
2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.											IR			M
2.4.12.C.7	Analyze factors that affect the decision to become a parent.											I			RM

## Intent

The intent of the Health Education Curriculum is to promote a healthy active learning environment that promotes the following characteristics:

- Students excited by and interested in the practices involved with living a healthy lifestyle for life.
- Students experience content knowledge (hands-on) to gain experience.
- Students exposed to good safety practices at play, school, and while in a motor vehicle.
- Students will be better achieving in all academic areas.
- Students exposed to the physical, social, and emotional dimensions of wellness.
- Students exposed to the principles of human sexuality, pregnancy, and parenting.
- Students exposed to the differences between healthy and unhealthy eating patterns.
- Students will experience how culture, peers, and the media impact the way individuals communicate and express emotions; and how emotions can affect communication, choices, and behaviors.
- Students exposed to the dangers of alcohol, tobacco, and illegal drug use.

## Statement of Purpose

This health education course is directly aligned to the New Jersey Core Curriculum Standards for Physical Education and Health. There are six standards for physical education and health, each of which governs how subject matter is to be taught to students in the two respective domains. Utilizing the state mandated New Jersey Core Curriculum Content Standards as our guide, students will be given the foundation needed to live an active, healthy lifestyle that fosters a lifelong commitment to wellness.

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

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

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

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

**STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

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

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

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

**STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

*Descriptive Statement:* This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

*Descriptive Statement:* This standard enables to understand the component of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular and endurance) and skill-related fitness (speed and agility), and implement a personal fitness plan that supports a healthy, active lifestyle.

## Student Performance Assessments

The intent of the Health Education Curriculum is to promote a physically active learning environment that promotes the following characteristics:

- Students can describe and demonstrate self-care practices that support wellness.
- Students can name and locate external body parts.
- Students demonstrate sound safety practices in school.
- Students demonstrate respect for different ideas and opinions.
- Students demonstrate good personal hygiene habits.
- Students demonstrate the ability to sort food according to food groups and food sources.
- Students can demonstrate knowledge on how alcohol, tobacco, and illegal drug use can harm the body.
- Students can describe the physical differences and similarities of the genders and realize that human beings develop inside their birth mother, are helpless when born, must be fed, clothed, and nurtured.

## Unit Summary

Young people are confronted with many choices that can impact their health and well-being. Without the safety net provided by parents, family and the structure of school, many students experience a difficult transition and engage in behaviors that jeopardize their health and success. Students who are better prepared for the health challenges of independence are less likely to experience problems in the future and are better prepared to seek that necessary help should a problem arise. The health/physical education curriculum is designed to incorporate the current thinking and best practices found in the health and physical education field. All students will be required to participate in three marking periods of physical education and one marking period of health. The health portion of the curriculum will cover the revised 2009 N.J.C.C.C.S, which include: wellness, integrated skills, drugs and alcohol, human sexuality, and family living. The human sexuality portion of the course will include an in depth study of sexual anatomy, the reproduction process, prenatal care, abstinence, and birth control. HIV/AIDS and sexually transmitted infections will also be discussed. Character development and responsibility are common threads, which will run through all aspects of this course. The family living portion of the class will include dating, marriage, parenthood, family values, and the social, moral, and emotional implications that can occur over choices made regarding sexual behaviors as a teenager. All students will be able to identify proper resources, which provide information, assistance, and care in addressing sexual reproductive health issues. The drugs and medicine unit will provide students with the ability to identify a person who has a substance abuse problem and the preventative measures that would be needed for a healthy recovery. All students will be able to analyze the risks associated with drug use and abuse. Nutrition is an influential unit because of our society today. Students will be able to change their eating habits from unhealthy snacks and food to nutritious and beneficial foods that will decrease their health risks. Students will learn how to maintain a healthy lifestyle through their food choices.

## Unit Rationale

The New Jersey State Department of Education requires all students to participate in a comprehensive and sequential health and physical education program that emphasizes the connection between wellness and health. The standards provide a guide for the curriculum development, instruction, and assessment. The primary focus of grades 6-8 health education curriculum is on the development of knowledge and skills the influence healthy behaviors within the context of self, family, school, and the local and global community. Students will be better achieving in all academic areas. Health-literate students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate individuals take responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

# Irvington Public Schools



Health Curriculum

Grade 6

# **Irvington Public Schools**

**Course: Health Grade 6**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 1**

**Workbook: Glencoe Teen Health Course 1**

<p>Course: Health Grade 6  Unit: Family: Personal Growth and Development  Time &amp; Pacing: Four class periods  N.J.C.C.C.S.: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.A.3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What causes optimal growth and development?</li> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Identify the three parts of the health triangle.</li> <li>• Describe the relationship between health and wellness.</li> <li>• Explain how to balance your physical, mental/emotional, and social health.</li> <li>• Identify factors that influence your health and be able to explain the role your behavior and choices play on your health.</li> <li>• Describe how your attitude affects your health.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain how health data can be used to assess and improve each dimension of personal wellness.</li> <li>• Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage</li> <li>• Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

#### Summative Assessment

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan and Role Play/Skits)

#### Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access

Teacher Resources: Textbook -Glencoe Teen Health Course 1  
Workbook: Glencoe Teen Health Course 1  
Glencoe Fast Files

<p>Course: Health Grade 6  Unit: Nutrition  Time &amp; Pacing: five class periods  N.J.C.C.S.: 2.1 Wellness  2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• There are many short and long term health benefits and risks associated with nutritional choices.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What makes a food healthy?</li> <li>• How do you determine appropriate portion sizes?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Determine factors that influence food choices and eating patterns.</li> <li>• Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</li> <li>• Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</li> <li>• Compare and contrast nutritional information on similar food products in order to make informed choices.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify the six main classes of nutrients.</li> <li>• Determine what foods you can eat to obtain the nutrients you need.</li> <li>• Discuss how to use the MyPyramid food guidance system.</li> <li>• Demonstrate how to plan a nutrient rich meal using My Pyramid.</li> <li>• Identify guidelines to make healthy food choices.</li> <li>• Create a balanced nutritional meal plan based on nutritional content, value, calories and cost.</li> <li>• Explain how to maintain a healthy weight.</li> <li>• Identify problem-eating behaviors.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

