

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**



**BOE Adoption: 02/12/2015**

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

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Healthy Relationships & Character Education*	
Bullying & Violence Prevention & Conflict Resolution*	
Suicide Prevention*	

\* Units noted with an asterisk (\*) are facilitated by school counselors.

D.A.R.E. (Drug Abuse Resistance Education) is a collaborative effort by DARE certified law enforcement officers, educators, students, parents, and community to offer an educational program in the classroom to prevent or reduce drug abuse, violence, and gang involvement among children and youth in our elementary schools. The emphasis of the lessons is to assist DARE officers in educating children to help them keep safe, drug-free, and violence-free and to teach them to recognize, avoid, and report situations which may endanger their personal health and safety.

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Diseases & Illnesses	
Substance Abuse	
Family Life: Relationships	
Family Life: Our Bodies	
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Note: All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes.

### **INTERDISCIPLINARY THEMES**

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

## **MISSION STATEMENT**

The Rochelle Park School District's envisions an educational community which inspires and empowers all students to become self-sufficient and thrive in a complex, global society.

## **DEPARTMENT VISION**

It is the firm belief of the Rochelle Park Township School District physical education, health, and guidance departments that wellness is a process, not a destination. Physical activity can provide opportunities for problem solving and goal-setting, it builds self-esteem and awareness that informed health decisions support healthy lifestyles. Furthermore, participation in activities relating to physical and mental health provides support for our students to become active citizens in our community who advocate for their needs and the needs of others.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

## **AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

The Rochelle Park Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

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**Grade:** Kindergarten    **Unit:** Germs, Communicable Disease and Disease Control    **Time Frame:** 2 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Daily good healthy and hygiene habits can keep you and those around you in good health.</li> </ul>	<ul style="list-style-type: none"> <li>How can I keep myself healthy?</li> <li>Why do I have to be so clean?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Developing self-help skills and personal hygiene skills promotes healthy habits.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the proper way to wash hands.</li> <li>Discuss how medicines assist the body when fighting a disease.</li> <li>Use internet sites to build on their knowledge of hand washing.</li> <li>Show the proper way to use tissues, cover sneezes, dress for the weather, and brush teeth.</li> </ul>	<p>2.1.P.A.1 2.1.P.C.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Antibacterial Antibodies Antibiotics Germs Vaccinations Soap Disease Scrubbing	C.O.W. <a href="http://www.scrubclub.org">www.scrubclub.org</a>	Demonstrations of proper hygiene and hand washing rules  Observation Discussion

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**Grade:** Kindergarten

**Unit:** Health & Wellness

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Brushing everyday will keep your teeth and gums healthy.</li> <li>• The dentist is a community helper that helps teach us how to keep our teeth and gums healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Do I really need to go to the dentist?</li> <li>• How do decisions I make affect my health?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Developing self-help skills and personal hygiene skills promotes healthy habits.</li> <li>• Taking good care of your body will help to keep you well.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define and discuss wellness and explain how making healthy choices and having health relationship contribute to wellness.</li> <li>• Demonstrate proper hand washing techniques.</li> <li>• Describe and demonstrate how self-care practices support health and wellness.</li> <li>• Show how to use individual skills to show independence in using utensils, pouring and serving.</li> <li>• Demonstrate proper dental care to include brushing and flossing.</li> <li>• Understand the importance of dental visits.</li> </ul>	<p>2.1.P.A.1 2.1.P.A.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Brushing Dentist Flossing Food Habits Healthy Hygiene Teeth</p>	<p>Soap, water, antibacterial soap Tooth brushes, floss, toothpaste Pitchers and cups Utensils for setting a table lemonade</p>	<p>Observation Discussion Individual demonstrations</p>

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**Grade:** Kindergarten

**Unit:** Nutrition & the Food Pyramid

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Cakes and candies and other desserts are fine to eat in moderation.</li> <li>• It is important to balance your foods to reflect grains, dairy, meat, fruit, vegetables, and fats.</li> </ul>	<ul style="list-style-type: none"> <li>• Why can't we eat dessert for breakfast, lunch, and dinner?</li> <li>• What's a healthy food?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify, color, and discuss food groups that make up the new food pyramid.</li> <li>• Explain how the new food pyramid helps them make healthy food choices.</li> <li>• Compare a variety of food pictures to show where they fit in the new food pyramid.</li> </ul>	<p>2.1.P.B.1 2.1.P.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Dairy Energy Food pyramid Fruit Grain Vegetable Meat Nuts Healthy food</p>	<p>“My Pyramid” program: Worksheet 1 Food pictures Crayons Visit from a nutritionist</p>	<p>Worksheet Class Food Pyramid project Observation Discussion Balanced Plate of Food project</p>



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**Grade:** Kindergarten

**Unit:** Safety

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Making smart choices when faced with activities or environments that appear to be unsafe will keep us healthy.</li> </ul>	<ul style="list-style-type: none"> <li>What makes a place safe?</li> <li>What can I do to make sure that I am safe at home, school, the playground?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Developing an awareness of potential hazards in the environment impacts personal health and safety.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify hazards that can be found in their surrounding environment.</li> <li>Explain strategies to be aware of hazards in all parts of the environment that surrounds them.</li> <li>Explain how they can avoid injuries by making smart choices involving safety issues.</li> <li>Use the internet to research and build a foundational knowledge of safety.</li> <li>Demonstrate safety practices in a variety of situations.</li> </ul>	<p>2.1.P.D.1            2.1.P.D.2            2.1.P.D.3            2.1.P.D.4             1.3.P.D.1            1.3.P.D.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Electrical, electricity, emergency, pedestrian, safety, fire, 911, police, firefighters, helmets, safety belts, school bus safety, alarms, strangers, stop signs, lights, poisons, water safety, ice safety, buddies	Safe Kids Worldwide safety worksheets  Crayons C.O.W. <a href="http://www.mcgruff.org/Games/">www.mcgruff.org/Games/</a> Rochelle Park Fire Department Visit <b>N.J.S.A. 18A:6-2</b>	Safety Booklet Observations (website activities) Fire Prevention Posters

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** Kindergarten

**Unit:** Healthy Relationships\*

**Time Frame:** 2 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Building healthy relationships with family and friends will help keep us safe.</li> <li>• There are many people in our community that can help us keep safe, as well as keep others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• What’s my role in the family?</li> <li>• Am I a community helper?</li> <li>• What makes a good friend?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How to promote health enhancing behaviors.</li> <li>• Developing an awareness of potential dangers in the environment and how it impacts personal health and safety.</li> <li>• The family unit encompasses different forms and roles.</li> <li>• Characteristics of positive and healthy relationships.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify physical aspects of common feelings such as sad, mad, and happy.</li> <li>• Identify community helpers who assist in maintaining a safe environment.</li> <li>• Identify family members and the responsibilities they have in their family.</li> <li>• Identify strangers, acquaintances, and trusted adults and identify safe and appropriate behaviors/touches.</li> <li>• Identify similarities and differences in people.</li> <li>• Identify characteristics of a good friend.</li> </ul>	<p>2.1.P.D.3                  2.1.2.C.3                  2.1.2.D.2                    2.4.2.A.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Friend Same/Different School Nurse School Counselor Family Kind Helpful	School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a> <u>Feelings to Share</u> by Todd & Peggy Snow Emotions Flashcards  <u>I like myself</u> by Karen Beaumont <u>Gilbert Gilfish Races for the Rainbow</u>	Worksheets Role Play Social Stories Discussion

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**Grade:** Kindergarten

**Unit:** Conflict Resolution\*

**Time Frame:** 2 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Thinking before you act can help you make good decisions in difficult situations.</li> <li>Getting along with others help support positive social and emotional growth.</li> </ul>	<ul style="list-style-type: none"> <li>How can I have safe and healthy relationships with others?</li> <li>What does getting along with others have to do with my own health?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Many factors at home, school, and in the community impact social and emotional health.</li> <li>Identify and demonstrate problem solving skills.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify common feelings and recognize them in others.</li> <li>Identify common conflicts among peers.</li> <li>Express current needs and feelings appropriate to situation.</li> <li>Recognize safe and unsafe situations.</li> <li>Demonstrate age appropriate problem solving skills.</li> <li>Identify safe persons to reach out to when having a problem.</li> </ul>	<p>2.1.2.E.1</p> <p>2.2.2.A.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Conflict            Apologize            Sad, Angry, Mad            I want            Problem solving</p>	<p>School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a>  <u>Developing Character When it Counts</u> by Character Counts    <u>Developing Children’s Coping Skills</u> by Lois Landy    <u>No Put-Downs K-2</u> by National Center for Youth Services    <b>N.J.A.C. 18A:37-17</b></p>	<p>Observation            Discussion            Skits            Role Playing            Coloring pages</p>

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**Grade:** Kindergarten

**Unit:** Character Education\*

**Time Frame:** 2 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Character is defined by your actions and all that you do and say.</li> <li>• Friends are people who care about you, keep you safe, and help build your character.</li> </ul>	<ul style="list-style-type: none"> <li>• What is character?</li> <li>• What are manners?</li> <li>• What makes a good friend?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Character traits that are often evident in behaviors of others.</li> <li>• Characteristics of a good friend.</li> <li>• A person of character demonstrates good manners.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify different character traits as evidenced in the behaviors of others.</li> <li>• Recognize the importance of positive characteristics such as being helpful, kind, caring, responsible, fun, etc.</li> <li>• Recognize common character traits such as Responsibility, Fairness, Respect, Caring, Trustworthiness, and Citizenship.</li> <li>• Identify how to be a good friend.</li> <li>• Identify and utilize good manners</li> </ul>	<p>2.2.2.C.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Responsibility Caring Trustworthiness Kind Friend Respect Citizenship Fairness Please Thank you You are Welcome	School Counselor* <a href="http://www.charactercounts.org">www.charactercounts.org</a> Kids for Character music & lyrics <u>Developing Character When it Counts</u> by Character Counts Eric Carle book series Social Skills Stories	Coloring pages Worksheets Discussion Role playing Social Stories

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**Grade:** 1 & 2

**Unit:** Chronic Diseases

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Daily hygiene habits have an effect on personal health.</li> <li>• Not all illnesses are a result of poor health choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you “catch” a chronic disease?</li> <li>• What can I do to keep a healthy body?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Health-enhancing behaviors contribute to wellness.</li> <li>• Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify that different diseases have different symptoms which help us understand how they affect the health of individuals.</li> <li>• Describe self-care practices necessary to take better care of a chronically sick body.</li> <li>• Participate in a class discussion about various chronic diseases and how children learn to deal with them.</li> </ul>	<p>2.1.2.A.1 2.1.2.C.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Lyme Disease, Cancer, A.D.D., Cerebral Palsy, Down Syndrome, Dyslexia, allergy, Asthma, Autism, Tourette Syndrome, Cystic Fibrosis, Diabetes</p>	<p><u>Taking Chronic Diseases to School</u> Series C.O.W.  <b>N.J.S.A. 18A:35-5.1</b> <b>N.J.S.A. 18A:40-33</b></p>	<p>Gr. 1: Listen and discuss books about different chronic diseases.  Gr. 2: Read books in pairs and give short verbal report about a specific chronic disease.  Observation</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 1-2

**Unit:** Conflict Resolution

**Time Frame:** 1 Session

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>Thinking before you act can help you make good decisions in difficult situations.</li> <li>Getting along with others help support positive social and emotional growth.</li> </ul>	<ul style="list-style-type: none"> <li>How can I have safe and healthy relationships with others?</li> <li>What does getting along with others have to do with my own health?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Many factors at home, school, and in the community impact social and emotional health.</li> <li>Effective decision-making skills foster healthier lifestyle choices.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the social and emotional needs of all people.</li> <li>Use healthy practices in solving problems.</li> <li>Identify and articulate the basic steps of Conflict Resolution.</li> <li>Practice good decision making skills</li> <li>Explain why it is best to think before you act and give examples.</li> <li>Connect personal decision making to personal health and be aware of the effects.</li> <li>Recognize that families, peers, and culture influence decisions.</li> <li>Develop personal goals and track progress.</li> </ul>	<p>2.1.2.E.1 2.1.2.E.2 2.1.2.E.3</p> <p>2.2.2.B.1 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4</p>
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>Conflict, coping, emotions, resolution, social, stress, decisions, peer, culture, problem solving</p>	<p>Conflict Resolution activities – KidsHealth</p> <p><b>N.J.S.A. 18A:37-17</b></p>	<p>Various Activities and Worksheets Observations Discussion</p>

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**Grade:** 1 & 2

**Unit:** Family Life

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Respecting yourself is the first step in making good health decisions.</li> <li>• Optimal nutrition and wellness contribute to the general well being of individuals and families across the life span.</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me unique?</li> <li>• What are things that moms can do to help a new baby be healthy?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Gender-specific similarities and differences exist between males and females.</li> <li>• The health of the birth mother impacts the development of the fetus.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify physical differences/similarities between boys and girls.</li> <li>• Identify factors that lead to healthy newborns including: environment, mother’s nutrition, health habits, and overall well-being.</li> </ul>	<p>2.4.2.B.1 2.4.2.C.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Gender Pregnant Habit Well-being Nutrition</p>	<p>Age appropriate pictures of boys and girls involved in a variety of activities.</p> <p>Magazines</p> <p><b>N.J.S.A. 18A:35-4.19-20</b></p>	<p>Observation Discussion Questioning</p> <p>Grade 2: Group Collages (Boys, Girls, Pregnant Mothers)</p>

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**Grade:** 1 & 2

**Unit:** Germs, Communicable Diseases, & Disease Control

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Germs are all around us but we can do things to make sure that they do not cause us to get sick.</li> <li>• It is important that we take care of our bodies and go to the doctor when we are sick.</li> </ul>	<ul style="list-style-type: none"> <li>• Is a germ a cootie?</li> <li>• How does our body help keep us healthy?</li> <li>• How do we keep our bodies healthy?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name different types of germs.</li> <li>• Explain how to control the spread of germs.</li> <li>• Demonstrate their understanding the role white blood cells play in fighting diseases in the body.</li> <li>• Discuss how medicines assist the body when fighting a disease.</li> <li>• Display proper hygiene through the use of tissues, covering sneeze and cough, etc.</li> <li>• Use internet sites to research and building their knowledge of proper hand washing.</li> </ul>	<p>2.1.2.C.1            2.1.2.C.2            2.1.2.C.3              8.1.2.E.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Antibacterial Antibodies Antibiotics Germs Vaccination Hygiene Medicine	Gr. 1: “My Germ Handbook” Gr. 2: Video: <u><a href="#">Magic School Bus “Inside Ralphie”</a></u> Germs Worksheets – KidsHealth <u><a href="http://www.scrubclub.org">www.scrubclub.org</a></u> C.O.W.	Internet based activities Discussion Observation Gr. 1: My Germ Handbook Gr. 2: Germ Worksheets



