



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA(S): Comprehensive Health**

**COURSE/GRADE LEVEL(S): 7<sup>th</sup> and 8<sup>th</sup> Grade**

## **I. Course Overview**

Health Education has been designed to cover health concepts deemed important and necessary as stipulated by the New Jersey Core Curriculum Content Standards. As a result, this curriculum is designed to promote each student's optimum physical, mental, emotional and social development. Because the curriculum is student-centered and interactive, health information is combined with skill development and practice in order to have an impact on lifelong behavior. The following are the course objectives and alignment with the NJCCCS:

**Standard 2.1 Wellness:** All students will acquire health promotion concepts and skills to support 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.

**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.

**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.

## **II. Units of Study**

### **2.1. A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

### **2.1. B. Nutrition**

Eating patterns are influenced by a variety of factors.

### **2.1. C. Diseases and Health Conditions**

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

### **2.1. D. Safety**

Evaluating the potential for injury prior to engaging in unhealthy/risky



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



behaviors impacts choices.

Applying first-aid procedures can minimize injury and save lives.

## **2.1. E. Social and Emotional Health**

Social and emotional development impacts all components of wellness.

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

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

## **2.2. A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

## **2.2. B. Decision Making and Goal Setting**

Every health related decision has short- and long-term consequences and affects the ability to reach health goals.

## **2.2. C. Character Development**

Working together towards common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

Rules, regulations and policies regarding behavior provide a common framework that supports a safe, welcoming environment.

## **2.2. D. Advocacy and Service**

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

## **2.2. E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources.



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

### **2.3. A. Medicines**

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

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

There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.

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

Substance abuse is caused by a variety of factors.

The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

### **2.4. A. Relationships**

The values acquired from family, culture, personal experiences, and friends impact all types of relationships.

### **2.4. B. Sexuality**

Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.

Responsible actions regarding sexual behaviors impact the health of oneself and others.

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

Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others,

## **III. Essential Questions** (The open-ended, provocative questions that help frame inquiry)

Why is it important to maintain a healthy lifestyle?

How can I improve my physical, emotional, mental and social wellbeing?

What unhealthy conditions can I prevent by improving my lifestyle and wellbeing?

How can I effectively communicate with others?



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



Why is it important to be assertive, and have the ability to negotiate in conflict situations?  
What steps do I need to take to reach my short and long-term goals?  
How do my personal core ethical values impact my behavior and the behaviors of others?  
What are the short term and long term consequences of my health-related decisions?  
How do I practice netiquette as it relates to safe social networking, cyber and cell usage.  
What are the short and long-term consequences of drugs of abuse?  
What factors in my life help me to avoid drugs of abuse?  
How can I prevent myself from experimenting with tobacco, alcohol and other substances of abuse?  
Why is it important not to experiment with, use or abuse any type of medicine or drug?  
How does your family, family structure, culture, personal experiences and friends influence your lives?  
What factors in your life influence your sexual development and behaviors?  
Why is it important to have a healthy, respectful attitude towards our own sexuality and that of others?  
How can we protect ourselves from unhealthy conditions, such as HIV/AIDS, and other STI's, unintended pregnancy or any emotional distress or social issues that may occur following early sexual activity?

### **IV. Learning Objectives**

2.1. A. 1. Assess and apply health data to enhance each dimension of personal wellness.  
2.1. A. 2. Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.  
2.1. A. 3. Relate advances in technology to maintaining and improving personal health.  
2.1. A. 4. Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

2.1. B. 1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.  
2.1. B. 2. Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.  
2.1. B. 3. Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.  
2.1. B. 4. Analyze the nutritional values of new products and supplements.

2.1. C. 1. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.  
2.1. C. 2. Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.  
2.1. 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.



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



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

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

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

2.1. D. 4. Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

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

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

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

2.1. E. 4. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.  
Personal assets, resiliency, and protective factors

2.2. A. 1. Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2. A. 2. Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

2.2. B. 1. Predict social situations that may require the use of decision-making skills.

2.2. B. 2. Justify when individual or collaborative decision-making is appropriate.

2.2. B. 3. Analyze factors that support or hinder the achievement of personal health goals during different life stages.

2.2. C. 1. Analyze strategies to enhance character development in individual, group, and team activities.

2.2. C. 2. Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.2. C. 3. Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

2.2. D. 1. Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2.2. D. 2. Defend a position on a health or social issue to activate community awareness and responsiveness.

2.2. E. 1. Evaluate various health products, services, and resources from different sources, including the Internet.

2.2. E. 2. Compare and contrast situations that require support from trusted adults or health professionals.



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



2.3. A. 1. Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.

2.3. A. 2. Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

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

2.3. B. 2. Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

2.3. B. 3. Analyze the effects of all types of tobacco use on the aging process.

2.3. B. 4. Compare and contrast smoking laws in New Jersey with other states and countries.

2.3. B. 5. Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

2.3. B. 6. Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

2.3. B. 7. Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

2.3. B. 8. Analyze health risks associated with injected drug use.

2.3. C. 1. Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

2.3. C. 2. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

2.4. A. 1. Predict how changes within a family can impact family members.

2.4. A. 2. Explain how the family unit impacts character development.

2.4. A. 3. Explain when the services of professionals are needed to intervene in relationships.

2.4. A. 4. Differentiate between affection, love, commitment, and sexual attraction.

2.4. A. 5. Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

2.4. A. 6. Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

2.4. B. 1. Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

2.4. B. 2. Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

2.4. B. 3. Compare and contrast methods of contraception used by adolescents and factors that may influence their use.



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



2.4. B. 4. Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

2.4. B. 5. Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.4. B. 6. Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

2.4. C. 1. Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.

2.4. C. 2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.

2.4. C. 3. Determine effective strategies and resources to assist with parenting.

2.4. C. 4. Predict short- and long-term impacts of teen pregnancy.

2.4. C. 5. Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

### **V. Instructional Materials**

- Health Promotion Wave
- Scholastic Choices with Current Health magazine
- Netbooks
- Internet
- Interactive websites
- Library resource materials, Health resource page, textbooks, encyclopedias
- Worksheets, Pre/Post Assessments
- Handouts, Fact Sheets
- Local Content Server, Health-related videos

### **VI. Key Performance and Benchmark Tasks**

- Recognize their individual impact on their physical, social and emotional health and how this influences their lifestyle and wellbeing.
- Practice positive strategies to live a healthy lifestyle, for example, improving nutritional intake, reducing risk of injury, avoiding drugs and alcohol, increasing physical activity, developing healthy relationships and coping effectively with internal and external stressors.
- Evaluate and improve personal and family goals.
- Formulate a plan to make appropriate health-related decisions.
- Access reliable health resources to gain knowledge about health and wellness.
- Compare and contrast the influence of the media, technology, and culture with their own personal experiences and beliefs in making health-related decisions as a consumer of health products and services and in their daily lives.



## SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



- Examine and improve their own personal risk factors and celebrate their protective factors as they relate to making healthy, carefully planned decisions and setting realistic goals.
- Practice effective communication, problem solving, negotiation, and conflict resolution skills.
- Identify individual, family and cultural differences and discuss similarities and distinctions.