#### Summative Assessment

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan)

#### Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access, art materials for projects, newspaper for current events

Teacher Resources: Textbook - Glencoe Teen Health Course 1

Workbook: Glencoe Teen Health Course 1

Glencoe Fast Files

<p>Course: Health Grade 6  Unit: Diseases and Health Conditions  Time &amp; Pacing: three class periods  N.J.C.C.C.S.: 2.1 Wellness</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• To what extent can we keep ourselves disease free?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Describe types of emotional problems.</li> <li>• Recognize the warning signs of suicide.</li> <li>• Identify sources of help for emotional problems</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</li> <li>• Determine the impact of public health strategies in preventing diseases and health conditions.</li> <li>• Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Summative Assessment:

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STI brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan)

Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access, art materials for projects, newspaper for current events

Teacher Resources: Textbook - Glencoe Teen Health Course 1

Workbook: Glencoe Teen Health Course 1

Glencoe Fast Files

<p>Course: Health Grade 6  Unit: Safety  Time &amp; Pacing: three class periods  N.J.C.C.C.S.: 2.1 Wellness  2.1.6.D.1, 2.1.6.D.2, 2.1.6.D.3, 2.1.6.D.4</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is the difference between healthy and unhealthy risks?</li> <li>• Why do we take risks sometimes that can cause harm to ourselves or others?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Name strategies for responding to injuries.</li> <li>•</li> <li>• Identify the universal sign for choking.</li> <li>•</li> <li>• Explain how to help a burn victim.</li> <li>•</li> <li>• Describe ways of preventing accidental injuries.</li> <li>•</li> <li>• Describe how you can help someone who is bleeding.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</li> <li>•</li> <li>• Explain what to do if abuse is suspected or occurs.</li> <li>•</li> <li>•</li> <li>• Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</li> <li>•</li> <li>• Assess when to use basic first-aid procedures.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Summative Assessment:

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan)

Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access, art materials for projects, newspaper for current events

Teacher Resources: Textbook - Glencoe Teen Health Course 1

Workbook: Glencoe Teen Health Course 1

Glencoe Fast Files

# **Irvington Public Schools**

**Course: Health Grade 6**

**Unit: Integrated Skills**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 1**

**Workbook: Glencoe Teen Health Course 1**

<p>Course: Health Grade 6  Unit: Decision-Making and Goal-Setting  Time &amp; Pacing: three class periods  N.J.C.C.C.S.: 2.2.6.B.1, 2.2.6.B.2, 2.2.6.B.3, 2.2.6.B.4</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Identify how to make responsible decisions.</li> <li>• Explain why values are important when making decisions.</li> <li>• Explain why having goals is important.</li> <li>• Describe how to set goals and develop a strategy to reach those goals.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Use effective decision-making strategies.</li> <li>• Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</li> <li>• Determine how conflicting interests may influence one's decisions.</li> <li>• Apply personal health data and information to support achievement of one's short- and long-term health goals.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

#### Summative Assessment:

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan)

#### Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access, art materials for projects, newspaper for current events

Teacher Resources: Textbook - Glencoe Teen Health Course 1

Workbook: Glencoe Teen Health Course 1

Glencoe Fast Files

<p>Course: Health Grade 6  Unit: Character Development  Time &amp; Pacing: three class periods  N.J.C.C.S.: 2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>• Character is who you are when no one is looking.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How are character and health related? What aspects of our character can be changed?</li> <li>• To what extent do outside influences shape values? <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Identify the traits of good character.</li> <li>• Explain how character develops.</li> <li>• List ways of showing good character.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain how character and core ethical values can be useful in addressing challenging situations.</li> <li>• Predict situations that may challenge an individual's core ethical values.</li> <li>• Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Summative Assessment:

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan

Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access, art materials for projects, newspaper for current events

Teacher Resources: Textbook - Glencoe Teen Health Course 1  
Workbook: Glencoe Teen Health Course 1  
Glencoe Fast Files

# **Irvington Public Schools**

**Course: Health Grade 6**

**Unit: Drugs and Medicines**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 1**

**Workbook: Glencoe Teen Health Course 1**

<p>Course: Health Grade 6  Unit: Drugs and Medicines  Time &amp; Pacing: 10 class periods  N.J.C.C.C.S: 2.3.6.A.1, 2.3.6.A.2, 2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.6.B.4, 2.3.6.B.5, 2.3.6.B.6, 2.3.6.B.7, 2.3.6.C.1, 2.3.6.C.2, 2.3.6.C.2, 2.3.6.C.3, 2.3.6.C.4</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Medicines must be used correctly in order to be safe and have the maximum benefit.</li> <li>Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> <li>There are common indicators, stages and influencing factors of chemical dependency.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How do I determine whether or not a medication will be effective?</li> <li>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>How do I make the “right” decisions in the face of peer, media and other pressures?</li> <li>Why are certain individuals prone to addiction?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Explain how medicines help you.</li> <li>Identify information on medicine labels.</li> <li>Access reliable health information on medicines.</li> <li>Identify how alcohol affects the body and mind.</li> <li>Explain why some teens use alcohol.</li> <li>Recognize factors that influence alcohol effects.</li> <li>Demonstrate an understanding of how alcohol affects your ability to drive a vehicle.</li> <li>Describe the cycle of addiction to alcohol.</li> <li>Identify the health risks of drinking during pregnancy.</li> <li>Communicate ways that teens can reduce stress without using alcohol.</li> <li>Identify the dangers of illegal drugs.</li> <li>Explain the risks of using inhalants and marijuana.</li> <li>Identify the risks of using stimulants, anabolic steroids, narcotics and hallucinogens.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>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.</li> <li>Compare information found on over-the-counter and prescription medicines.</li> <li>Explain the system of drug classification and why it is useful in preventing substance abuse.</li> <li>Relate tobacco use and the incidence of disease.</li> <li>Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</li> <li>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.</li> <li>Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</li> </ul>

Students will know... (continued)

- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Explain recovery and withdrawal.
- Describe treatments for drug addicts.
- Explain ways to stay substance free.
- Identify alternatives to substance abuse.
- Demonstrate the skills of advocacy to explore ways to communicate the dangers of substance abuse.
- Appraise the goals of various community or service organizations initiatives to determine opportunities for volunteer service.
- Identify how tobacco damages your health.
- Explain how tobacco leads to addiction.
- Identify factors that influence teens to use tobacco.
- Recognize negative influences on teens to use tobacco.
- Demonstrate ways to say no to tobacco use.
- Explain how someone can quit using tobacco.
- Understand the rights of nonsmokers.