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**Grade:** 1 & 2

**Unit:** Health & Wellness

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Health and wellness is a process, not a destination.</li> <li>Liking yourself can lead to healthy relationships and living.</li> </ul>	<ul style="list-style-type: none"> <li>What is wellness?</li> <li>How do the decisions I make affect my health?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>That sharing includes feeling as well as objects.</li> <li>Many things cause not good feelings and stress and that there are many ways of coping.</li> <li>Health-enhancing behaviors contribute to wellness.</li> <li>Many factors at home, school, and in the community impact social and emotional health.</li> <li>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>Effective decision-making skills foster healthier lifestyle choices.</li> <li>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.</li> <li>The family unit encompasses the diversity of family forms in contemporary society.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Discuss/define wellness and explain how making healthy choices and having healthy relationship contribute to wellness.</li> <li>Describe and demonstrate self-care practices support health and wellness.</li> <li>Identify different kinds of emotions and that all people have emotions.</li> <li>Describe situations in which people help others and that in helping we can get along better.</li> <li>Create a class presentation on health and wellness.</li> <li>Create an individual “I am Well and Wonderful” badge.</li> </ul>	<p>2.1.2.A.1 2.1.2.A.2 2.1.2.E.1 2.1.2.E.2 2.1.2.E.3</p> <p>2.2.2.A.1 2.2.2.B.1 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4</p> <p>2.3.2.A.1 2.3.2.A.2</p> <p>2.4.2.A.1 2.4.2.A.2 2.4.2.A.3</p> <p>1.3.2.D.1 1.3.2.D.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Body parts/systems, conflict, coping, dentist, doctor, emotions, fitness, hygiene, medicine, nutrition, prevention, self-care, social, stress</p>	<p>Large paper dolls Markers Tape Yarn “Well and Wonderful” badges KidsHealth: “Feeling Faces” and situation cards</p>	<p>Feeling Faces Role Play Presentations Gr. 1: “Well Willie and Healthy Henrietta” project Gr. 2: “I am Well and Wonderful” badge</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 1 & 2

**Unit:** Nutrition and the Food Pyramid

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Food provides our bodies energy.</li> <li>• Certain foods help our bodies function better.</li> </ul>	<ul style="list-style-type: none"> <li>• Why can't I eat what I want all the time?</li> <li>• What is nutritional information?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The new food pyramid helps them make healthy food choices.</li> <li>• Choosing a balanced variety of nutritious foods contributes to wellness.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify food groups that make up the new food pyramid.</li> <li>• Research the internet to find facts about the new food pyramid.</li> <li>• Find and read nutritional information on packaging.</li> <li>• Explain the importance of reading nutritional labels.</li> </ul>	<p>2.1.2.B.1                  2.1.2.B.2                  2.1.2.B.3                    8.1.2.E.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Dairy Energy Food pyramid Fruit Grain Vegetable Nutritional label	<p>“My Pyramid” program:                      Worksheets 1-7  <a href="http://dairycouncilofca.org/activities/pyra_main.htm">dairycouncilofca.org/activities/pyra_main.htm</a>    <a href="http://www.nutritionexplorations.org/kids/activities-main.asp">www.nutritionexplorations.org/kids/activities-main.asp</a>                        6 to 10 empty cereal boxes                      C.O.W.</p>	<p>Gr. 1: Worksheets on the Food Pyramid and healthy food choices.</p> <p>Gr. 2: Observation of website activities. Worksheets showing how to read nutritional labels.</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 1 & 2

**Unit:** Safety

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Playing with objects that are not toys can cause injuries.</li> </ul>	<ul style="list-style-type: none"> <li>What is a “smart choice”?</li> <li>How can I make my environment safer for me and my family?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Using personal safety strategies reduces the number of injuries to self and others.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify hazards in various parts of the environment that surrounds them.</li> <li>Describe “smart choices” involving different safety scenarios/issues.</li> <li>Use internet sites to build on their knowledge of safety.</li> </ul>	<p>2.1.2.D.1 2.1.2.D.2 2.1.2.D.3  1.3.2.D.1 1.3.2.D.5  8.1.2.E.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Electrical, electricity, emergency, pedestrian, safety, water safety, ice safety, fire safety, game safety</p>	<p>Safe Kids Worldwide worksheets Crayons C.O.W. <a href="http://www.mcgruff.org/Games/">www.mcgruff.org/Games/</a> <a href="http://www.nfpa.org/riskwatch/games/looklearn/intor.html">www.nfpa.org/riskwatch/games/looklearn/intor.html</a>.  <b>N.J.S.A. 18A:6-2</b></p>	<p>Fire Prevention Poster  Gr.1 – Safety Booklet  Gr. 2 – Internet activities Safety Worksheets</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 1 & 2

**Unit:** School Walk for Diabetes & Jump Rope for Heart

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>A healthy person has the ability to advocate for personal, family, and community health.</li> </ul>	<ul style="list-style-type: none"> <li>How can I, by participating in service projects, make a difference in promoting good health?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Diabetes, heart disease, and stroke can affect anyone.</li> <li><a href="#">Service projects</a> provide an opportunity to have a positive impact on the lives of self and others.</li> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Teamwork consists of effective communication and other interactions between team members.</li> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>Appropriate types and amounts of physical activity enhance personal health.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe how involvement in service projects impacts their lives and others.</li> <li>Compare and contrast communicable and chronic diseases.</li> <li>Discuss how proper food choices and exercise are important in controlling diabetes, heart disease, and stroke.</li> <li>Explain the causes and control of diabetes, heart disease, and stroke.</li> <li>Participate in a fundraising activity for the ADA and/or the AHA.</li> </ul>	<p>2.2.2.D.1</p> <p>2.5.2.A.2</p> <p>2.5.2.B.4</p> <p>2.5.2.C.1</p> <p>2.5.2.C.2</p> <p>2.6.2.A.1</p> <p>2.6.2.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Chronic, diabetes, heart, insulin, pancreas, stroke, heart disease, personal health, personal fitness, American Heart Association, American Diabetes Association</p>	<p>Pattern set up in gym using cones, tape, and signs with information from ADA</p> <p>Jump ropes</p> <p>Timer</p> <p>Signs with information AHA</p>	<p>Questions</p> <p>Discussion</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 1

**Unit:** Healthy Relationships\*

**Time Frame:** 3 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Building healthy relationships with family and friends will help keep us safe.</li> <li>• There are many people in our community that can help us keep safe, as well as keep others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• What’s my role in the family?</li> <li>• Am I a community helper?</li> <li>• What makes a good friend?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Promoting health enhancing behaviors.</li> <li>• When and how to seek help when feeling ill, scared, sad, lonely, or bullied.</li> <li>• The family unit encompasses the diversity of family forms in contemporary society</li> <li>• Understanding the benefits of positive and healthy relationships</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify common feelings and emotions and how personal feelings can affect one’s wellness.</li> <li>• Understand that name calling and rumors affect people’s feelings and behaviors.</li> <li>• Distinguish between tattling and telling.</li> <li>• Identify the roles of trusted adults, school nurse, and school counselor.</li> <li>• Identify differences between strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> <li>• Compare and contrast different family types.</li> <li>• Identify the roles and responsibilities of different family members.</li> <li>• Identify factors that contribute to healthy relationships.</li> <li>• Identify and accept differences and similarities in people</li> <li>• Identify positive role models and characteristics of a good friend.</li> </ul>	<p>2.1.2.C.3 2.1.2.D.2</p> <p>2.2.2.F.2</p> <p>2.4.2.A.1 2.4.2.A.2 2.4.2.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Friends Alike/Different Family Feelings/Emotions Sad, Happy, Angry Teacher School Nurse School Counselor	School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a> <u>Developing Children’s Coping Skills</u> by Lois Landy <u>No Put-Downs K-2</u> by National Center for Youth Services <u>169 Awesome Activities</u> by Arden Martenz <u>Gilbert Gilfish Races for the Rainbow</u>  <b>N.J.S.A. 18A:35-4.23</b> <b>N.J.S.A. 18A:35-4.3</b>	Worksheets Role Play Social Stories Discussion

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 2

**Unit:** Healthy Relationships\*

**Time Frame:** 3 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Building healthy relationships with family and friends will help keep us safe.</li> <li>• There are many people in our community that can help us keep safe, as well as keep others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• What’s my role in the family?</li> <li>• Am I a community helper?</li> <li>• What makes a good friend?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Promoting health enhancing behaviors.</li> <li>• When and how to seek help when feeling ill, scared, sad, lonely, or bullied.</li> <li>• The family unit encompasses the diversity of family forms in contemporary society.</li> <li>• Understanding the components of a healthy relationship.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and understand feelings and emotions. Determine how personal feelings can affect one’s wellness.</li> <li>• Identify the impact of name calling and rumors on feelings and behaviors.</li> <li>• Identify the roles of trusted adults, school nurse, and school counselor</li> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> <li>• Compare and contrast different kinds of families locally and globally.</li> <li>• Distinguish the roles and responsibilities of different family members.</li> <li>• Determine the factors that contribute to healthy relationships.</li> <li>• Appreciate and value the differences and similarities amongst peers.</li> <li>• Identify positive role models and characteristics of a good friend.</li> </ul>	<p>2.1.2.C.3 2.1.2.D.2 2.2.2.F.2 2.4.2.A.1 2.4.2.A.2 2.4.2.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Friendship Differences Similarities Disability Family Feelings/Emotions Sad, Happy, Angry Disappointed Excited Rumors</p>	<p>School Counselor* <a href="http://www.charactercounts.org">www.charactercounts.org</a> <u>Developing Children’s Coping Skills</u> by Lois Landy <u>No Put-Downs K-2</u> by National Center for Youth Services <u>169 Awesome Activities</u> by Arden Martenz <u>You’re in Charge</u> – NJ DHS  <b>N.J.S.A. 18A:35-4.23</b> <b>N.J.S.A. 18A:35-4.3</b></p>	<p>Worksheets Role Play Social Stories Discussion</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 1

**Unit:** Conflict Resolution\*

**Time Frame:** 2 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Thinking before you act can help you make good decisions in difficult situations.</li> <li>Getting along with others help support positive social and emotional growth.</li> </ul>	<ul style="list-style-type: none"> <li>How can I have safe and healthy relationships with others?</li> <li>What does getting along with others have to do with my own health?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Many factors at home, school, and in the community impact social and emotional health.</li> <li>Effective communication may be a determining factor in the outcome of health and safety related situations.</li> <li>Identify and demonstrate problem solving skills.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify basic social and emotional needs of others.</li> <li>Identify common conflicts between people and appropriate ways to prevent and resolve them.</li> <li>Explain healthy ways of coping with common stressful situations experienced by children.</li> <li>Identify a large variety of feelings.</li> <li>Express needs, wants and feelings appropriate to situation</li> <li>Recognize safe and unsafe situations and appropriate responses.</li> <li>Learn to use “I messages” in conflict situations.</li> <li>Recognize peer pressure, teasing and bullying behaviors and determine strategies to prevent and resolve.</li> <li>Identify problem solving strategies and safe persons to reach out for help and support.</li> </ul>	<p>2.1.2.C.3                  2.1.2.E.1                  2.1.2.E.2                  2.1.2.E.3                    2.2.2.A.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Conflict                  I messages                  Compromise                  Apologize                  Brainstorm                  Compromise                  Teasing                  Stress</p>	<p>School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a>                  Boulden Publishing  <u>The I Hate Wendy Club</u> by Debra Wosnik  <u>I Didn't Know I Was a Bully</u> by Melissa Richards  <u>Developing Children's Coping Skills</u> by Lois Landy  <u>No Put-Downs K-2</u> by National Center for Youth Services    <b>N.J.S.A. 18A:37-17</b></p>	<p>Observation                  Discussion                  Skits                  Role Playing                  Videos                  Assembly</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 2

**Unit:** Conflict Resolution\*

**Time Frame:** 3 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Thinking before you act can help you make good decisions in difficult situations.</li> <li>Getting along with others help support positive social and emotional growth.</li> </ul>	<ul style="list-style-type: none"> <li>How can I have safe and healthy relationships with others?</li> <li>What does getting along with others have to do with my own health?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Many factors at home, school, and in the community impact social and emotional health.</li> <li>Effective communication may be a determining factor in the outcome of health and safety related situations.</li> <li>Identify and demonstrate problem solving skills.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify basic social and emotional needs of others.</li> <li>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> <li>Explain healthy ways of coping with common stressful situations experienced by children</li> <li>Identify a large variety of feelings and understanding of each feeling</li> <li>Express needs, wants and feelings appropriate to situation</li> <li>Identify safe and unsafe situations and appropriate responses.</li> <li>Learn to use “I messages” in conflict situations.</li> <li>Define peer pressure, teasing and bullying behaviors and determine strategies to prevent and resolve.</li> <li>Identify problem solving strategies.</li> </ul>	<p>2.1.2.C.3</p> <p>2.1.2.E.1 2.1.2.E.2 2.1.2.E.3</p> <p>2.2.2.A.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Conflict I messages Compromise Apologize Feelings Peer Pressure Stress Relaxation</p>	<p>School Counselor*</p> <p><a href="http://www.charactercounts.org">www.charactercounts.org</a></p> <p>Boulden Publishing <u>The I Hate Wendy Club</u> by Debra Wosnik <u>I Didn't Know I Was A Bully</u> by Melissa Richards <u>In Your Face, Pizza Face</u> by Catherine DePino <u>Developing Children's Coping Skills</u> by Lois Landy <u>No Put-Downs K-2</u> by National Center for Youth Services <b>N.J.S.A. 18A:37-17</b></p>	<p>Observation Discussion Role Playing Videos Use of problem solving skills</p> <p>Assembly</p>



**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 1

**Unit:** Character Education\*

**Time Frame:** 2 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Character is defined by your actions and all that you do and say.</li> <li>• Friends are people who care about you, keep you safe, and help build your character.</li> </ul>	<ul style="list-style-type: none"> <li>• What is character?</li> <li>• What makes a good friend?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Character traits are often evident in behaviors exhibited by individuals when interacting with others.</li> <li>• A person of character demonstrates good manners.</li> <li>• Characteristics of a good friend.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of character and how it is demonstrated through specific beliefs and actions.</li> <li>• Identify and understand positive and negative character traits</li> <li>• Recognize the importance of positive characteristics such as being helpful, kind, caring, responsible, fun, etc.</li> <li>• Recognize common character traits such as Responsibility, Fairness, Respect, Caring, Trustworthiness, and Citizenship.</li> <li>• Identify appropriate and inappropriate manners through scenarios and role playing.</li> <li>• Identify positive characteristics of a good friend.</li> </ul>	<p>2.2.2.C.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Responsibility Caring Trustworthiness Kind Friend Respect Citizenship Fairness Please Thank you You are welcome	School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a> <u>Developing Character When it Counts</u> by Character Counts  Social Skills Stories <a href="http://www.educationworld.com">www.educationworld.com</a>  Assembly	Coloring pages Worksheets Discussion Role Playing Social Stories

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 2

**Unit:** Character Education\*

**Time Frame:** 2 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Character is defined by your actions and all that you do and say.</li> <li>• Friends are people who care about you, keep you safe, and help build your character.</li> </ul>	<ul style="list-style-type: none"> <li>• What is character?</li> <li>• What makes a good friend?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Character traits are often evident in behaviors exhibited by individuals when interacting with others.</li> <li>• Service Projects provide an opportunity to have a positive impact on the lives of self and others.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>• Identify positive character traits in others.</li> <li>• Identify behaviors associated with common character traits such as Responsibility, Fairness, Respect, Caring, Trustworthiness, and Citizenship.</li> <li>• Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</li> <li>• Determine the benefits of oneself and others of participating in a class or school service activity.</li> </ul>	<p>2.2.2.C.1 2.2.2.C.2 2.2.2.D.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Responsibility Caring Trustworthiness Kindness Friend Respect Citizenship Fairness Disability Service Projects	School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a> <a href="http://www.educationworld.com">www.educationworld.com</a> Jed Baker  <u>What Do You Stand For?</u> for kids Free Spirit Publishing <a href="http://www.actsofkindness.org">www.actsofkindness.org</a>	Worksheets Project Discussion Role Play Social Dilemma Stories Grade level service project

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3 & 4

**Unit:** Chronic Diseases

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Daily hygiene habits have an effect on personal health.</li> <li>• Not all illnesses are a result of poor health choices.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I keep myself healthy?</li> <li>• What are some risks to my health that I can avoid?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• An individual’s mental health affects his/her overall health.</li> <li>• The dimensions of wellness are interrelated and impact overall personal well-being.</li> <li>• The use of disease prevention strategies in home, school, and community promotes personal health.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and describe use of universal precautions and proper hygiene when dealing with chronically ill students.</li> <li>• Compare/contrast and describe different chronic diseases.</li> </ul>	<p>2.1.4.A.1 2.1.4.C.2 2.1.4.C.3  8.1.4.E.1 8.1.4.E.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>A.D.D., asthma, autism, cancer, cerebral palsy, cystic fibrosis, diabetes, Down Syndrome, food allergies, Lyme Disease, Tourette Syndrome</p>	<p><u>Taking Chronic Diseases to School</u> Series</p> <p><b>N.J.S.A. 18A:35-5.1</b> <b>N.J.S.A. 18A:40-33</b></p>	<p>“Chronic Diseases” worksheet</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3 & 4

**Unit:** Conflict Resolution

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Responsible citizens accept responsibility for their actions.</li> <li>• Health is enhanced by the ability to use interpersonal communication skills.</li> <li>• Good lifestyle decisions can lessen stress.</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to be mentally healthy?</li> <li>• How can I have safe and healthy relationships with others?</li> <li>• How can I deal with stress in my life?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Families, peers, and culture influence decisions.</li> <li>• Many factors at home, school, and in the community impact social and emotional health.</li> <li>• Stress management skills impact an individual’s ability to cope with different types of emotional situations.</li> <li>• Many health-related situations require the application of a thoughtful decision-making process.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify social and emotional needs.</li> <li>• Use healthy practices in solving problems/scenarios.</li> <li>• Explain the basic steps of Conflict Resolution.</li> <li>• Deal with anger, temper, feelings and find ways to cope.</li> <li>• Handle a range of stressful situations.</li> <li>• Apply the decision making process to various health related issues.</li> <li>• Identify places to go for help making a health related decision.</li> <li>• Develop personal goals and track progress.</li> </ul>	<p>2.1.4.E.1                  2.1.4.E.2                  2.1.4.E.3                  2.1.4.E.4                    2.2.4.B.1                  2.2.4.B.2                  2.2.4.B.3                  2.2.4.B.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Conflict, coping, emotions, resolution, social, stress, violence, harassment, discrimination, rejection, loss, separation</p>	<p>KidsHealth – conflict resolution Activities                  DARE Officer and activities                  Setting goals worksheet</p> <p><b>N.J.S.A. 18A:37-17</b>  <b>N.J.S.A. 18A:40A-1</b></p>	<p>Worksheets                  Observation                  Discussion</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3 & 4

**Unit:** Family Life

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Our bodies may have differences but we have similar health needs.</li> <li>• Respecting yourself is the first step in making good health decisions.</li> <li>• Optimal nutrition and wellness contribute to the general well being of individuals and families across the life span.</li> </ul>	<ul style="list-style-type: none"> <li>• How do our bodies grow?</li> <li>• Why does healthy eating and exercise by a birth mother help produce a healthy baby?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</li> <li>• Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</li> <li>• The health of the birth mother impacts the development of the fetus.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss in a mature manner the physical, social, and emotional changes that occur at puberty.</li> <li>• Identify factors that lead to healthy newborns including: environment, mother’s nutrition, health habits, and overall well-being.</li> <li>• Explain the process of cell growth that occurs during pregnancy.</li> </ul>	<p>2.4.4.B.1 2.4.4.C.1 2.4.4.C.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Embryo endocrine system fetus gender physiological pregnancy puberty reproductive system</p>	<p>Video: “Always Changing – Puberty and Stuff” Video: “It’s a Change Thing” Worksheets Gr. 3 – Endocrine System My Changing Body Reproductive System</p> <p><b>N.J.S.A. 18A:35-4.19-20</b></p>	<p>Observation Discussion Questioning Worksheets</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3 & 4

**Unit:** Germs, Communicable Diseases & Disease Control

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The ability to access valid health information and health promoting products and services impact personal and community health.</li> <li>• Being proactive in managing your own health can promote a healthy life-style.</li> </ul>	<ul style="list-style-type: none"> <li>• Can I prevent diseases and if so, how?</li> <li>• How do medicines and other remedies help us feel better and get healthy?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The use of disease prevention strategies in home, school, and community promotes personal health.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify types of germs and how to control the spread of germs.</li> <li>• Demonstrate the proper way to wash hands.</li> <li>• Explain the role white blood cells play in fighting diseases in the body.</li> <li>• Discuss how medicines assist the body when fighting a disease.</li> <li>• Research and discuss “gross facts and figures” about germs (internet).</li> </ul>	<p>2.1.4.C.1 2.1.4.C.2 2.1.4.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Antibacterial, antibodies, antibiotics, germs, vaccinations, disease prevention, white blood cells.</p>	<p>Video: “Personal Health and Hygiene”   <a href="http://www.scrubclub.org">www.scrubclub.org</a>  <b>C.O.W.</b></p>	<p>Observation Discussion Web-based activities</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3 & 4

**Unit:** Health & Wellness

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The first step towards wellness is knowing and liking you.</li> <li>• Exercise provides an outlet for emotions.</li> <li>• A healthy person has the ability to use goal-setting and decision making skills.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the components of wellness?</li> <li>• What are symptoms of stress?</li> <li>• What does it mean to be mentally healthy?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• How body changes bring about emotions and how staying healthy helps a person cope.</li> <li>• The dimensions of wellness are interrelated and impact overall personal well-being.</li> <li>• Many factors at home, school, and in the community impact social and emotional health.</li> <li>• Stress management skills impact an individual’s ability to cope with different types of emotional situations.</li> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> <li>• Many health-related situations require the application of a thoughtful decision-making process.</li> <li>• 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.</li> <li>• The family unit encompasses the diversity of family forms in contemporary society.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the physical, social, and emotional dimensions of wellness.</li> <li>• Analyze the impact of health choices and behaviors on wellness.</li> <li>• Compile factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.</li> <li>• Define the terms emotions, adrenalin, normal personality, stress, and outlets.</li> <li>• Distinguish between liking oneself and being selfish.</li> <li>• Explain the causes/signs of stress and how stress can be both helpful and harmful.</li> </ul>	<p>2.1.4.A.1 2.1.4.A.2 2.1.4.E.1 2.1.4.E.2 2.1.4.E.3 2.1.4.E.4</p> <p>2.2.4.A.1 2.2.4.A.2 2.2.4.B.1 2.2.4.B.2 2.2.4.B.3 2.2.4.B.4</p> <p>2.3.4.A.1 2.3.4.A.2</p> <p>2.4.4.A.1 2.4.4.A.2</p> <p>1.3.5.D.1 1.3.5.D.5</p>

<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>Body parts/systems, conflict, coping dentist, doctor, emotions, environmental, fitness, hygiene, intellectual, medicine, nutrition, occupational, prevention, responsibility, self-care, self-esteem, social, spiritual, stress, stress management</p>	<p>Large paper dolls Markers “How Do You Feel Today” chart</p>	<p>Observation Discussion  Gr. 3: Project – “Well Willie or Healthy Henrietta”  Gr. 4: “How Do You Feel Today”</p>



**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3 & 4

**Unit:** Nutrition and the Food Pyramid

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>The more you know about balanced nutrition, the better you can plan for healthy meals and snacks.</li> <li>The ability to access valid health information can have a positive impact on individual health.</li> </ul>	<ul style="list-style-type: none"> <li>What is a balanced meal?</li> <li>How can I incorporate a healthy diet into my life?</li> <li>How can I be a wise food consumer/shopper?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>The New Food Pyramid helps people make healthy food choices.</li> <li>Healthy eating provides energy as it lowers the risk of disease as it keeps the body functioning properly.</li> <li>Choosing a balanced variety of nutritious foods contributes to wellness.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the New Food Pyramid.</li> <li>Define the purpose of the New Food Pyramid</li> <li>Use the internet to research healthy eating habits and the New Food Pyramid.</li> <li>Read, analyze nutritional information from food packaging and explain why it is important.</li> <li>Develop a healthy day’s meal plan.</li> </ul>	<p>2.1.4.B.1                  2.1.4.B.2                  2.1.4.B.3                  2.1.4.B.4                    8.1.4.E.1                  8.1.4.E.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Dairy, energized, Food Pyramid, fruit, grains, vegetables, labels, nutrition, healthy diet</p>	<p>“My Pyramid” Program                  Worksheets 8 &amp;9  <a href="http://dairycouncilofca.org/activities/pyra_main.htm">dairycouncilofca.org/activities/pyra_main.htm</a>    <a href="http://www.nutritionexplorations.org/kids/activities-main.asp">www.nutritionexplorations.org/kids/activities-main.asp</a>                    C.O.W.                  Empty cereal boxes</p>	<p>Food Label Worksheets                  Healthy Food Choices                  Worksheets                  Food Pyramid web-based                  Activities                    Observation                  Discussion</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3 & 4

**Unit:** Safety

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Practicing health-enhancing behaviors and making good personal health choices reduces the risk of bodily and emotional harm.</li> <li>Abuse comes in many different forms and there are many places and people you can go to for help.</li> </ul>	<ul style="list-style-type: none"> <li>How can I keep my self safe on the outside, as well as the inside?</li> <li>How do the decisions I make affect my well being?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>That you can avoid injuries by making appropriate decisions involving safety issues.</li> <li>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>Applying first-aid procedures can minimize injury and save lives.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify hazards in all parts of the environment that surround them.</li> <li>Create a list of ways that they can avoid injuries by making appropriate decisions.</li> <li>Identify and discuss forms of abuse and how to get help.</li> </ul>	<p>2.1.4.D.1            2.1.4.D.2            2.1.4.D.3            2.1.4.D.4              1.3.5.D.1            1.3.5.D.5              8.1.4.E.1            8.1.4.E.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Electrical Electricity Emergency Pedestrian Safety Fire safety 911 First aid	<p><a href="http://www.mcgruff.org/Games/">www.mcgruff.org/Games/</a>  <a href="http://www.nfpa.org/riskwatch/games/looklearn/intor.html">www.nfpa.org/riskwatch/games/looklearn/intor.html</a>  <a href="http://www.be-safe.org/css_com/bicycle/index.htm">www.be-safe.org/css_com/bicycle/index.htm</a>            Video: "Safety Awareness"            Variety of bandages and fake blood spots            Slings and splints            C.O.W.    <b>N.J.S.A. 18A:6-2</b></p>	<p>Internet based activities            Fire Prevention Posters              Gr. 4: Hands On First Aid practice/demonstrations</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3 & 4

**Unit:** School Walk for Diabetes & Jump Rope for Heart

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>A healthy person has the ability to advocate for personal, family, and community health.</li> </ul>	<ul style="list-style-type: none"> <li>How can I, by participating in service projects, make a difference in promoting good health?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Proper food choices are important in controlling diabetes, heart disease and stroke.</li> <li>Diabetes, heart disease, and stroke can affect anyone.</li> <li><a href="#">Service projects</a> provide an opportunity to have a positive impact on the lives of self and others.</li> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Ongoing feedback impacts improvement and effectiveness of movement actions.</li> <li>Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast communicable and chronic diseases.</li> <li>Identify the causes and ways to control diabetes, heart disease and stroke.</li> <li>Participate in a fundraising activity for the ADA and/or the AHA.</li> </ul>	<p>2.2.4.D.1</p> <p>2.5.4.A.2</p> <p>2.5.4.A.4</p> <p>2.5.4.B.2</p> <p>2.5.4.C.1</p> <p>2.5.4.C.2</p> <p>2.6.4.A.1</p> <p>2.6.4.A.4</p>

<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
Chronic, diabetes, heart, insulin, pancreas, stroke, heart disease, personal health, personal fitness	Pattern set up in gym using cones, tape, and signs with information from ADA  Jump ropes Timer Signs with information AHA	Discussion Questioning

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3

**Unit:** Healthy Relationships & Character Education\*

**Time Frame:** 5 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The ability to have and keep good friends is to be a good friend to others.</li> <li>• To work well in a group, you must be willing to be responsible for yourself and respectful of others.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you become a good friend?</li> <li>• Are there guidelines to being a good friend/citizen?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The development of age appropriate social/friendship skills impacts a student’s long term ability to be successful with peer socialization.</li> <li>• Personal core ethical values impact the health of oneself and others.</li> <li>• Character building impact the family, school and community.</li> <li>• Personal core ethical values impact the health of oneself and others.</li> <li>• The family unit encompasses the diversity of family forms in contemporary society</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• List ways to show kindness towards others.</li> <li>• Identify positive character traits, qualities, behaviors when choosing a friend.</li> <li>• Identify positive character traits, qualities, behaviors which student possesses that make them a good a friend.</li> <li>• Determine how an individual’s character develops over time and impacts personal health.</li> <li>• Learn the 6 pillars of character.</li> <li>• Honor individual differences among their classmates and discover characteristics they have in common. Issues of tolerance, discrimination, respect, and disabilities are topics discussed.</li> <li>• Understand core ethical values of respect, empathy, caring, tolerance, and how important to these are to the family, school and community.</li> <li>• Discuss the Golden Rule.</li> <li>• Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.</li> <li>• Work together to have a sense of community.</li> <li>• Build a sense of class pride.</li> </ul>	<p>2.2.4.A.1 2.2.4.C.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Kindness Community Respect Values Tolerance</p>	<p>School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a> N.A.S.P. (National Association of School Psychologists)  Kindness Curriculum</p>	<p>Observation Discussion Role Playing</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 4