Students will be able to...(continued)

- Summarize the signs and symptoms of inhalant abuse.
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Explain how wellness is affected during the stages of drug dependency/addiction.
- 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.
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Summative Assessment: The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan

#### Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access, art materials for projects, newspaper for current events

Teacher Resources: Textbook - Glencoe Teen Health Course 1  
Workbook: Glencoe Teen Health Course 1  
Glencoe Fast Files

# **Irvington Public Schools**

**Course: Health Grade 6**

**Unit: Human Relationships and Sexuality**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 1**

**Workbook: Glencoe Teen Health Course 1**

<p>Course: Grade 6 Health  Unit: Relationships  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.4.6.A.1, 2.4.6.A.2, 2.4.6.A.3, 2.4.6.A.4, 2.4.6.A.5</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>• Reliable personal and professional resources are available to assist with relationship problems.</li> <li>• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do we know when a relationship is not worth saving?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Recognize different types of family units.</li> <li>• Identify your role within your family.</li> <li>• Explain how family Members care for each other.</li> <li>• Develop effective communication skills for family meetings.</li> <li>• Identify the qualities of a good friend.</li> <li>• Recognize character traits found in friends.</li> <li>• Understand the two kinds of peer pressure.</li> <li>• Identify and demonstrate how to use refusal skills to resist peer pressure.</li> <li>• Explain the importance of abstinence during the teen years.</li> <li>• Explain why conflicts occur.</li> <li>• Describe ways of protecting yourself from violence.</li> <li>• Identify a strategy to resolve conflicts through negotiation.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Compare and contrast how families may change over time.</li> <li>• Analyze the characteristics of healthy friendships and other relationships.</li> <li>• Examine the types of relationships adolescents may experience.</li> <li>• Demonstrate successful resolution of a problem(s) among friends and in other relationships.</li> <li>• Compare and contrast the role of dating and dating behaviors in adolescence.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Summative Assessment:

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan

Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access, art materials for projects, newspaper for current events

Teacher Resources: Textbook - Glencoe Teen Health Course 1  
Workbook: Glencoe Teen Health Course 1  
Glencoe Fast Files

<p>Course: Health Grade 6  Unit: Sexuality  Time &amp; Pacing: ten class periods  N.J.C.C.C.S.: 2.4.6.B.1, 2.4.6.B.2, 2.4.6.B.3, 2.4.6.B.4, 2.4.6.C.1, 2.4.6.C.2, 2.4.6.C.3, 2.4.6.C.4</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• External pressures and opportunities that present themselves may influence a person to become sexually active.</li> <li>• Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>• There are many additional challenges that confront those who are not heterosexual.</li> <li>• Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> <li>• Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do you know when the time is right for you to become sexually active</li> <li>• Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?</li> <li>• What determines a person’s sexual orientation?</li> <li>• How do you know when you are ready to have a child?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Describe the changes you go through during the teen years.</li> <li>• Identify the structure and function of the endocrine system.</li> <li>• Analyze how a teen is influenced by his or her peers.</li> <li>• Identify the parts and functions of the male and female reproductive systems.</li> <li>• Explain how to care for the reproductive system.</li> <li>• Explain how inherited traits are passed along.</li> <li>• Identify changes to a developing baby.</li> <li>• Recognize stages in the life cycle.</li> <li>• Identify common STI's.</li> <li>• Describe how HIV and other STI's are spread.</li> <li>• Access current information on HIV and AID's.</li> <li>• Explain how to protect yourself from STI's.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Compare growth patterns of males and females during adolescence.</li> <li>• Summarize strategies to remain abstinent and resist pressures to become sexually active.</li> <li>• Determine behaviors that place one at risk for HIV/AIDS, STI'S, HPV or unintended pregnancy.</li> <li>• Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</li> <li>• Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</li> <li>• Identify the signs and symptoms of pregnancy.</li> <li>• Identify prenatal practices that support a healthy pregnancy.</li> <li>• Predict challenges that may be faced by adolescent parents and their families.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Summative Assessment:

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan)

Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access, art materials for projects, newspaper for current events

Teacher Resources: Textbook - Glencoe Teen Health Course 1  
Workbook: Glencoe Teen Health Course 1  
Glencoe Fast Files

# Irvington Public Schools



Health Curriculum

Grade 7

# **Irvington Public Schools**

**Course: Health Grade 7**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 2**

**Workbook: Glencoe Teen Health Course 2**

<p>Course: Health Grade 7  Unit: Wellness  Time &amp; Pacing: 13 class periods  N.J.C.C.S.: 2.1.8. A.1, 2.1.8. A.2, 2.1.8. A.3, 2.1.8. A.42.1.8. B.1, 2.1.8. B.2, 2.1.8. B.3, 2.1.8.C.1, 2.1.8. C.2, 2.4.8. A.1, 2.4.8. A.2, 2.2.6. B.4, 2.2.8. B.1, 2.2.8. B.2, 2.2.8. E.1</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active life style.</li> <li>• Applying knowledge about physical, social, emotional and intellectual wellness will help them make informed choices</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What does it mean to be healthy?</li> <li>• What is wellness?</li> <li>• Are there long lasting consequences to unhealthy behaviors made during adolescence?</li> <li>• Has the use of technology influenced behaviors in society?</li> <li>• Does your childhood environment influence your decisions as an adult?</li> <li>• How much risk should an individual take and to what end?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Types of healthcare and personal hygiene products and their marketing techniques</li> <li>• Personal choice and their social and physical environments can shape behaviors.</li> <li>• The data and technology that help assess one’s overall health.</li> <li>• The body systems.</li> <li>• Development impacts physical, social, emotional, and intellectual changes.</li> <li>• Internal and external influences and forces that contribute to our uniqueness.</li> <li>• Nutritional choices impact one’s overall well-being.</li> <li>• Diseases exist in different categories and know the major categories.</li> <li>• The symptoms of mental illness.</li> <li>• The signs of safe and unsafe environments that could lead to unintentional injuries.</li> <li>• Basic Life Support techniques and advanced first aid procedures.</li> <li>• Adolescence refers to psychological and social development.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Assess and apply health data to enhance each dimension of personal wellness.</li> <li>• Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</li> <li>• Relate advances in technology to maintaining and improving personal health.</li> <li>• Determine the impact of marketing techniques on the use of personal hygiene products, practices, services.</li> <li>• Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</li> <li>• Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</li> <li>• Design a weekly nutritional plan for families with different lifestyles, resources special needs, and cultural backgrounds.</li> <li>• 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</li> </ul>