**Unit:** Healthy Relationships & Character Education\*

**Time Frame:** 8 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The ability to have and keep good friends is to be a good friend to others.</li> <li>• To work well in a group, you must be willing to be responsible for yourself and respectful of others.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you become a good friend?</li> <li>• Are there guidelines to being a good friend/citizen?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Many factors at home, school and in the community impact social and emotional health.</li> <li>• The family unit encompasses the diversity of family forms in contemporary society.</li> <li>• The use of disease prevention strategies in home, school, and community promote personal health.</li> <li>• Personal core ethical values impact the health of oneself and others</li> <li>• Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuses, sportsmanship, support, disrespect, and violence.</li> <li>• Service projects provide an opportunity to have a positive impact on the lives of self and others.</li> <li>• Participation in social and health service organizations initiatives have a positive social impact</li> <li>• Stress management skills impact an individual’s ability to cope with different types of emotional situations.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast how individuals attempt to address basic human needs.</li> <li>• Identify qualities and characteristics in a safe adult.</li> <li>• Learn self advocacy skills and find an appropriate mentor.</li> <li>• Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.</li> <li>• Explain why healthy relationships are fostered in some families and not in others.</li> <li>• Identify individual feelings and impact on emotions.</li> <li>• Identify and develop the ability to work as group/team and the importance.</li> <li>• Explore individual differences among others in their response and feelings to various situations.</li> <li>• Identify positive attributes in others and communicate that understanding to others through honest praise.</li> <li>• Explain how mental health impacts one’s wellness.</li> <li>• Determine how an individual’s character develops over time and impacts personal health.</li> <li>• Explain why core ethical values (such as respect, empathy, civic mindedness, tolerance and good citizenship) are important in the local and world community.</li> </ul>	<p>2.1.4.C.3                  2.1.4.E.1                  2.1.4.E.3                  2.1.4.E.4                    2.2.4.C.1                  2.2.4.C.2                  2.2.4.C.3                  2.2.4.D.1                    2.4.4.A.1                  2.4.4.A.2</p>

	<ul style="list-style-type: none"> <li>• Determine how attitudes and assumptions toward individuals with disabilities may negatively impact them.</li> <li>• Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>• Appraise the goals of various community or service organization initiatives to determine opportunities for volunteer service.</li> <li>• Determine ways to cope with rejection, loss, and separation.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> <li>• Practice stress management skills</li> </ul>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
Kindness Community Respect Values Tolerance Diversity Stress Relaxation	School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a>  ASCA: American School Counselor Association NASP-National Association of School Psychologists	Observation Discussion Role Playing

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3      **Unit:** Bullying & Violence Prevention& Conflict Resolution\*      **Time Frame:** 4 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Conflicts can be resolved so that all people can be heard and respected and no one gets hurt.</li> <li>There are people who can help you resolve a conflict when you are unable to handle it yourself.</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to bully?</li> <li>What do I do if I or someone is being bullied?</li> <li>How do I know if I am a bully?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Many factors at home, school, and in the community impact social and emotional health.</li> <li>Effective communication is the basis for strengthening interpersonal interactions and resolving conflicts.</li> <li>A conflict is a struggle between or among people resulting from incompatible or opposing needs, wishes, or demands.</li> <li>Conflicts can arise in the context of a person’s family, school, work or social relationships.</li> <li>Identifying “safe” characteristics when choosing a friend can reduce the risk of exposure to an unsafe or dangerous situation (e.g. bullying, violence).</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify some feelings and emotions.</li> <li>Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</li> <li>Identify/discuss real life/everyday conflict in various settings (bus, lunchroom, recess, ...)</li> <li>Brainstorm original solutions in reaction to the conflict or conflicts presented(e.g. real life situations)</li> <li>Compare different solutions to the same conflict</li> <li>State their reasons for supporting the conflict solution.</li> <li>Practice utilizing “I messages” in the classroom to examples provided (e.g. conflict, bullying).</li> <li>Positive characteristics, traits, qualities, and behavior to look for when choosing a “safe” friend.</li> <li>Resist pressure from peers in order to avoid trouble</li> <li>Begin to learn how to read body language (non verbal communication) as a strategy for avoiding conflicts, and/or dangerous situations.</li> <li>Use problem-solving strategies.</li> <li>Discuss personal space and boundaries, appropriate and inappropriate touching.</li> </ul>	<p>2.2.4.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
<p>Conflict I messages Compromise Apologize Brainstorm Compromise</p>	<p>School Counselor* Elementary Curriculum Guide – NJ State Bar Foundation NASP-(National Association of School Psychologists) ASCA: American School Counselor Association <b>N.J.S.A. 18A:37-17</b> <b>N.J.S.A. 18A:35-4.26</b> <b>N.J.S.A. 18A:35-4.3</b> <b>N.J.S.A. 18.A:35-4.23</b></p>	<p>Observation Discussion Skits Role Playing</p>



**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 4      **Unit:** Bullying & Violence Prevention& Conflict Resolution\*      **Time Frame:** 3 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Conflicts can be resolved so that all people can be heard and respected and no one gets hurt.</li> <li>• There are people who can help you resolve a conflict when you are unable to handle it yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to bully?</li> <li>• What do I do if I or someone is being bullied?</li> <li>• How do I know if I am a bully?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health and safety related situations.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> <li>• A conflict is a struggle between or among people resulting from incompatible or opposing needs, wishes, or demands. Conflicts can arise in the context of a person’s family, school, work or social relationships.</li> <li>• Dangerous situations can often lead to being bullied, involved in a conflict and/or violence.</li> <li>• Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective interpersonal communication in health and safety related situations.</li> <li>• Demonstrate effective interpersonal communications when responding to disagreements or conflicts with others.</li> <li>• Identify/discuss real life/everyday conflict in various settings (bus, lunchroom, recess)</li> <li>• Brainstorm original solutions in reaction to the conflict or conflicts presented (.e.g. real life situations).</li> <li>• Compare different solutions to the same conflict.</li> <li>• State their reasons for supporting the conflict solution.</li> <li>• Be able to role play problems that lead to conflict.</li> <li>• Practice and become proficient in utilizing “I messages” in conflict situations, bully and other altercations.</li> <li>• Understand and practice bystander strategy as a bully prevention &amp; intervention strategy.</li> </ul>	<p>2.1.4.D.2 2.1.4.E.2  2.2.4.A.1 2.2.4.A.2</p>

	<ul style="list-style-type: none"> <li>• Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>• Generate safe responses to potentially dangerous situations.</li> <li>• Resist pressure from peers in order to avoid trouble.</li> <li>• Use problem-solving strategies.</li> <li>• Summarize the various forms of abuse and ways to get help.</li> <li>• Discuss personal space and boundaries, appropriate and inappropriate touching.</li> </ul>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
Conflict I messages Compromise Apologize Brainstorm Compromise Bullying Gang Violence	School Counselor*  Elementary Curriculum Guide – NJ State Bar Foundation  <b>N.J.S.A. 18A:37-17</b> <b>N.J.S.A. 18A:35-4.26</b> <b>N.J.S.A. 18A:35-4.3</b> <b>N.J.S.A. 18.A:35-4.23</b>	Observation Discussion Skits Role Playing

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 3

**Unit:** Suicide Prevention\*

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The first step towards wellness is knowing and liking you.</li> <li>• Suicide does not solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• What are ways that I can help myself when I am feeling sad or angry?</li> <li>• Where do I go if I think someone is going to hurt themselves?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The more resilient students are the better able they will be to weather whatever challenges, crisis, and/or adversity that impact them.</li> <li>• The various resources in the home, school, and community that can help them or someone else who is in danger of hurting themselves.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss and understand Self Care skills.</li> <li>• Explain and demonstrate ways to cope with rejection, loss, and separation.</li> <li>• Describe and demonstrate how to seek help for a variety of concerns (health, relationships, conflict, mental health).</li> <li>• Develop resiliency skills.</li> </ul>	<p>2.1.4.A.1 2.1.4.E.4  2.2.4.E.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Coping skills Self Care Resiliency</p>	<p>School Counselor*</p> <p>NJCCCS- July 2006 NASP-National Assoc. School Psychologists ASCA: American School Counselor Association.</p> <p><b>N.J.S.A. 18A:6-11</b></p>	<p>Observation Discussion Role Playing</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 4

**Unit:** Suicide Prevention\*

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The first step towards wellness is knowing and liking you.</li> <li>• Suicide does not solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• What are ways that I can help myself when I am feeling sad or angry?</li> <li>• Where do I go if I think someone is going to hurt themselves?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The more resilient students are the better able they will be to weather whatever challenges, crisis, and/or adversity that impact them.</li> <li>• The various resources in the home, school, and community that can help them or someone else who is in danger of hurting themselves.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss myths and facts about mental illness.</li> <li>• Explain and demonstrate ways to cope with rejection, loss, and separation.</li> <li>• Describe and demonstrate how to seek help for a variety of concerns (health, relationships, conflict, mental health).</li> <li>• Develop resiliency skills.</li> </ul>	<p>2.1.4.A.1 2.1.4.E.4  2.2.4.E.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Coping skills Mental illness Rejection Self Care</p>	<p>School Counselor*  NJCCCS- July 2006 NASP-National Assoc. School Psychologists  <b>N.J.S.A. 18A:6-11</b></p>	<p>Observation Discussion Role Playing</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 5

**Unit:** Chronic Diseases

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Being mentally health is having a positive emotional and behavioral outlook on life.</li> <li>• Positive emotional and behavioral decisions may help support mental health.</li> <li>• Not all illnesses are a result of poor health choices.</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to be mentally healthy?</li> <li>• What are some symptoms of mental illness?</li> <li>• What are some risks to my health that I can avoid?</li> <li>• How do I deal with others with chronic diseases?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• An individual’s mental health affects his/her overall health.</li> <li>• Staying healthy is a lifelong process that includes all dimensions of wellness.</li> <li>• The early detection and treatment of diseases and health conditions impact one’s health.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Define chronic and how it relates to some diseases.</li> <li>• Discuss how diseases are detected and treated.</li> <li>• Explain why Public Health Officials track diseases.</li> <li>• Compare and contrast various chronic diseases and how children learn to deal with them:  Lyme Disease  Cancer  A.D.D.  Cerebral Palsy  Down Syndrome  Dyslexia  Food Allergies  Asthma  Autism  Tourette Syndrome  Cystic Fibrosis  Diabetes</li> </ul>	<p>2.1.6.A.1  2.1.6.A.2  2.1.6.C.1  2.1.6.C.2    8.1.8.E.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>A.D.D., asthma, autism, cancer, cerebral palsy, cystic fibrosis, diabetes, Down Syndrome, food allergies, Lyme Disease, Tourette Syndrome</p>	<p>“Taking Chronic Diseases to School” book series</p> <p><b>N.J.S.A. 18A:35-5.1</b>  <b>N.J.S.A. 18A:40-33</b></p>	<p>“Chronic Diseases” worksheet</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade: 5**

**Unit: Conflict Resolution**

**Time Frame: 1 Session**

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Responsible citizens accept responsibility for their actions.</li> <li>• Health is enhanced by the ability to use interpersonal communication skills.</li> <li>• Goal setting can help you achieve wellness and maintain it.</li> </ul>	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• How do I relate to the important people in my life?</li> <li>• Why is it important to set goals in life?</li> <li>• How can I have safe and healthy relationships with others?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Social and emotional development impacts all components of wellness.</li> <li>• 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.</li> <li>• Stress management skills impact an individual’s ability to cope with different types of emotional situations.</li> <li>• Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify social and emotional needs.</li> <li>• Reflect upon and discover an individual’s strong points for healthy living.</li> <li>• Use healthy practices in solving problems.</li> <li>• Identify and model the basic steps of Conflict Resolution.</li> <li>• Identify ways to deal with anger, temper, and feeling to cope.</li> <li>• Problem solve by handling a range of stressful scenarios/situations.</li> <li>• Use effective decision making strategies.</li> <li>• Distinguish between short and long term goals.</li> </ul>	<p>2.1.6.E.1 2.1.6.E.2 2.1.6.E.3  2.2.6.B.1 2.2.6.B.4</p>
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>Conflict, cope, emotions, resolution, social, stress, violence, harassment, discrimination, rejection, loss, separation, crisis</p>	<p>KidsHealth: Conflict Resolution Activities DARE Officer and activities Short Term Goal Worksheet Long Term Goal Worksheet</p> <p><b>N.J.S.A. 18A:37-17</b> <b>N.J.S.A. 18A:40A-1</b></p>	<p>Worksheets Observation Discussion</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 5

**Unit:** Family Life

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Respecting yourself is the first step in making good health decisions.</li> <li>• With each decision we make in life, there is a consequence in which we must take responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• How can the decisions I make affect my personal health and well-being?</li> <li>• How can I keep myself, or someone I know, safe from sexually transmitted diseases and pregnancy?</li> <li>• What is abstinence?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Behaviors that put you at risk for HIV/AIDS, STDs, HPV or unintended pregnancy.</li> <li>• Abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of sexually transmitted diseases.</li> <li>• Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</li> <li>• Responsible actions regarding sexual behavior impact the health of oneself and others.</li> <li>• Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discuss in a mature manner the physical, social, and emotional changes that occur at puberty.</li> <li>• Define abstinence.</li> <li>• Identify ways in which they can resist pressure to become sexually active.</li> <li>• Identify and explain the process of cell growth that occurs during pregnancy.</li> <li>• Identify challenges faced by adolescent parents and their families.</li> </ul>	<p>2.4.6.B.1                  2.4.6.B.2                  2.4.6.B.3                  2.4.6.C.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Embryo, endocrine system, fetus, gender, physiological, pregnancy, puberty, reproductive system, adolescent, abstinence, peer pressure, HIV/AIDS, STDs, HPV</p>	<p>Video: “Always Changing – Puberty and Stuff”                  Video: “It’s a Change Thing”                  Worksheets: Endocrine System, My Changing Body, Reproductive System, HIV/AIDS</p> <p><b>N.J.S.A. 18A:35-4.19-20</b></p>	<p>Observation                  Discussion                  Questioning                  Worksheets</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 5      **Unit:** Germs, Communicable Diseases & Disease Control

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The ability to access valid health information and health promoting products and services impact personal and community health.</li> <li>• Being proactive in managing your own health can promote a healthy life-style.</li> </ul>	<ul style="list-style-type: none"> <li>• When does a disease/illness become an epidemic?</li> <li>• Is there a difference between a shot and a vaccine and what is it?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• An individual’s mental health affects his/her overall health.</li> <li>• The early detection and treatment of diseases and health conditions impact one’s health.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify types of germs and how to control the spread of germs.</li> <li>• Define stress and explain how it impacts our ability to fight disease.</li> <li>• Define disease.</li> <li>• Define epidemic.</li> <li>• Explain and discuss how Public Health initiatives, such as flu shots, smallpox vaccines, help to prevent disease and epidemics.</li> </ul>	<p>2.1.6.C.2 2.1.6.C.3  8.1.8.E.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Antibacterial, antibodies, antibiotics, germs, vaccinations, epidemic, anxiety, depression, panic disorders, phobias, stress</p>	<p>Video: “Personal Health and Hygiene”  <a href="http://www.scrubclub.org">www.scrubclub.org</a>            Current Health: Phobias Worksheet            KidsHealth: Empathy Worksheet            Self Esteem Worksheet</p>	<p>Internet based activities Worksheets</p>



**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade: 5**

**Unit: Health & Wellness**

**Time Frame: 2 Sessions**

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>Stress we encounter everyday has a direct impact on our behavior and health.</li> <li>Good lifestyle decisions can lesson stressors.</li> <li>Good personal health and fitness may help control poor health risk factors.</li> </ul>	<ul style="list-style-type: none"> <li>How do I achieve wellness and once I have it, how do I keep it?</li> <li>How can I effectively deal with stress in my life?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Body changes bring about emotions and how staying healthy helps a person cope.</li> <li>Staying healthy is a lifelong process that includes all dimensions of wellness.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the physical, social and emotional dimensions of wellness.</li> <li>Analyze the impact of health choices and behaviors on wellness.</li> <li>Identify factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.</li> <li>Define emotions, adrenalin, normal personality, stress, and outlets.</li> <li>Talk about why the data collected by the school nurse (height, weight, hearing, vision, scoliosis) are necessary and helpful.</li> <li>Explain the causes/signs of stress and how stress can be both helpful and harmful.</li> <li>Create an individual presentation of health and wellness.</li> </ul>	<p>2.1.6.A.1 2.1.6.A.2  1.3.5.D.1 1.3.5.D.5</p>
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>Body parts/systems, conflict, coping, data, dentist, doctor, emotions, environmental, fitness, hygiene, intellectual, medicine, nutrition, occupational, prevention, responsibility, self-care, self-esteem, social, spiritual, stress, stress management</p>	<p>“How Do You Feel” charts</p>	<p>“How Do You Feel” project Observation Discussion</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 5

**Unit:** Nutrition and the Food Pyramid

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The ability to access valid health information can have a positive impact on individual health.</li> <li>• Healthy eating is influenced by a variety of factors including culture, media, and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I incorporate a healthy diet into my life?</li> <li>• What resources can I use to determine good food choices and how do I use them?</li> <li>• How does the media affect my food choices?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The New Food Pyramid helps to make healthy food choices.</li> <li>• Healthy eating provides energy as it lowers the risk of disease as it keeps the body properly functioning.</li> <li>• Eating patterns are influenced by a variety of factors.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Review through discussion the New Food Pyramid.</li> <li>• Recognize that families/cultures influence food choices and create patterns of eating.</li> <li>• Use the internet to research and develop a healthy day's meal plan.</li> <li>• Read, analyze, and use nutritional labels to produce a balanced meal plan.</li> </ul>	<p>2.1.6.B.1                  2.1.6.B.2                  2.1.6.B.3                  2.1.6.B.4                    8.1.8.E.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Dairy, energy, fruit, grain, vegetable, nutritional label, meal plan, culture</p>	<p>“My Pyramid” Program                  Worksheets 8 &amp;9  <a href="http://dairycouncilofca.org/activities/pyra_main.htm">dairycouncilofca.org/activities/pyra_main.htm</a>    <a href="http://www.nutritionexplorations.org/kids/activities-main.asp">www.nutritionexplorations.org/kids/activities-main.asp</a>                  C.O.W.                  Empty cereal boxes</p>	<p>Observation                  Discussion                  Worksheets                  Healthy Day's Meal Plan                  Activity</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 5

**Unit:** Safety

**Time Frame:** 1 Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Practicing health-enhancing behaviors and making good personal health choices reduces the risk of bodily and emotional harm.</li> <li>Abuse comes in many different forms and there are many places and people you can go to for help.</li> <li>Basic first aid can be provided by kids, as well as adults.</li> </ul>	<ul style="list-style-type: none"> <li>What should I do to ensure my wellness?</li> <li>Can I help others in an injury emergency and if so, how?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>Applying first-aid procedures can minimize injury and save lives.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify hazards in all parts of the environment that surround them.</li> <li>Create a list of ways that they can avoid injuries by making appropriate decisions.</li> <li>Identify and discuss forms of abuse and how to get help.</li> <li>Compare and contrast intentional and accidental injuries.</li> <li>Demonstrate basic forms of first aid.</li> </ul>	<p>2.1.6.D.1 2.1.6.D.2 2.1.6.D.4</p> <p>1.3.5.D.1 1.3.5.D.5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Electrical, electricity, emergency, pedestrian, safety, fire safety, abuse, intentional, accidental, decisions</p>	<p><a href="http://www.mcgruff.org/Games/">www.mcgruff.org/Games/</a>  <a href="http://www.nfpa.org/riskwatch/games/looklearn/intor.html">www.nfpa.org/riskwatch/games/looklearn/intor.html</a>  <a href="http://www.be-safe.org/css_com/bicycle/index.htm">www.be-safe.org/css_com/bicycle/index.htm</a>            Video: "Safety Awareness"            Variety of bandages and fake blood spots            Slings and splints            C.O.W.</p> <p><b>N.J.S.A. 18A:6-2</b></p>	<p>Observation Discussion Fire Prevention Poster</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 5

**Unit:** School Walk for Diabetes & Jump Rope for Heart

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>A healthy person has the ability to advocate for personal, family, and community health.</li> </ul>	<ul style="list-style-type: none"> <li>How can I, by participating in service projects, make a difference in promoting good health?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Proper food choices are important in controlling diabetes, heart disease and stroke.</li> <li>Diabetes, heart disease, and stroke can affect anyone.</li> <li>Participation in social and health- or service-organization initiatives have a positive social impact.</li> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Performing <a href="#">movement skills</a> effectively is often based on an individual’s ability to analyze one’s own performance as well as receive constructive feedback from others.</li> <li>There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</li> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast communicable and chronic diseases.</li> <li>Identify the causes and ways to control diabetes, heart disease and stroke.</li> <li>Participate in a fundraising activity for the ADA and/or the AHA.</li> </ul>	<p>2.2.6.D.1</p> <p>2.5.6.A.2</p> <p>2.5.6.A.4</p> <p>2.5.6.B.2</p> <p>2.5.6.C.1</p> <p>2.6.6.A.1</p> <p>2.6.6.A.2</p> <p>2.6.6.A.5</p>

<ul style="list-style-type: none"> <li>Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</li> </ul>		
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>Chronic, diabetes, heart, insulin, pancreas, stroke, heart disease, personal health, personal fitness, health organization</p>	<p>Pattern set up in gym using cones, tape, and signs with information from ADA</p> <p>Jump ropes Timer Signs with information AHA</p>	<p>Observation Discussion Questioning</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 5

**Unit:** Healthy Relationships & Character Education\*

**Time Frame:** 8 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• The ability to have and keep good friends is to be a good friend to others.</li> <li>• To work well in a group, you must be willing to be responsible for yourself and respectful of others.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you become a good friend?</li> <li>• Are there guidelines to being a good friend/citizen?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Personal core ethical values impact the behavior of oneself and others.</li> <li>• Social and emotional development impacts all components of wellness.</li> <li>• Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuses, sportsmanship, support, disrespect, and violence.</li> <li>• Healthy Relationships require a mutual commitment.</li> <li>• Stress management skills impact an individual’s ability to cope with different types of emotional situations.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explore and discuss value clarification, problem solving and anger management strategies.</li> <li>• Examine how personal assets and protective factors support healthy social and emotional development.</li> <li>• Utilize personal assets, leisure interests, and enjoyable activities as coping skills/mechanisms for dealing with adversity, crisis, and challenges.</li> <li>• Discuss importance of resiliency skills.</li> <li>• Identify support systems available.</li> <li>• Explain how character and core ethical values can be useful in addressing challenging situations.</li> <li>• Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</li> <li>• Continue to explore value clarification (individual and family), respect, tolerance, diversity in dealing with others.</li> <li>• Compare and contrast how families may change over time.</li> <li>• Analyze the characteristics of healthy friendships and other relationships.</li> <li>• Explore individual causes of stress and ways to deal with stressful situations.</li> <li>• Practice stress management skills (visualization, relaxation exercises,).</li> </ul>	<p>2.1.6.E.1</p> <p>2.2.6.C.1 2.2.6.C.3</p> <p>2.4.6.A.1 2.4.6.A.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Proactive Diversity Visualization Desensitization</p>	<p>School Counselor*  <a href="http://www.charactercounts.org">www.charactercounts.org</a>            *ASCA: American School Counselor Association            *NASP-National Association of School Psychologists</p>	<p>Observation Discussion Role Playing</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
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**Grade:** 5      **Unit:** Bullying & Violence Prevention & Conflict Resolution\*      **Time Frame:** 3 sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Conflicts can be resolved so that all people can be heard and respected and no one gets hurt.</li> <li>There are people who can help you resolve a conflict when you are unable to handle it yourself.</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to bully?</li> <li>What do I do if I or someone is being bullied?</li> <li>How do I know if I am a bully?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Effective communication may be a determining factor in the outcome of health and safety related situations.</li> <li>A conflict is a struggle between or among people resulting from incompatible or opposing needs, wishes, or demands. Conflicts can arise in the context of a person’s family, school, work or social relationships.</li> <li>Dangerous situations can often lead to being bullied, involved in a conflict and/or violence.</li> <li>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate verbal and nonverbal interpersonal communication strategies in a variety of settings that impact the health of oneself and others.</li> <li>Practice and role playing of I Messages and Conflict Resolution strategies with more complex situations involving conflicts, bullying, and/or peer pressure.</li> <li>Brainstorm original solutions in reaction to the conflict or conflicts presented (.e.g. real life situations).</li> <li>Compare different solutions to the same conflict.</li> <li>Understand and practice bystander strategy as a bully prevention &amp; intervention strategy.</li> <li>Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>Generate safe responses to potentially dangerous situations.</li> <li>Role play resisting pressure from peers in order to avoid trouble or dangerous situations.</li> <li>Summarize the various forms of abuse and ways to get help.</li> </ul>	<p>2.2.6.A.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
Conflict I messages Compromise Apologize Brainstorm Compromise Bullying Gang Violence	School Counselor* Elementary Curriculum Guide – NJ State Bar Foundation  <b>N.J.S.A. 18A:35-4.26</b> <b>N.J.S.A. 18A:37-17</b> <b>N.J.S.A. 18A:35-4.3</b> <b>N.J.S.A. 18.A:35-4.23</b>	Observation Discussion Skits Role Playing





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**Comprehensive Health Curriculum Guide**

**Grade:** 6

**Unit:** Nutrition

**Time Frame:** 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Food choices and eating patterns are developed at a young age, persist through one’s lifetime, and may impact one’s long-term health.</li> <li>• Peers and the media also have a significant impact on food choices and the availability of healthy options.</li> <li>• Making healthy eating choices is an important part of achieving and sustaining wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• How are food choices influenced by culture and tradition?</li> <li>• What role does family, peers, and the media have on food choices now and throughout life?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Staying healthy is a lifelong process that includes all dimensions of wellness.</li> <li>• Eating patterns are influenced by a variety of factors.</li> <li>• Every health-related decision has short and long term consequences that affects the ability to reach health goals.</li> </ul>	<p><b>Students will be able to:</b></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>• 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> <li>• Apply personal health data and information to support achievement of one’s short- and long-term health goals</li> </ul>	<p>2.1.6.A.1            2.1.6.B.1            2.1.6.B.2            2.1.6.B.3            2.1.6.B.4              2.2.6.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Food pyramid, dairy, energy, fruit, grain, vegetable, nutritional label, meal plan, culture, nutrients, nutritional content, value, calories, cost, choice, portion, growth, diabetes, high blood pressure, systolic blood pressure, pulse, heart disease, osteoporosis, stroke, cancer,	<p><a href="http://www.kidshealth.org/kid/nutrition/food/labels.html">www.kidshealth.org/kid/nutrition/food/labels.html</a></p> <p><a href="http://www.kidsnutrition.org">www.kidsnutrition.org</a></p> <p>worksheets/handouts</p>	Observation Discussion Worksheets Meal Plan Activity Poster Project



<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT PROJECT</b>
<p>Hygiene, anti-perspirant, deodorant, sweat, perspiration, Heimlich Maneuver, abdominal bleeding, thrust, foreign body, airway obstruction, compression, carbon monoxide, over-the-counter, medicine, prescription drugs, drug misuse, drug abuse, side effect</p>	<p>Video : “It’s a Change Thing”  Video: “American Heart Association Heimlich Maneuver”  Video: “Rescue 911”  AHA First Aid Course  <u>Health: Skills for Wellness</u> pg. 494  Carbon Monoxide Article</p>	<p>Discussion  Participation  Quiz  Evaluation of skills and procedures.</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 6

**Unit:** Diseases & Illnesses

**Time Frame:** 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</li> <li>• Personal wellness habits can help prevent health concerns/diseases (ie. Cancer, Lyme).</li> </ul>	<ul style="list-style-type: none"> <li>• How can a personal commitment to wellness influence the health of others?</li> <li>• How does a commitment to wellness reduce one’s risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life?</li> <li>• What are the risks of disease in everyday life?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The early detection and treatment of diseases and health conditions impact one’s health.</li> <li>• Participation in social and health- or service-organization initiatives have a positive social impact.</li> <li>• Health literacy includes the ability to compare and evaluate health resources.</li> <li>• Lyme disease can be prevented by avoiding contact with deer ticks, self-check and wearing appropriate clothing.</li> </ul>	<p><b>Students will be able to:</b></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> <li>• Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</li> <li>• Determine the validity and reliability of different types of health resources.</li> <li>• Identify the signs and symptoms of diabetes such as extreme thirst, weight loss, frequent urination, nausea, hunger, fatigue, irritability.</li> <li>• Explain how to protect and prevent sun burns, as a cause of skin cancer.</li> </ul>	<p>2.1.6.C.1 2.1.6.C.2 2.1.6.C.3</p> <p>2.2.6.D.1 2.2.6.E.1</p> <p>Suicide Prevention <b>N.J.S.A. 18A:6-111</b></p> <p>Cancer Awareness <b>N.J.S.A. 18A:40-33</b></p> <p>Lyme Disease <b>N.J.S.A. 18A:35-5.1</b></p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Disease, illness, depression, anxiety, panic disorder, phobia, Diabetes Type I and II, insulin, insulin shock, diabetic coma, skin cancer, deer tick, bacteria, antibiotic, bulls-eye, rash</p>	<p><u>Health: Skills for Wellness</u></p> <p>Video: “Juvenile Diabetes Association”</p>	<p>Discussion Quiz</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 6

**Unit:** Substance Abuse

**Time Frame:** 10 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.</li> <li>Understanding why a behavior or activity is unsafe or risky is only the first step towards keeping one safe.</li> </ul>	<ul style="list-style-type: none"> <li>Why do people use and abuse alcohol, tobacco and other drugs despite warning about the dangers to self and others?</li> <li>Why is it so difficult to educate people about risky behaviors?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</li> <li>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</li> <li>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</li> <li>Substance abuse is caused by a variety of factors.</li> <li>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what to do if abuse is suspected or occurs.</li> <li>Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</li> <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>Predict situations that may challenge an individual's core ethical values.</li> <li>Develop a position about a health issue in order to inform peers.</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>	<p>2.1.6.D.2</p> <p>2.2.6.A.1 2.2.6.B.1 2.2.6.B.2 2.2.6.C.2 2.2.6.D.2</p> <p>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.3 2.3.6.C.4</p> <p>Drug, Alcohol, Tobacco, Controlled Dangerous Substances and Anabolic Steroids  <b>N.J.S.A. 18A:40A-1</b></p>