- Differences in development between peers can create stress.
- All health and wellness vocabulary associated with Glencoe Teen Health Textbook.

transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

- Analyze local, state, national and international public health efforts to prevent and control diseases and health conditions.
- Asses the degree of risk in a variety of situations.
- Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- Predict how changes within a family can impact family members.
- Explain how the family unit impacts character development.
- Apply personal health data and information to support achievement of one's short-and-long-term health goals.
- Predict social situations that may require the use of decision-making skills.
- Justify when individual or collaborative decision-making is appropriate.
- Evaluate various health products, services, and resources from different sources, including the Internet.

#### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Quiz/Test (Facts)
- Oral Responses (Class Discussion)
- Projects
- Graphs – Safety/Nutrition
- Diagrams – Body Systems
- Group Work/Presentations
- Journal Writing/Log
- Portfolios
- Cooperative learning groups
- Class discussions/class participation
- Small group collaboration
- Research
- Project presentation
- Peer critique/reviews
- Do Now activities
- Students respect the values and opinions of others in his/her class.

- Students demonstrate a positive attitude in learning how to become responsible adults.

#### Suggested Performance Task(s):

- People Comparison – Compare and contrast two people who are similar in physical appearance but have different habits (ex: diet, physical activity level) and speculate how people can look the same but have different levels of overall health.
- Technology Shopping - You are shopping for equipment for a state of art exercise room. You will be provided a set amount of money to spend. Set up your exercise room. Explain why you choose each piece of equipment and its primary goal. What are the goals of your exercise room (long and short term)? What factors did you consider prior to purchasing each piece of equipment?
- BE SAFE, NOT SORRY: SAY NO! - Students may find themselves in situations that pose a threat to their safety. Other situations may ultimately get them into trouble with authority
- Figures (e.g., parents, school officials, police). Divide the class into small groups. Each group develops a role-playing situation that address one of the following:
  - You're at a party where the parents serve alcoholic drinks to the teenagers.
  - You need a ride home from a party. The only person who offers you a ride is drunk.
  - You get a ride home with one of your brother's friends. You notice several empty liquor bottles on the floor of the car.
  - At a party, you accidentally knock over a vase and find a stash of marijuana.
- Students rate each role-play for the effective use of decision-making, refusal, or negotiation skills or the appropriate use of assertiveness. (Students use a teacher-design rating chart for this part of the activity.) Each group writes a short story about a potentially threatening situation focusing on the character's use of skills to safely diffuse or resolve the situation.

#### Personal Health

- Place banner in front of class “Taking Responsibility for one’s own health is an essential step to live a healthy life.”
- Begin with entry question: What is health?
- Discuss first three essential questions.
- Create a chart consisting of three columns. List of choices good and bad, impact on you, and impact on family.
- Discuss personal hygiene needed in 7<sup>th</sup> grade (products and use). print outsoar overheads.
- Make predictions as to the outcome of the data pertaining to
- Share current health data with class using wellness.

#### Growth and Development

- Review body systems and talk about how they depend on the each other.
- Create chart with five columns: In column 1 list the life stages, in column 2 list physical changes for each life stage, in column three list social changes for each life stage, in column four list emotional changes for each life change, in column five list intellectual changes for that occur during each life stage.
- Discuss what make you unique. Create a personal uniqueness profile showing how heredity, physiological changes, environmental influences, and varying social experiences contribute to your personal uniqueness.

#### Nutrition:

- Students make a personal eating patterns model. Within the model show how your own culture, health status, age, and eating

environment influences your eating patterns.

- Discuss ways to improve nutritional balance.
- Break students into small groups to jigsaw healthy ways to gain, lose, or maintain weight. Each group becomes an expert on their topic and then teaches the other groups.
- Give each person a nutrient or a part of the body in which nutrients effect to research. Also research what foods are good sources of each nutrient. When presenting students should mention what health conditions will lesson likely develop by getting enough of their nutrient on a daily-basis?

#### Diseases and Health Conditions

- Have students create a flowchart: 1 will list communicable and non-communicable diseases and the other will list acute, chronic, and inherited health conditions.
- Define mental illness. Assign, as a project, an impulse disorder to each individual or to groups and have them present their research on their topic using a variety of multimedia.

#### Safety

- Have student's list dangerous situations in different areas.
- Give students a list of various injuries and in pairs or groups have them discuss and present how their injuries impact various individuals and groups.
- Introduce first aid procedures and skills.
- Provide students with scenario cards in groups. Groups take turns performing the card's scenario. Class discussion alternate outcomes.

#### Resources

Glencoe Teen Health Course 2  
Teacher textbooks  
Audio/visual equipment

# **Irvington Public Schools**

**Course: Health Grade 7**

**Unit: Integrated Skills**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 2**

**Workbook: Glencoe Teen Health Course 2**

<p>Course: Health Grade 7  Unit: Integrated Skills  Time &amp; Pacing: 5 class periods  N.J.C.C.C.S.: 2.2.7. C.1, 2.2.8. C.2, 2.2.7. D.1, 2.2.8. D.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</li> <li>Rules, regulation, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>Why might different cultures respond differently to individuals with disabilities?</li> <li>How can you inspire others to address health issue?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>To what extent do outside influences shape values?</li> <li>Vocabulary words, values, ethical, disability, culture, rules regulations,</li> <li>How to develop a classroom code of conduct.</li> <li>How to research ways to be involved with Special Olympics</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Analyze strategies to enhance character development in individual, group, and team activities.</li> <li>Analyze to what extent various cultures have responded effectively to individuals with disabilities.</li> <li>Plan and implement volunteer activities to benefit a local, state, national or world health initiative.</li> <li>Defend a position on a health or social issue to activate community awareness and responsiveness.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Quiz/Test (Facts)
- Oral Responses (Class Discussion)
- Projects
- Graphs – Safety/Nutrition
- Diagrams – Body Systems
- Group Work/Presentations
- Journal Writing/Log
- Portfolios
- Cooperative learning groups
- Class discussions/class participation
- Small group collaboration
- Research
- Project presentation
- Peer critique/reviews
- Do Now activities
- Students respect the values and opinions of others in his/her class.
- Students demonstrate a positive attitude in learning how to become responsible adults.

Suggested Performance Task(s):

Plan activity to help others that have effected by a natural catastrophe.

Brainstorm ways to improve school climate.

Implement a school improvement plan.

### Resources

Teacher web – based search engines

Teacher textbooks

Glencoe Teen Health Course 2

Audio/visual equipment

# **Irvington Public Schools**

**Course: Health Grade 7**

**Unit: Drugs and Medicine**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 2**

**Workbook: Glencoe Teen Health Course 2**

<p>Course: Health Grade 7  Unit: Drugs and Medicines  Time &amp; Pacing: 16 class periods  N.J.C.C.C.S: 2.3.8.A.1, 2.3.8. B. 1, 2.3.6. B. 2, 2.3.8. B. 3, 2.3.8. B. 4, 2.3.8. B 5, 2.3.8. B.6, 2.3.8. B.7, 2.3.8. B.8</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Choices about alcohol, tobacco, and drugs affect a healthy lifestyle.</li> <li>• There are common indicators, stages, and in fluency factors of chemical dependency.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Can legal drugs be harmful?</li> <li>• What drugs are being currently used and abused?</li> <li>• Why are some individuals more prone to addiction?</li> <li>• Can someone not taking drugs be affected by the substance abuse of another?</li> <li>• How would life change for a person who uses drugs?</li> <li>• How can a person ensure a life without substance abuse?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Long and short term effects of certain drugs.</li> <li>• Factors that may influence drug use.</li> <li>• Vocabulary words related to subject.</li> <li>• Explain why the therapeutic effects and potential risks of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements vary in different individuals.</li> <li>• Agencies that can assist with drug related issues.</li> <li>• Strategies to cope with drug related issues.</li> <li>• Steps to making positive decision.</li> <li>• Provide drug free activities to participate in.</li> <li>• Legal drugs can be harmful and in what ways.</li> <li>• Drugs can be classified by type (i.e. hallucinogens) and by their effects.</li> <li>• Signs, symptoms, and stages of substance abuses.</li> <li>• The stages that lead to addition/dependency.</li> <li>• Compare information found on over-the-counter and prescription medicines.</li> <li>• Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</li> <li>• Summarize the signs and symptoms of inhalant abuse.</li> <li>• Analyze the relationship between injected drug use and</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Explain why tobacco smoke is harmful to non-smokers.</li> <li>• Compare smoking laws in New Jersey with other states and countries.</li> <li>• Describe how anti smoking efforts are helping teens stay tobaccos free. Identify why teens use tobacco.</li> <li>• Analyze the effects of all types of tobacco use on the aging process</li> <li>• Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</li> <li>• Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</li> <li>• Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</li> </ul>

<p>diseases such as HIV/AIDS and hepatitis.</p> <ul style="list-style-type: none"> <li>• Explain how wellness is affected during the stages of drug dependency/addiction.</li> <li>• 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.</li> <li>• Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</li> <li>• Predict the legal and financial consequences of the use, sale and possession of illegal substances.</li> <li>• Compare and contrast smoking laws in N.J. with other states and countries.</li> <li>• Relate the use of alcohol and other drugs to decision-making and risks for sexual assault, pregnancy, and STI's.</li> <li>• Explain the impact of inhalant use and abuse on social, mental, and physical wellness.</li> <li>• Analyze health risks associated with injected drug use.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast theories about dependency/addiction (such) as genetic predisposition, gender-related predisposition, and multiple risk(s) and provide recommendations that support a drug free life.</li> <li>• Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</li> <li>• Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's</li> <li>• Explain the impact of inhalants use and abuse on social, emotional, mental, and physical wellness.</li> <li>• Analyze health risks associated with injected drug use.</li> </ul>
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Assessment and Evidence

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Oral response
- Teacher observation
- Quiz/checklist on key terms/ideas
- Portfolios
- Cooperative learning groups
- Class discussions/class participation
- Small group collaboration
- Research
- Project presentation
- Peer critique/reviews
- Do Now activities

- Students respect the values and opinions of others in his/her class.
- Students demonstrate a positive attitude in learning how to become responsible adults.

Suggested Performance:

- Read all pertinent chapters related to drugs, alcohol and tobacco in the textbook (Teen Health).
- Introduce the unit using the essential questions.
- Present key vocabulary and information concerning the identification/classification/examples of illegal drugs/controlled substances.
- Conduct a practice session where students demonstrate how their understanding of identification/ classification/ examples of illegal/ controlled substances, recognizing the symptoms of drug abuse, resources and strategies relates to promoting a healthy lifestyle.
- Create a body systems chart.
- Examine advertisements and its influence on the consumer. Practice S.T.O.P. method of refusal.
- Live Without Substance Abuse Pamphlet – Divide students into groups. Have each group create a pamphlet that will be used to persuade others to lead a substance abuse-free life. The pamphlet will address the following: identification/classification/examples of illegal drugs/controlled substances, symptoms of an abuse problem, results of an abuse problem, and abuse help resources/strategies.
- Have students develop their ‘Live Without Substance Abuse’ pamphlets
- Have students present their ‘Live Without Substance Abuse’ pamphlets
- At the conclusion of the presentation, conduct a class discussion where students explain how an understanding of the topics covered in the presentation can help them to live a healthy, active lifestyle.

Resources

Glencoe Teen Health Course 2  
DVD, Internet, Teacher resources,  
Web based search engine.