	<ul style="list-style-type: none"> <li>• Summarize the signs and symptoms of inhalant abuse.</li> <li>• Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</li> <li>• Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</li> <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>• Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</li> </ul>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>Carbon monoxide, carcinogen, chewing tobacco, nicotine, nicotine withdrawal, smokeless tobacco, snuff, stimulant, tar, chronic bronchitis, emphysema, leukoplakia, mainstream smoke, passive smokers, herbal cigarette, nicotine gum, tolerance, physical addiction, mental addiction, social addiction, alcohol, depressant, ethanol, proof, alcohol poisoning, blood alcohol concentration, cirrhosis, dependence, DWI, fetal alcohol syndrome, hangover, inhibition, overdose, Alateen, Alcoholics Anonymous, alcoholism, codependent, detoxification, enabler, rehabilitation, abstain, cannabis sativa, “pot”, “grass”, “joint”, THC, hashish, inhalants, poisons</p>	<p>Video: “Smoking” Discovery Streaming  “Decision Making”  “Alateen Lots of Kids Like Us”  “Rescue 911-Alcohol Poisoning”  “Inhalants” Discovery Streaming</p> <p>Worksheet: Cost of Smoking  Life Skills Training Workbook displays mouth models  Alateen Red Book  <u>Health: Skills for Wellness</u>  Alcoholism display  Various articles  “Here’s Looking at You 2000 Activity on Marijuana”</p> <p>Rochelle Park Twp. Police Department</p>	<p>Quiz  Test  Cost of Smoking Poster  Note sheets and Worksheets  Discussion</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 6

**Unit:** Family Life: Relationships

**Time Frame:** 5 Sessions

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Relationships are the connections people have with each other.</li> <li>• The family provides the first opportunity for a person to develop relationship skills.</li> <li>• Every family is different, but all families provide the foundation for future relationships.</li> <li>• As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> </ul>	<ul style="list-style-type: none"> <li>• How does your family influence the adult you will become?</li> <li>• How do you develop and sustain relationships over time?</li> <li>• Why is it so hard to have healthy relationships?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> <li>• Many health-related situations require the application of a thoughtful decision-making process.</li> <li>• Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</li> <li>• Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> <li>• Healthy relationships require a mutual commitment.</li> <li>• Responsible actions regarding sexual behavior impact the health of oneself and others.</li> <li>• Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain what to do if abuse is suspected or occurs.</li> <li>• Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</li> <li>• Determine how conflicting interests may influence one’s decisions.</li> <li>• Predict situations that may challenge an individual’s core ethical values.</li> <li>• Distinguish health issues that warrant support from trusted adults or health professionals.</li> <li>• Compare and contrast how families may change over time.</li> <li>• Analyze the characteristics of healthy friendships and other relationships.</li> <li>• Compare and contrast the role of dating and dating behaviors in adolescence.</li> <li>• Summarize strategies to remain abstinent and resist pressures to become sexually active.</li> <li>• Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</li> <li>• Predict challenges that may be faced by adolescent parents and their families.</li> <li>• Compare, contrast, differentiate between physical, emotional, and sexual abuse.</li> <li>• Explain that sexual activity for a child ages 12 and under is illegal.</li> <li>• Explain that a picture of breasts, buttocks, or genital area under the age of 18 is illegal and consider child pornography (incl. sexting).</li> </ul>	<p>2.1.6.D.2</p> <p>2.2.6.A.2 2.2.6.B.3 2.2.6.C.2 2.2.6.E.2</p> <p>2.4.6.A.2 2.4.6.A.5 2.4.6.B.2 2.4.6.B.4 2.4.6.C.4</p> <p>Domestic Violence <b>N.J.S.A. 18A:35-4.23</b></p> <p>Sexual Assault <b>N.J.S.A. 18A:35-4.3</b></p> <p>Stress Abstinence <b>N.J.S.A. 18A:35-4.19-20</b></p>

<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/ PROJECT</b>
Physical, emotional, mental, sexual abuse, predator, child molester, sexual offender, lure, gut instinct, sexual assault, abstinence, child pornography, sexting	Video: "Stranger Awareness" 1 & 2	Discussion Participation Group Poster Project



**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 6

**Unit:** Family Life: Our Bodies

**Time Frame:** 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>The early detection of diseases and health conditions contribute to one’s health and helps reduce healthcare needs and costs.</li> </ul>	<ul style="list-style-type: none"> <li>What’s more important: prevention or cure?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Staying healthy is a lifelong process that includes all dimensions of wellness.</li> <li>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</li> <li>Responsible actions regarding sexual behavior impact the health of oneself and others.</li> <li>Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</li> <li>That self-examination of breast and testicles can be the first step in cancer prevention in these areas.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</li> <li>Explain what to do if abuse is suspected or occurs.</li> <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, <a href="#">STIs</a>, <a href="#">HPV</a>, 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>Identify the structures of the male and female reproductive systems.</li> <li>Describe the physical changes that boys and girls experience during puberty.</li> <li>Explain how a male or female fetus is determined.</li> <li>Differentiate between different types of twins: fraternal, identical, and conjoined.</li> </ul>	<p>2.1.6.A.2 2.1.6.D.2</p> <p>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</p> <p>Breast Self-Examination <b>N.J.S.A. 18A:35-5.4</b></p> <p>Domestic Violence <b>N.J.S.A. 18A:35-4.23</b></p> <p>Sexual Assault <b>N.J.S.A. 18A:35-4.3</b></p> <p>Stress Abstinence <b>N.J.S.A. 18A:35-4.19-20</b></p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Growth spurt, hormone, fallopian tube, fimbria, ovum, uterus, ovary, uterine lining, cervix, vagina, pubic hair, clitoris, outer labia, urethra, inner labia, hymen, vagina, anus, period, menstruation, estrogen, progesterone, puberty, testosterone, bladder, seminal vesicle, prostate, vas deferens, penis, Cowper's gland, rectum, epididymis, testicle, scrotum, erection, ejaculation, foreskin, nocturnal emission, embryo, fetus, placenta, womb, amniotic sac, fertilization, implantation, labor, umbilical cord, dilates, X sperm cells, Y sperm cells, fraternal twins, identical twins, conjoined twins, sexual intercourse, breast cancer, testicular cancer, early detection, self examination.</p>	<p>Video: "It's a Change Thing"  "Always Changing, Always Growing"  "Family Life" Channel 13  "Miracle of Life"  "Twins" TLC</p> <p>Sex Education Activities and Handouts</p> <p>Displays on fetal development models of the female and male reproductive systems</p> <p><u>Human Biology and Health</u>  <u>Health: Skills for Wellness</u></p>	<p>Quiz  Class discussions  Worksheets  Notes  Tests</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 6

**Unit:** HIV/AIDS

**Time Frame:** 3 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• There is a difference between HIV and AIDS.</li> <li>• Every health-related decision has short and long term consequences and affects the ability to reach health goals.</li> <li>• Many factors contribute to the spread of HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>• How does AIDS differ from other viruses, or doesn't it?</li> <li>• How do I prevent the spread of HIV/AIDS?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• HIV (human immunodeficiency virus) is a virus that disables the immune system.</li> <li>• HIV destroys the immune system's helper T cells, the loss of these cells causes AIDS (acquired immune deficiency syndrome).</li> <li>• The immune system protects the body from infection.</li> <li>• Hugging, sharing a classroom, holding hands are not at risk behaviors that lead to HIV infection.</li> <li>• That people with AIDS require special needs.</li> <li>• Good decision making and resisting peer pressures can help decrease the risk of contracting AIDS.</li> <li>• Abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Articulate and discuss fears of HIV/AIDS.</li> <li>• Define the disease and acronyms HIV/AIDS.</li> <li>• Name four types of pathogens.</li> <li>• Identify some diseases caused by viruses.</li> <li>• List the ways viruses are spread.</li> <li>• Explain the role of the human immune system in preventing disease.</li> <li>• Explain the difference in the way HIV and other viruses are spread.</li> <li>• Identify the impact of AIDS on the immune system.</li> <li>• List ways in which AIDS is spread.</li> <li>• Explain how to prevent AIDS infection.</li> </ul>	<p>2.2.6.A.1 2.2.6.A.2 2.2.6.B.1 2.2.6.B.2 2.2.6.C.1 2.2.6.C.2  2.3.6.B.4 2.3.6.B.7  2.4.6.B.2 2.4.6.B.3 2.4.6.B.4  5.3.6.A.1</p> <p>Stress Abstinence  <b>N.J.S.A. 18A:35-4.19-20</b></p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>HIV AIDS T cells Pathogen Virus Bacteria Protest Parasitic worm</p>	<p>Video: Immune System Video: Pediatric AIDS Foundation Assorted worksheets – Sexuality Education Activity Worksheets</p>	<p>Class activities Class participation Observation</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 6

**Unit:** Character & Citizenship

**Time Frame:** 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Through social networking, people even establish relationships with individuals they have never met.</li> <li>It is extremely important to practice safe decision making when developing new relationships in your community, as well as in the global community.</li> <li>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>How can I build health relationships on a global level?</li> <li>How do I navigate through conflict with my peers? My family?</li> <li>What defines me?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Social and emotional development impacts all components of wellness.</li> <li>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.</li> <li>Stress management skills impact an individual’s ability to cope with different types of emotional situations.</li> <li>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</li> <li>Personal core ethical values impact the behavior of oneself and others.</li> <li>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</li> <li>Healthy relationships require a mutual commitment.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Examine how <a href="#">personal assets</a> and <a href="#">protective factors</a> support healthy social and emotional development.</li> <li>Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</li> <li>Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</li> <li>Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</li> <li>Use effective decision-making strategies.</li> <li>Determine how conflicting interests may influence one’s decisions.</li> <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> <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> </ul>	<p>2.1.6.E.1 2.1.6.E.2 2.1.6.E.3</p> <p>2.2.6.A.2 2.2.6.B.1 2.2.6.B.3 2.2.6.C.1 2.2.6.C.2 2.2.6.C.3</p> <p>2.4.6.A.2 2.4.6.A.3 2.4.6.A.4</p> <p>Bully Prevention <b>N.J.S.A. 18A:37-17</b></p> <p>Gang Violence Prevention <b>N.J.S.A. 18A:35-4.26</b></p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
<p>Bully, bullying, bystander, victim, harassment, cyber-bullying, physical, emotional, mental, and sexual abuse, peer pressure, conflicts, assertiveness, communication skills, gang, acceptance, excitement, protection, graffiti, clothing, tattoos, signs</p>	<p><u>Life Skills Training</u> Gilbert J. Botvin, PhD  <u>Bullying and Harassment Situation Cards</u>  <u>Take a Bite Out of Bullying</u> DVD and worksheets</p> <p>San Antonio Police Department Youth Crime Service Unit: Gang Awareness (teacher resource only)</p> <p><a href="http://Askacop.org/gangsandschoolviolencelessonplanet.com">Askacop.org/gangsandschoolviolencelessonplanet.com</a></p>	<p>Class participation  Class activities  Discussion</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 7

**Unit:** Nutrition

**Time Frame:** 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Food choices and eating patterns are developed at a young age, persist through one’s lifetime, and may impact one’s long-term health.</li> <li>• Peers and the media also have a significant impact on food choices and the availability of healthy options.</li> <li>• Making healthy eating choices is an important part of achieving and sustaining wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• How are food choices influenced by culture and tradition?</li> <li>• What role does family, peers, and the media have on food choices now and throughout life?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Eating patterns are influenced by a variety of factors.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <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>• Analyze the nutritional values of new products and supplements.</li> <li>• Analyze food labels for nutritional values on new products with an emphasis on energy drinks and their nutritional values.</li> </ul>	<p>2.1.8.B.1            2.1.8.B.2            2.1.8.B.3            2.1.8.B.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Culture, health status, age, eating environment, lose, gain, maintain, weight, nutritional plan, supplements, cultural background, vegetarian, pregnancy, diabetic, food allergies	<p><a href="http://www.kidsnutrition.org">www.kidsnutrition.org</a></p> <p><a href="http://www.myfooddiary.com">www.myfooddiary.com</a></p> <p>Food labels worksheet</p>	Food Label Worksheet Family Nutritional Plan

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 7

**Unit:** Health & Wellness

**Time Frame:** 6 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> <li>Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe.</li> <li>Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.</li> </ul>	<ul style="list-style-type: none"> <li>How do personal health choices impact our own health as well as the health of others?</li> <li>Why is it so difficult to educate people about risky behaviors?</li> <li>Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</li> <li>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</li> <li>Applying first-aid procedures can minimize injury and save lives.</li> <li>Social and emotional development impacts all components of wellness.</li> <li>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.</li> <li>Stress management skills impact an individual's ability to cope with different types of emotional situations.</li> <li>Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</li> </ul>	<p><b>Students will be able to:</b></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>Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.</li> <li>Analyze the causes and the consequences of noncompliance with the <a href="#">traffic safety system</a>.</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> <li>Analyze how <a href="#">personal assets</a>, <a href="#">resiliency</a>, and <a href="#">protective factors</a> support healthy social and emotional health.</li> <li>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</li> <li>Explain how culture influences the ways families and groups cope with crisis and change.</li> <li>Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</li> <li>Analyze strategies to enhance character development in individual, group, and team activities (Special Interest Group Project)</li> </ul>	<p>2.1.8.A.3                  2.1.8.A.4                  2.1.8.D.2                  2.1.8.D.3                  2.1.8.D.4                  2.1.8.E.1                  2.1.8.E.2                  2.1.8.E.3                  2.1.8.E.4                    2.2.8.C.1                  2.2.8.C.3                                  Bully Prevention  <b>N.J.S.A. 18A:37-17</b></p>

<ul style="list-style-type: none"> <li>• Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</li> </ul>	<ul style="list-style-type: none"> <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>• Design a bumper sticker/poster/brochure to educate others regarding skin cancer.</li> </ul>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/ PROJECT</b>
Personal boundaries, emotional closeness, sexual harassment, sexual assault, sexual boundaries, rape, statutory rape, consent, peer pressure, date rape, alcohol, consumption, dating relationships, red flags, biohazard bag, rescuer, victim, Basic Life Support, shock, poisoning, stress management, relaxation techniques, balance, stressors, time management, confrontation, mental rehearsal, therapy, biofeedback, positive stress, negative stress, Skin Cancer Awareness Month (May)	Justellfire.com Bergen County Rape Crisis Center DVD: American Heart Association First Course Tape, stress management Health Book: Skills for Wellness  <a href="http://www.hhs.gov">www.hhs.gov</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a>	Discussion Quizzes  Demonstrations of first aid procedures  Participation in stress management techniques  Skin Cancer Awareness Project