# **Irvington Public Schools**

**Course: Health Grade 7**

**Unit: Human Relationships & Sexuality**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 2**

**Workbook: Glencoe Teen Health Course 2**

<p>Course: Health Grade 7  Unit: Human Relationships and Sexuality  Time &amp; Pacing: 14 class periods  N.J.C.C.C.S.: 2.4.8.A.1, 2.4.8.A.2, 2.4.8.A.3, 2.4.8.B.1, 2.4.8.B.2, 2.4.8.C.3</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• External pressures and opportunities that present themselves may influence a person to become sexually active.</li> <li>• Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>• There are many additional challenges that confront those who are not heterosexual.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do we know when a relationship is not worth saving?</li> <li>• How do you know when the time is right for you to become sexually active?</li> <li>• Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?</li> <li>• What determines a person's sexual orientation?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to 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.</li> <li>• How to analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> <li>• How to analyze the influence of hormones, nutrition, the environment and heredity on the physical, social and emotional changes that occur during puberty.</li> <li>• Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</li> <li>• Vocabulary words</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify guidelines for dating.</li> <li>• Explain the impact that change has on one's family, ie. Divorce, marriage, death.</li> <li>• Articulate the importance of family and how it shapes your character.</li> <li>• List services available to couples that are in crisis.</li> <li>• Signs and symptoms of pregnancy, stages of pregnancy.</li> <li>• Contraceptive methods</li> <li>• Identify the physical, mental, emotional and social changes that occur during adolescence.</li> <li>• Describe healthy ways of expressing your emotions.</li> <li>• Develop ways to manage strong emotions.</li> <li>• Describe the function of the male reproductive system.</li> <li>• Identify the organs and structures of the male reproductive system.</li> <li>• Identify common problems of the male reproductive system.</li> <li>• Identify ways of detecting testicular cancer.</li> <li>• Describe the functions of the female reproductive system.</li> <li>• Identify the organs and structures of the female reproductive system.</li> <li>• Explain how to care for the female reproductive system.</li> <li>• Apply the skill and advocacy to promote breast self-examination.</li> </ul>

## Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Quiz/Test (Facts)
- Oral Responses (Class Discussion)
- Projects
- Graphs – Safety/Nutrition
- Diagrams – Body Systems
- Group Work/Presentations
- Journal Writing/Log
- Portfolios
- Cooperative learning groups
- Class discussions/class participation
- Small group collaboration
- Research
- Project presentation
- Peer critique/reviews
- Do Now activities
- Students respect the values and opinions of others in his/her class.
- Students demonstrate a positive attitude in learning how to become responsible adults.

Suggested Performance Task(s):

- Poster Board Presentation-Students will create a poster board about an STI-the poster board should include: signs and symptoms of the disease, treatments available, cures (if available), pictures of the STD, and how to prevent the disease.
- Students will create a concept map while reading chapter 12:5.

### Personal Health

- Read all pertinent chapters related health, reproduction, and sexuality in the textbook (Teen Health).
- Introduce the unit using the essential questions.
- Present key vocabulary and information concerning the health, pregnancy, reproduction, and sexuality.
- Review the body systems and talk about how they depend on each other.
- Students will complete a chart for all 6 body parts.
- Discuss what makes you unique. Create a personal uniqueness profile showing how heredity, physiological changes, environmental influence, and varying social experiences contribute to your personal uniqueness.
- Identify and label all male reproductive organs.
- Identify and label all female reproductive organs.
- Identify the signs and symptoms of pregnancy.
- Creative a contraceptive chart.
- Create a poster on STI's.
- Read chapter 11:5, class discussion about health care & health insurance in the US and around the world
- Students will evaluate print ads by using the questions in figure 11:7 on pg. 343 to see if they should purchase the product or not.

### Growth and Development

- Review body systems and talk about how they depend on the each other.
- Create chart with five columns: In column 1 list the life stages, in column 2 list physical changes for each life stage, in column three list social changes for each life stage, in column four list emotional changes for each life change, in column five list intellectual changes for that occur during each life stage.
- Discuss what make you unique. Create a personal uniqueness profile showing how heredity, physiological changes, environmental influences, and varying social experiences contribute to your personal uniqueness.

### Resources

Teacher web – based search engines  
Audio/visual equipment  
Glencoe Teen Health Course 2

# Irvington Public Schools



Health Curriculum

Grade 8

# **Irvington Public Schools**

**Course: Health Grade 8**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 3**

**Workbook: Glencoe Teen Health Course 3**

<p>Course: Health Grade 8  Unit: Family: Personal Growth and Development  Time &amp; Pacing: Four class periods  N.J.C.C.C.S.: 2.1.6.A.1, 2.1.6.A.2, 2.1.6.A.3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What causes optimal growth and development?</li> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Identify the three parts of the health triangle.</li> <li>• Describe the relationship between health and wellness.</li> <li>• Explain how to balance your physical, mental/emotional, and social health.</li> <li>• Identify factors that influence your health and be able to explain the role your behavior and choices play on your health.</li> <li>• Describe how your attitude affects your health.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain how health data can be used to assess and improve each dimension of personal wellness.</li> <li>• Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage</li> <li>• Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</li> </ul>

## Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

### Summative Assessment

The students will be graded as follows:

40% = Classwork and Homework

35% = Written Tests

25% = Class Projects (STD brochure, Nutrition Meal Plan, Anti-Tobacco/Alcohol and Drug Slogan and Role Play/Skits)

### Formative Assessments

- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Project material and presentations
- Peer critique/reviews
- Do Now Activities
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Student respects the values and opinions of other students in his/her class.
- Student demonstrates a positive attitude in learning how to become respectful
- Responsible young adults.

### Resources

Equipment needed: Textbooks, Workbooks, computers with internet access

Teacher Resources: Textbook -Glencoe Teen Health Course 3  
Workbook: Glencoe Teen Health Course 3  
Glencoe Fast Files

<p>Course: Health Grade 8  Unit: Consumer Education, Decision Making &amp; Safety  Time &amp; Pacing: 8 class periods  N.J.C.C.C.S: 2.1.8.A.3, 2.1.8.A.4, 2.1.8.B.3, 2.1.8.B.4, 2.2.8.B.1, 2.2.8.B.2, 2.1.8.D.3, 2.1.8.D.4</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Explain how to resolve problems with purchases.</li> <li>• Explain how marketing strategies can change a person's opinion on a hygienic product.</li> <li>• Analyze how they can avoid consuming large amounts of calories and still meet their body's needs.</li> <li>• Identify do's/don'ts of pedestrian safety.</li> <li>• Identify steps to take in an emergency situation.</li> <li>• Explain universal precautions.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Relate advances in technology to maintaining and improving personal health.</li> <li>• Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</li> <li>• Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</li> <li>• Analyze the nutritional values of new products and supplements.</li> <li>• Predict social situations that may require the use of decision-making skills.</li> <li>• Justify when individual or collaborative decision-making is appropriate.</li> <li>• Analyze the causes and the consequences of noncompliance with the traffic safety system.</li> <li>• 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.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Multimedia presentations (content, delivery, appropriate use of media)
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Reflective Essays
- “Do Now” Activities
- Student respects the values and opinions of other students in his or her class.
- Student demonstrates a positive attitude in learning how to become respectful responsible young adults.

### Resources

Electronic Grade book for health

Graphic Organizers

Glencoe Teen Health Course 3

Glencoe Teen Health Course 3 Workbooks/Worksheets

# **Irvington Public Schools**

**Course: Health Grade 8**

**Unit: Integrated Skills**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 3**

**Workbook: Glencoe Teen Health Course 3**

<p>Course: Health Grade 8  Unit: Consumer Education, Decision Making &amp; Safety  Time &amp; Pacing: 8 class periods  N.J.C.C.S.: 2.1.8.A.3, 2.1.8.A.4, 2.1.8.B.3, 2.1.8.B.4, 2.2.8.B.1, 2.2.8.B.2, 2.1.8.D.3, 2.1.8.D.4</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Explain how to resolve problems with purchases.</li> <li>• Explain how marketing strategies can change a person's opinion on a hygienic product.</li> <li>• Analyze how they can avoid consuming large amounts of calories and still meet their body's needs.</li> <li>• Identify do's/don'ts of pedestrian safety.</li> <li>• Identify steps to take in an emergency situation.</li> <li>• Explain universal precautions.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Relate advances in technology to maintaining and improving personal health.</li> <li>• Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</li> <li>• Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</li> <li>• Analyze the nutritional values of new products and supplements.</li> <li>• Predict social situations that may require the use of decision-making skills.</li> <li>• Justify when individual or collaborative decision-making is appropriate.</li> <li>• Analyze the causes and the consequences of noncompliance with the traffic safety system.</li> <li>• 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.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Multimedia presentations (content, delivery, appropriate use of media)
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Reflective Essays
- “Do Now” Activities
- Student respects the values and opinions of other students in his or her class.
- Student demonstrates a positive attitude in learning how to become respectful responsible young adults.

### Resources

Electronic Grade book for health

Graphic Organizers

Glencoe Teen Health Course 3

Glencoe Teen Health Course 3 Workbooks/Worksheets

# **Irvington Public Schools**

**Course: Health Grade 8**

**Unit: Drugs and Medicine**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 3**

**Workbook: Glencoe Teen Health Course 3**

<p>Course: Health Grade 8  Unit: Drugs, Alcohol &amp; Tobacco  Time &amp; Pacing: 13 class periods  N.J.C.C.C.S.: 2.3.8.A.2, 2.3.8.B.5, 2.3.8.B.1, 2.3.8.B.7, 2.3.8.B.8, 2.3.8.C.1, 2.3.8.B.6, 2.3.8.B.3, 2.3.8.C.2, 2.3.8.B.4</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How will I know if I have made the right health decisions?</li> <li>• How can I balance the freedom of independence with responsibility for my own health?</li> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Identify the risks of drug abuse.</li> <li>• Describe the physical and psychological addictions that drugs cause.</li> <li>• Explain commonly abused drugs' effects.</li> <li>• List and define the terms used to describe people who drink alcohol.</li> <li>• Describe the long-term effects of excessive drinking.</li> <li>• Explain the various types of damage that smoking can do to a person's body.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</li> <li>• Analyze the effects of all types of tobacco use on the aging process.</li> <li>• Compare and contrast smoking laws in New Jersey with other states and countries.</li> <li>• 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.</li> <li>• Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.</li> <li>• Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</li> <li>• Analyze health risks associated with injected drug use.</li> <li>• 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.</li> <li>• Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</li> <li>• Relate certain behaviors to placing one at greater risks</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Multimedia presentations (content, delivery, appropriate use of media)
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Reflective Essays
- “Do Now” Activities
- Student respects the values and opinions of other students in his or her class.
- Student demonstrates a positive attitude in learning how to become respectful responsible young adults.

### Resources

Electronic Grade book for health

Graphic Organizers

Glencoe Teen Health Course 3

Glencoe Teen Health Course 3 Workbooks/Worksheets

# **Irvington Public Schools**

**Course: Health Grade 8**

**Unit: Human Relationships and Sexuality**

**Year: 2010-2011**

**Textbook: Glencoe Teen Health Course 3**

**Workbook: Glencoe Teen Health Course 3**

<p>Course: Health Grade 8  Unit: Family Life Education, Marriage and Family Life/STDs and Disease  Time &amp; Pacing; 12 class periods  N.J.C.C.C.S.: 2.1.8.C.2, 2.2.8.C.2, 2.2.8.C.3, 2.4.8.A.4, 2.4.8.A.5, 2.4.8.B.4, 2.4.8.B.5, 2.4.8.B.6, 2.4.8.C.4, 2.4.8.C.</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Young adults are faced with many life-altering decisions that can impact their health, happiness, and future success.</li> <li>• Life transitions are challenging because they force individuals to let go of the familiar and face the future with a feeling of vulnerability.</li> <li>• Life transitions can be positive or negative, and planned or unexpected, but they always force individuals to adopt new ways of living.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Why is it so hard to transition from adolescent to young adult?</li> <li>• How can I learn from my mistakes and the mistakes of others?</li> <li>• How can I take control of my future?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Explain why intimacy is so important in a love relationship.</li> <li>• Describe how to cope with sexual pressures.</li> <li>• Explain how to work through conflict.</li> <li>• List healthy ways to deal with losses in the family.</li> <li>• Identify the consequences of teen parenthood.</li> <li>• Explain how to get help if a person suspects he/she has contracted any STD</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> <li>• Analyze to what extent various cultures have responded effectively to individuals with disabilities.</li> <li>• Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</li> <li>• Differentiate between affection, love, commitment, and sexual attraction.</li> <li>• Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</li> <li>• Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</li> <li>• Predict short- and long-term impacts of teen pregnancy.</li> <li>• Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Contributions to brainstorming lists
- Class discussions
- Small group collaboration
- Research
- Answers to research questions
- Multimedia presentations (content, delivery, appropriate use of media)
- Student graded on class participation.
- Student graded on written tests.
- Student graded on class projects.
- Question-and-answer sessions
- Simulations/skill application and demonstration
- Peer reviews
- Reflective Essays
- “Do Now” Activities
- Student respects the values and opinions of other students in his or her class.
- Student demonstrates a positive attitude in learning how to become respectful responsible young adults.