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**Grade:** 7

**Unit:** Diseases & Illnesses

**Time Frame:** 6 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</li> <li>Personal wellness habits can help prevent health concerns/diseases (ie. Cancer, Lyme).</li> </ul>	<ul style="list-style-type: none"> <li>How can a personal commitment to wellness influence the health of others?</li> <li>How does a commitment to wellness reduce one's risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?</li> <li>What are the risks of disease in everyday life?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</li> <li>The prevention and control of diseases and health conditions are affected by many factors.</li> <li>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</li> <li>Preventing sunburns can prevent skin cancer and premature aging of the skin.</li> <li>Lyme disease can be prevented by avoiding contact with deer ticks, self-check and wearing appropriate clothing.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Relate advances in technology to maintaining and improving personal health.</li> <li>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> <li>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.</li> <li>Assess the degree of risk in a variety of situations and identify strategies to reduce <u>intentional and unintentional injuries</u> to self and others.</li> <li>Design an information brochure on skin cancer.</li> </ul>	<p>2.1.8.A.3 2.1.8.C.2 2.1.8.C.3 2.1.8.D.1</p> <p>Suicide Prevention <b>N.J.S.A. 18A:6-111</b></p> <p>Cancer Awareness <b>N.J.S.A. 18A:40-33</b></p> <p>Lyme Disease Prevention <b>N.J.S.A. 18A:35-5.1</b></p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Depression, impulse disorders, eating disorders, anorexia, bulimia, bipolar depression, anxiety, phobias, suicide, skin cancer, acne, dermatologist, dermis, epidermis, herpes simplex I, melanin, melanoma, pores, sebaceous gland, vassal cell carcinoma, squamous cell carcinoma, sun exposure, UV index, sunburn, premature aging of the skin, SPF, follicles, overexposure, deer tick, bacteria, antibiotic, bulls-eye, rash, flu-like symptoms</p>	<p><u>Health Skills for Wellness</u> Guidance Department <a href="http://www.skincancer.org">www.skincancer.org</a> <a href="http://www.cancer.gov">www.cancer.gov</a> <a href="http://www.aad.org">www.aad.org</a> <a href="http://www.skincheck.org">www.skincheck.org</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.webmd.org">www.webmd.org</a></p>	<p>Discussion Participation Skin Cancer/Prevention brochure/pamphlets</p>

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**Grade:** 7

**Unit:** Substance Abuse

**Time Frame:** 15 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.</li> <li>Understanding why a behavior or activity is unsafe or risky is only the first step towards keeping one safe.</li> </ul>	<ul style="list-style-type: none"> <li>Why do people use and abuse alcohol, tobacco and other drugs despite warning about the dangers to self and others?</li> <li>Why is it so difficult to educate people about risky behaviors?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</li> <li>Social and emotional development impacts all components of wellness.</li> <li>Stress management skills impact an individual’s ability to cope with different types of emotional situations.</li> <li>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</li> <li>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.</li> <li>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</li> <li>Substance abuse is caused by a variety of factors.</li> <li>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.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Assess the degree of risk in a variety of situations and identify strategies to reduce <a href="#">intentional and unintentional injuries</a> to self and others.</li> <li>Analyze how <a href="#">personal assets</a>, <a href="#">resiliency</a>, and <a href="#">protective factors</a> support healthy social and emotional health.</li> <li>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</li> <li>Explain how culture influences the ways families and groups cope with crisis and change.</li> <li>Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</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 factors that support or hinder the achievement of personal health goals during different life stages.</li> <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>Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</li> <li>Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</li> </ul>	<p>2.1.8.D.1            2.1.8.E.1            2.1.8.E.2            2.1.8.E.3            2.1.8.E.4              2.2.8.B.1            2.2.8.B.2            2.2.8.B.3              2.3.8.A.1            2.3.8.A.2            2.3.8.B.1            2.3.8.B.2            2.3.8.B.3            2.3.8.B.5            2.3.8.B.6            2.3.8.B.7            2.3.8.B.8            2.3.8.C.1            2.3.8.C.2              Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids  <b>N.J.S.A. 18A:40A-1</b></p>

	<ul style="list-style-type: none"> <li>• Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</li> <li>• Analyze the effects of all types of tobacco use on the aging process.</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 <a href="#">STIs</a>.</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> </ul>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/ PROJECT</b>
Addiction, alanon, alateen, alcoholic, AA, alcoholism, blackouts, blood alcohol level, central nervous system, codependent, cravings, delirium tremens, denial, depressant, detoxification, DWI, family therapy, guided intervention, hangover, heredity, mood swings, progressive illness, psychologist, recovering alcoholic, secrets, sobriety, stimulant, treatment center, withdrawal, decision making, resiliency, nicotine, stimulant, carbon monoxide, advertising technique, target group stated messages, implied messages, chewing tobacco, smokeless tobacco, cannabis sativa, psychoactive THC, hashish, gateway drug, huffing, inhalants	Book: <a href="#">Dear Kids of Alcoholics</a> Video: Alateen: Just Topsy <a href="http://www.alateen.org">www.alateen.org</a> <a href="http://www.nj-alanon.org">www.nj-alanon.org</a> <a href="http://www.nacoa.org">www.nacoa.org</a> <a href="http://www.nacoa.net">www.nacoa.net</a> Life Skills Training Workbook Video: Life Skills Training Smoking and biofeedback 12 mins. <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.tobaccofree.org">www.tobaccofree.org</a>  Here's Look At You 2000 Curriculum activity...marijuana <a href="http://www.drugabuse.gov">www.drugabuse.gov</a> <a href="http://www.narconon.org">www.narconon.org</a> <a href="http://www.ncadi.samhsa.gov">www.ncadi.samhsa.gov</a> <a href="http://www.cdc.gov">www.cdc.gov</a> Rochelle Park Township Police Department Discovery Streaming: Inhalants <a href="http://www.inhalants.org">www.inhalants.org</a>	Discussion Observations Participation Test Advertising Poster Project Inhalants Quiz

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**Grade:** 7

**Unit:** Family Life: Relationships

**Time Frame:** 4 Sessions

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Relationships are the connections people have with each other.</li> <li>• The family provides the first opportunity for a person to develop relationship skills.</li> <li>• Every family is different, but all families provide the foundation for future relationships.</li> <li>• As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> </ul>	<ul style="list-style-type: none"> <li>• How does your family influence the adult you will become?</li> <li>• How do you develop and sustain relationships over time?</li> <li>• Why is it so hard to have healthy relationships?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> <li>• Potential solutions to health issues are dependent on health literacy and available resources.</li> <li>• Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> <li>• The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</li> <li>• Responsible actions regarding sexual behavior impact the health of oneself and others.</li> <li>• Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</li> <li>• Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</li> <li>• Evaluate various health products, services, and resources from different sources, including the Internet.</li> <li>• Compare and contrast situations that require support from trusted adults or health professionals.</li> <li>• Predict how changes within a family can impact family members.</li> <li>• Explain how the family unit impacts character development.</li> <li>• Explain when the services of professionals are needed to intervene in relationships.</li> <li>• Differentiate between affection, love, commitment, and sexual attraction</li> <li>• Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</li> <li>• Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</li> </ul>	<p>2.2.8.A.1 2.2.8.A.2 2.2.8.E.1 2.2.8.E.2</p> <p>2.4.8.A.1 2.4.8.A.2 2.4.8.A.3 2.4.8.A.4 2.4.8.B.2 2.4.8.B.5</p> <p>Domestic Violence Prevention <b>N.J.S.A. 18A:35-4.23</b></p> <p>Sexual Assault Prevention <b>N.J.S.A. 18A:35-4.3</b></p> <p>Stress Abstinence <b>N.J.S.A. 18A:35-4.19-20</b></p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Refusal, refusal skill, negotiation, delay tactics, peer pressure, sexual pressure, disagreement, conflict, cultural influences, character development, family unit, counselor, psychologist, psychiatrist, sexual involvement, social pressures, media messages, pressure lines, sexual abstinence, services, internet, intervention, affection, love, commitment, sexual attraction, gender identity, sexual orientation, cultural stereotyping</p>	<p>Video and Guide: Postponing Sexual Involvement; refusal skills</p> <p><u>Reducing The Risk Curriculum Building Skills to Prevent Pregnancy, STD and HIV</u> Richard P. Barth, MSW, PhD</p> <p>Text: <u>Health Skills for Wellness</u></p>	<p>Participation in class projects Discussion Activities</p>

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**Grade:** 7

**Unit:** Family Life: Our Bodies

**Time Frame:** 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Physical, sexual, and emotional decisions have lasting effects on one’s future healthy lifestyle.</li> <li>The early detection of diseases and health conditions contribute to one’s health and helps reduce healthcare needs and costs.</li> </ul>	<ul style="list-style-type: none"> <li>How can we take care of our bodies in a society that focuses on weight, beauty, and sexuality?</li> <li>What’s more important: prevention or cure?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Staying healthy is a lifelong process that includes all dimensions of wellness.</li> <li>The prevention and control of diseases and health conditions are affected by many factors.</li> <li>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</li> <li>Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.</li> <li>Responsible actions regarding sexual behavior impact the health of oneself and others.</li> <li>Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <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>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>Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and <a href="#">STIs</a>.</li> <li>Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</li> <li>Relate certain behaviors to placing one at greater risk for HIV/AIDS, <a href="#">STIs</a>, and unintended pregnancy.</li> <li>Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</li> </ul>	<p>2.1.8.A.2 2.1.8.C.1 2.3.8.B.6 2.4.8.B.1 2.4.8.B.4 2.4.8.C.1</p> <p>Breast Self-Examination <b>N.J.S.A. 18A:35-5.4</b></p> <p>Domestic Violence Prevention <b>N.J.S.A. 18A:35-4.23</b></p> <p>Sexual Assault Prevention <b>N.J.S.A. 18A:35-4.3</b></p> <p>Stress Abstinence <b>N.J.S.A. 18A:35-4.19-20</b></p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Abstinence, latex condoms, nonoxynol-9, urination, sexually transmitted infections, check-ups, sexual intercourse, high risk sexual behaviors, HCB, tenderness, pregnancy, appetite, late period, urine test, sexual assault, sexual harassment, boundaries, rape</p>	<p><u>Sexual Education Activities</u> Patricia Rizzo Toner</p> <p>Bergen County Rape Crisis Center</p> <p>Text: <u>Health Skills for Wellness</u></p>	<p>Quizzes Test</p>

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**Grade:** 7

**Unit:** HIV/AIDS

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• Many factors contribute to the spread of HIV and AIDS.</li> <li>• Personal attitude and behavior choices, regardless of peer and media pressure, are the first defenses in not contracting HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Why does the immune system play a vital role in the probability of contracting HIV? And does it play the same role in regards the AIDS?</li> <li>• How do AIDS affect society?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The immune system protects the body from disease and that AIDS has an effect on that immune system.</li> <li>• Prevention and control of diseases and health conditions are affected by many factors.</li> <li>• Every health-related decision has short and long term consequences and affects the ability to reach health goals.</li> <li>• Abstinence from both sexual intercourse and intravenous drug use is the best way to prevent HIV infection.</li> <li>• There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain how AIDS can and cannot be spread.</li> <li>• Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</li> <li>• List the personal choices available to people not at-risk and compare with HIV infected people.</li> <li>• Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</li> <li>• Research the impact AIDS has on the economy, health care, and education.</li> <li>• Analyze to what extent various cultures have responded effectively to individuals with disease/infection/disabilities.</li> <li>• Design a bumper sticker/poster/brochure educating others about World AIDS Day.</li> </ul>	<p>2.1.8.C.1 2.1.8.C.2</p> <p>2.2.8.A.1 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.C.2</p> <p>2.3.8.B.8</p> <p>2.4.8.B.2 2.4.8.B.4</p> <p>5.3.8.A.2</p> <p>6.3.8</p> <p>Stress Abstinence <b>N.J.S.A. 18A:35-4.19-20</b></p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Immune system Infection Peer pressure Abstinence Sexually transmitted disease Intravenous World AIDS Day (December)</p>	<p>Video: Immune System Video: HIV/AIDS (video streaming) Assorted worksheets – Sexuality Education Activity Worksheets <a href="http://www.worldaidsday.org">www.worldaidsday.org</a> <a href="http://www.unaids.org">www.unaids.org</a> <a href="http://www.hhs.gov">www.hhs.gov</a></p>	<p>Tests and quizzes Class activities Class participation Observation Special Interest Groups Project</p>



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**Grade:** 8

**Unit:** Health & Wellness

**Time Frame:** 8 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> <li>Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe.</li> <li>Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.</li> </ul>	<ul style="list-style-type: none"> <li>How do personal health choices impact our own health as well as the health of others?</li> <li>Why is it so difficult to educate people about risky behaviors?</li> <li>Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</li> <li>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>Applying first-aid procedures can minimize injury and save lives.</li> <li>Social and emotional development impacts all components of wellness.</li> <li>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.</li> <li>Stress management skills impact an individual's ability to cope with different types of emotional situations.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Relate advances in technology to maintaining and improving personal health.</li> <li>Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.</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> <li>Analyze how <a href="#">personal assets</a>, <a href="#">resiliency</a>, and <a href="#">protective factors</a> support healthy social and emotional health.</li> <li>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</li> <li>Explain how culture influences the ways families and groups cope with crisis and change.</li> <li>Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</li> </ul>	<p>2.1.8.A.3 2.1.8.D.2 2.1.8.D.4 2.1.8.E.1 2.1.8.E.2 2.1.8.E.3 2.1.8.E.4</p> <p>Bully Prevention <b>N.J.S.A. 18A:37-17</b></p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
<p>Cardiopulmonary resuscitation, emergency medical response, head trauma, wounds, bleeding, fractures, epinephrine, fainting, diabetes, stroke, seizures, shock, allergic reaction, food allergy, stress management</p>	<p>Video: "Oprah Winfrey: Internet Safety for Teens"</p> <p>Bergen County Rape Crisis Center Video &amp; Guide: American Heart Association First Aid Course Handouts</p>	<p>Discussion Participation Quizzes Demonstrations</p>



**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 8

**Unit:** Diseases & Illnesses

**Time Frame:** 6 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</li> <li>Personal wellness habits can help prevent health concerns/diseases (ie. Cancer, Lyme).</li> </ul>	<ul style="list-style-type: none"> <li>How can a personal commitment to wellness influence the health of others?</li> <li>How does a commitment to wellness reduce one's risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?</li> <li>What are the risks of disease in everyday life?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</li> <li>The prevention and control of diseases and health conditions are affected by many factors.</li> <li>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Relate advances in technology to maintaining and improving personal health.</li> <li>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> <li>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.</li> <li>Assess the degree of risk in a variety of situations and identify strategies to reduce <a href="#">intentional and unintentional injuries</a> to self and others.</li> <li>Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</li> </ul>	<p>2.1.8.A.3 2.1.8.C.2 2.1.8.C.3 2.1.8.D.1  2.2.8.D.1</p> <p>Suicide Prevention <b>N.J.S.A. 18A:6-111</b></p> <p>Cancer Awareness <b>N.J.S.A. 18A:40-33</b></p> <p>Lyme Disease Prevention <b>N.J.S.A. 18A:35-5.1</b></p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
<p>Depression, impulse disorders, gambling, bypass, shopping, eating disorders, bipolar disorders, physical well-being, social well-being, emotional well-being, noninfectious disease, cardiovascular disease, high blood pressure, hypertension, atherosclerosis, cholesterol, plaque, coronary heart disease, angina pectoris, arrhythmia, fibrillation, pacemaker, congestive heart failure, heart disease risk factors, stroke, cerebral hemorrhage, aneurysm, electrocardiogram, angiography, obesity, balloon angioplasty, diabetes type I, diabetes type II, smoking</p>	<p>Guidance Department Heart Disease Unit</p> <p>Video: Depression and Addiction Discovery Video: Heart Attack Text: <a href="#">Health Skills for Wellness</a></p> <p><a href="http://www.diabetes.org">www.diabetes.org</a>  <a href="http://www.americanheart.org">www.americanheart.org</a>  <a href="http://www.cdc.gov/heartdisease/">www.cdc.gov/heartdisease/</a>  <a href="http://www.kidshealth.org">www.kidshealth.org</a> worksheets</p>	<p>Discussion Participation Quiz Activities Special Interest Groups Project</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 8

**Unit:** Substance Abuse

**Time Frame:** 7 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.</li> <li>Understanding why a behavior or activity is unsafe or risky is only the first step towards keeping one safe.</li> </ul>	<ul style="list-style-type: none"> <li>Why do people use and abuse alcohol, tobacco and other drugs despite warning about the dangers to self and others?</li> <li>Why is it so difficult to educate people about risky behaviors?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</li> <li>Social and emotional development impacts all components of wellness.</li> <li>Stress management skills impact an individual's ability to cope with different types of emotional situations.</li> <li>Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</li> <li>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.</li> <li>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</li> <li>Substance abuse is caused by a variety of factors.</li> <li>The ability to interrupt a drug dependency/addiction typically requires outside</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Assess the degree of risk in a variety of situations and identify strategies to reduce <u>intentional and unintentional injuries</u> to self and others.</li> <li>Analyze how <u>personal assets</u>, <u>resiliency</u>, and <u>protective factors</u> support healthy social and emotional health.</li> <li>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</li> <li>Explain how culture influences the ways families and groups cope with crisis and change.</li> <li>Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</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 factors that support or hinder the achievement of personal health goals during different life stages.</li> <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>Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</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</li> </ul>	<p>2.1.8.D.1  2.1.8.E.1  2.1.8.E.2  2.1.8.E.3  2.1.8.E.4    2.2.8.B.1  2.2.8.B.2  2.2.8.B.3    2.3.8.A.1  2.3.8.A.2  2.3.8.B.1  2.3.8.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  2.3.8.C.1  2.3.8.C.2    Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids  <b>N.J.S.A. 18A:40A-1</b></p>

<p>intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p>	<p>the use, sale, and possession of illegal substances.</p> <ul style="list-style-type: none"> <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 <a href="#">STIs</a>.</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> </ul>	
<p><b>VOCABULARY</b></p>	<p><b>RESOURCES/MATERIALS</b></p>	<p><b>ASSESSMENT/ PROJECT</b></p>
<p>Alcohol poisoning, carbon monoxide, carcinogen, chewing tobacco, nicotine, nicotine withdrawal, smokeless tobacco, snuff, stimulant, tar, chronic bronchitis, emphysema, leukoplakia, mainstream smoke, passive smokers, herbal cigarette, nicotine gum, tolerance, physical addiction, mental addiction, social addiction, alcohol, depressant, ethanol, proof, alcohol poisoning, blood alcohol concentration, cirrhosis, dependence, DWI, fetal alcohol syndrome, hangover, inhibition, overdose, Alateen, Alcoholics Anonymous, alcoholism, codependent, detoxification, enabler, rehabilitation, abstain, cannabis sativa, “pot”, “grass”, “joint”, THC, hashish, inhalants, poisons</p>	<p><u><a href="#">For Teenagers Living With a Parent Who Abuses Alcohol/Drugs</a></u> Edith Beer</p> <p>Video: Binge Drinking</p> <p>Video&amp; Guide Materials: The Myths of Marijuana Debunked</p> <p>Text: <u><a href="#">Health Skills for Wellness</a></u></p> <p><u><a href="http://www.cdc.gov/alcohol/quickstats/binge_drinking.htm">www.cdc.gov/alcohol/quickstats/binge_drinking.htm</a></u></p> <p>Rochelle Park Township Police Department</p>	<p>Pre/Post Tests Discussion Participation</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 8

**Unit:** Family Life: Relationships

**Time Frame:** 16 Sessions

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Relationships are the connections people have with each other.</li> <li>• The family provides the first opportunity for a person to develop relationship skills.</li> <li>• Every family is different, but all families provide the foundation for future relationships.</li> <li>• As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</li> </ul>	<ul style="list-style-type: none"> <li>• How does your family influence the adult you will become?</li> <li>• How do you develop and sustain relationships over time?</li> <li>• Why is it so hard to have healthy relationships?</li> </ul>

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>NJCCCS</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> <li>• Potential solutions to health issues are dependent on health literacy and available resources.</li> <li>• Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> <li>• The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</li> <li>• Responsible actions regarding sexual behavior impact the health of oneself and others.</li> <li>• Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</li> <li>• Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</li> <li>• Evaluate various health products, services, and resources from different sources, including the Internet.</li> <li>• Compare and contrast situations that require support from trusted adults or health professionals.</li> <li>• Predict how changes within a family can impact family members.</li> <li>• Explain how the family unit impacts character development.</li> <li>• Explain when the services of professionals are needed to intervene in relationships.</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> </ul>	<p>2.2.8.A.1 2.2.8.A.2 2.2.8.E.1 2.2.8.E.2</p> <p>2.4.8.A.1 2.4.8.A.2 2.4.8.A.3 2.4.8.A.4 2.4.8.A.5 2.4.8.A.6 2.4.8.B.2 2.4.8.B.5 2.4.8.C.3 2.4.8.C.4</p> <p>Domestic Violence Prevention <b>N.J.S.A. 18A:35-4.23</b></p> <p>Sexual Assault Prevention <b>N.J.S.A. 18A:35-4.3</b></p> <p>Stress Abstinence <b>N.J.S.A. 18A:35-4.19-20</b></p>

<ul style="list-style-type: none"> <li>• Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop acceptable criteria for safe dating in groups, setting limits, or only dating someone of the same age.</li> <li>• Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</li> <li>• Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</li> <li>• Determine effective strategies and resources to assist with parenting.</li> <li>• Predict long and short term impacts of teen pregnancy.</li> </ul>	
<b>VOCABULARY</b>	<b>RESOURCES/MATERIALS</b>	<b>ASSESSMENT/PROJECT</b>
<p>Verbal communication, nonverbal communication, abstinence, refusal, delaying tactics, assertiveness, peer pressure, sexual pressure, disagreement, conflict, trusted adults, health professionals, family, character development, affection, love, commitment, sexual attraction, pregnancy risk, role plays, high risk situations, myths, crisis, intervene, strategies, healthy relationships, unhealthy relationships, physical abuse, emotional abuse, sexual abuse, dating, gender identity, sexual orientation, cultural stereotyping, adoption, closed adoption, teen parent, abortion, open adoption</p> <p>JBWS 24 Hour Helpline 973-267-4763</p> <p>Boystown National Hotline 800-448-3000</p> <p>Youth Crisis Hotline 800-448-4663</p>	<p><u>Reducing The Risk Curriculum Building Skills to Prevent Pregnancy, STD and HIV</u> Richard P. Barth, MSW, PhD</p> <p>Current Health Magazine: Human Sexuality Supplement</p> <p><u>The New Positive Images: Teaching Abstinence, Contraception and Sexual Health</u> Peggy Brick</p> <p><u>The Story of Brian Peterson and Amy Grossberg...Teen Pregnancy Lessons</u> Peggy Brick</p> <p>Bergen County Rape Crisis Center Jersey Battered Women's Service</p> <p>Text: <u>Health Skills for Wellness</u></p> <p><a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a>  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="http://www.jbws.org">www.jbws.org</a>  <a href="http://www.choosererespect.org">www.choosererespect.org</a>  <a href="http://www.seeitandstopit.org">www.seeitandstopit.org</a>  <a href="http://www.2ndfloor.org">www.2ndfloor.org</a>  <a href="http://www.ncadv.org">www.ncadv.org</a>  <a href="http://www.loveisnotabuse.org">www.loveisnotabuse.org</a>  <a href="http://www.dvinstitute.org">www.dvinstitute.org</a>  <a href="http://www.dvalianza.org">www.dvalianza.org</a>  <a href="http://www.apiahf.org/apidvinstitute/">www.apiahf.org/apidvinstitute/</a>  <a href="http://www.menstoppingviolence.org">www.menstoppingviolence.org</a></p>	<p>Participation Discussion Activity/presentation Worksheets Quizzes</p>

**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 8

**Unit:** Family Life: Our Bodies

**Time Frame:** 6 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>Knowing how and when to navigate the healthcare system is critical to maintaining wellness.</li> <li>The early detection of diseases and health conditions contributes to one’s health and helps reduce healthcare costs.</li> </ul>	<ul style="list-style-type: none"> <li>How do you define a healthy body?</li> <li>How do you know when you need medical help?</li> <li>What’s more important: prevention or cure?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>The prevention and control of diseases and health conditions are affected by many factors</li> <li>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</li> <li>Responsible actions regarding sexual behavior impact the health of oneself and others.</li> <li>Early detection strategies assist in the prevention and treatment of illness or disease.</li> <li>Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <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 transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</li> <li>Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and <a href="#">STIs</a>.</li> <li>Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</li> <li>Relate certain behaviors to placing one at greater risk for HIV/AIDS, <a href="#">STIs</a>, and unintended pregnancy.</li> <li>Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and <a href="#">HPV</a> vaccine.</li> <li>Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</li> <li>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.</li> <li>Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</li> </ul>	<p>2.1.8.C.1</p> <p>2.3.8.B.6</p> <p>2.4.8.B.3 2.4.8.B.4 2.4.8.B.6 2.4.8.C.1 2.4.8.C.2 2.4.8.C.5</p> <p>Breast Self-Examination <b>N.J.S.A. 18A:35-5.4</b></p> <p>Domestic Violence Prevention <b>N.J.S.A. 18A:35-4.23</b></p> <p>Sexual Assault Prevention <b>N.J.S.A. 18A:35-4.3</b></p> <p>Stress Abstinence <b>N.J.S.A. 18A:35-4.19-20</b></p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT PROJECT
<p>Healthy body, breast self examination, testicular self examination, epidemic, sexually transmitted diseases, sexually transmitted infections, abstinence, sexual fidelity, Chlamydia, pelvic inflammatory disease or PID, gonorrhea, syphilis, human papilloma virus, genital warts, genital herpes, hepatitis B, hepatitis C, virus, acquired immunodeficiency syndrome, pubic lice, scabies, candidiasis, abstinence, contraception, condom, barrier, spermicides, IUD, diaphragm or cervical cap, contraceptive sponge, fertility awareness methods, sterilization, emergency contraceptive pills, Depo-injection, Luna injection, prenatal care, fertilization, zygote, foster parent, human chorionic gonadotropin (HCG), placenta, umbilical cord, amniotic sac, amniotic fluid, fetus, trimester, fetal alcohol syndrome, amniocentesis, ultrasound, chorionic villus sampling, labor, birth, delivery, cervical dilation, ectopic pregnancy, miscarriage, stillbirth, toxemia, cesarean section, identical twins, fraternal twins, postpartum depression, oxytocin.</p>	<p>Text: <u>Health Skills for Wellness</u>            Current Health Magazine: Human Sexuality Component  <u>Reducing The Risk Curriculum</u>  <u>Building Skills to Prevent Pregnancy, STD and HIV</u> Richard P. Barth, MSW, PhD</p> <p><u>AIDS: HIV Prevention Education for Puberty Age Youth</u> Sue Montfort  <u>Teaching Abstinence, Contraception, and Sexual Health</u> Peggy Brick  <u>Teaching Safer Sex</u> Peggy Brick  <u>Sex Education Activities</u> Patricia Rizzo Toner</p> <p>Video: Contraceptive Options            Planned Parenthood: Contraceptive Options Chart</p> <p>Discovery Streaming Video: Hope Is Not a Method; HIV/AIDS</p> <p><a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a> (short videos on HPV, gardasil, genital warts, Chlamydia)  <a href="http://www.teenpregnancy.org">www.teenpregnancy.org</a>  <a href="http://www.rainn.org">www.rainn.org</a>  <a href="http://www.siecus.org">www.siecus.org</a>  <a href="http://www.cdc.gov">www.cdc.gov</a>  <a href="http://www.kff.org">www.kff.org</a></p>	<p>Quizzes            Test            Worksheet activities            Discussions            Participation</p>



**ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health Curriculum Guide**

**Grade:** 8

**Unit:** HIV/AIDS

**Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>• People are infected with HIV and die from AIDS everyday around the world.</li> <li>• Discrimination against those living with HIV and AIDS exist for many reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent is it possible to slow the spread of AIDS globally, for example in Africa?</li> <li>• If AIDS is a disease, just as Cancer or Lyme, why are people who suffer from AIDS discriminated against?</li> </ul>

KNOWLEDGE	SKILLS	NJCCCS
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• That an awareness of information about AIDS can lead to prevention of the infection.</li> <li>• The three stages of HIV infection are the initial, chronic, and late stages.</li> <li>• That AIDS has an impact globally.</li> <li>• That people who use good decision-making skills are better equipped to resist pressures.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify attitudes and behaviors that would expose one to HIV infection.</li> <li>• Identify the various stages of HIV infection and know that symptoms are not always present.</li> <li>• Explain the impact and controversies of the stages of HIV infection on health insurance for people with AIDS.</li> <li>• Collaboratively collect data, organize information, and prepare presentation regarding such issues as economics, health care, isolation, the legal system, medical research, and medical treatment.</li> <li>• Analyze to what extent various cultures have responded effectively to individuals diseases or disabilities.</li> <li>• Defend a position on a health or social issue to activate community awareness and responsiveness.</li> <li>• Articulate the impact and need for World AIDS Day.</li> </ul>	<p>2.1.8.C.1 2.1.8.C.2</p> <p>2.2.8.A.1 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.C.2</p> <p>2.2.8.D.2</p> <p>2.3.8.B.8</p> <p>2.4.8.B.4</p> <p>3.1.8.H.1</p> <p>3.2.8.B.3 3.2.8.D.1</p> <p>3.3.8.D.3</p> <p>Stress Abstinence <b>N.J.S.A. 18A:35-4.19-20</b></p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Infection Initial stage Chronic stage Late stage World AIDS Day (December)</p>	<p><a href="http://www.worldaidsday.org">www.worldaidsday.org</a>  <a href="http://www.unaids.org">www.unaids.org</a>  <a href="http://www.kidshealth.org">www.kidshealth.org</a> articles            Discovery Education: United Streaming – Teen            HIV/AIDS manual – Planned Parenthood assorted activities</p>	<p>Tests and quizzes Homework Class activities Research activities Class participation Observation Role playing activities World AIDS Day project</p>