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## Physical Education and Health Education Resource List

## Health and Physical Education Internet Resource Sites

Action for Health Kids: [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Adolescent Health On-Line - posted by the American Medical Association:

<http://www.ama-assn.org/ama/pub/physician-resources/public-health/promoting-healthy-lifestyles/adolescent-health.shtml>

Adolescent - Social Skills for Middle School Students: <http://www.cccoe.net/social/skillslist.htm>

Alliance for a Healthier Generation: [www.healthergeneration.org](http://www.healthergeneration.org)

American Alliance for Health, Physical Education, Recreation, and Dance: [www.aahperd.org](http://www.aahperd.org)

American Heart Association: [www.americanheart.org](http://www.americanheart.org)

Answer-Network for Family Life Education Teen Magazine/Web: [www.sexetc.org](http://www.sexetc.org)

A Puff Doesn't Make You Cool - [grades 9-12] project-based lesson:

<http://web.archive.org/web/20070211031735/http://www.thesolutionsite.com/lpnew/lesson/5105/lesson2.htm>

Association for Supervision and Curriculum Development: [www.wholechildeducation.org](http://www.wholechildeducation.org)

Awesome Library Physical Fitness: [http://www.awesomelibrary.org/Classroom/Health\\_PE/Physical\\_Education/Physical\\_Education.html](http://www.awesomelibrary.org/Classroom/Health_PE/Physical_Education/Physical_Education.html)

BAM - Body and Mind: <http://www.bam.gov/index.html>

Basketball Coach's Clipboard: <http://www.coachesclipboard.net/>

Blue zones web based intervention program: <http://www.bluezones.com>

Brain Compatible Active Learning: [www.actionbasedlearning.com](http://www.actionbasedlearning.com)

Center for Disease Control (CDC): [www.cdc.gov](http://www.cdc.gov)

Coaching Guide: <http://www.brianmac.co.uk/index.htm>

Coordinated approach to child health: (CATCH): [www.flaghouse.com](http://www.flaghouse.com)

Comprehensive health education foundation (CHEF): [www.chef.org](http://www.chef.org)

Discovery Education Health Lessons: [www.discoveryhealthconnection.com](http://www.discoveryhealthconnection.com)

Drugs Use in Sports: [http://sports.findlaw.com/sports\\_law/drugs/testing/](http://sports.findlaw.com/sports_law/drugs/testing/)

Energizers-classroom physical education activities: <http://www.ncpe4me.com/energizers.html>

Exercise Training Program: <http://www.netfit.co.uk/wkmen.htm>

Fit4Fun Kids: <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/NewsFlash4.stm>

Fitness Tests: <http://www.topendsports.com/testing/tests/>

Georgia State University Exercise and Fitness page: <http://www2.gsu.edu/~wwwfit/index.html>

Human Anatomy Online: <http://www.innerbody.com/htm/body.html>

Health Lesson Plans for Block Scheduling: <http://www.glencoe.com/sec/health/teachres/lessonplans.shtml>

Health Teacher Lessons: [www.healthteacher.com](http://www.healthteacher.com)

Human Kinetics: [www.humankinetics.com](http://www.humankinetics.com)

Human Heart: <http://www.fi.edu/learn/heart/index.html>

Health and academic achievement coordinated school health model: [www.thesociety.org](http://www.thesociety.org)

Internet for Classrooms (comprehensive list of PE and physical education resources):  
[http://www.internet4classrooms.com/links\\_grades\\_kindergarten\\_12/physical\\_education\\_pe\\_health.htm](http://www.internet4classrooms.com/links_grades_kindergarten_12/physical_education_pe_health.htm)

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

Mind over Matter the effects of drugs on the body: <http://teens.drugabuse.gov/mom/index.php>

NCAA Drug Testing:

[http://web.archive.org/web/20071116032313/http://www2.ncaa.org/portal/legislation\\_and\\_governance/eligibility\\_and\\_recruiting/drug\\_testing.html](http://web.archive.org/web/20071116032313/http://www2.ncaa.org/portal/legislation_and_governance/eligibility_and_recruiting/drug_testing.html)

New Jersey Association for Health, P.E., Recreation, and Dance: [www.njahperd.org](http://www.njahperd.org)

Nickelodeon: Let's just play campaign: [www.nick.com/all\\_nick/everything\\_nick/ljp\\_home07.jhtml](http://www.nick.com/all_nick/everything_nick/ljp_home07.jhtml)

New Jersey Model Nutrition Policy: [www.nj.gov/agriculture/divisions/fn/childadult/school\\_model.html](http://www.nj.gov/agriculture/divisions/fn/childadult/school_model.html)

New Jersey Obesity Prevention Action Plan: [www.state.nj.us/health/fhs/documents/obesity\\_prevention.pdf](http://www.state.nj.us/health/fhs/documents/obesity_prevention.pdf)

PE Central: [www.pecentral.org](http://www.pecentral.org)

National Heart Lung and Blood Institute: <http://www.nhlbi.nih.gov/>

Science of Movement: [www.exploratorium.edu/sports/](http://www.exploratorium.edu/sports/)

Smart Mouth all about foods: <http://www.cspinet.org/smartmouth/index1.html>

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## Reference List

## References

New Jersey Department of Education (2010). New Jersey Core Curriculum Content Standards. Retrieved June 29, 2010 from <http://www.lib.wsc.ma.edu/webapa.htm>

Mount Laurel Board of Education. Health & Physical Education Curriculum. Retrieved June 30, 2010, from <http://www.mtlaurelschools.org/curriculum/index.php>

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## Appendix