

# **Fair Lawn Public Schools**

**Fair Lawn, NJ**

**6-8  
Health**

**August**

**2017**

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The Fair Lawn Public Schools comprehensive health and physical education program promotes development of life-long healthy living through a focus on the multiple dimensions of health – physical, emotional, social, and mental well-being.

## **Comprehensive Health & PE**

# Fair Lawn School District

## Committee Credits

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## Health 6-8

### I. Course Synopsis

The Fair Lawn Middle Schools health curriculum has been developed to address important information related to a child's development of physical, mental, emotional and social health. The grade 6-8 health program is spiraled in nature. Students will be introduced to appropriate and relevant health content in grades 6 which will be further developed as a child progresses through middle school. Important life skills such as communication skills, goal setting, character building, time management, and conflict resolution, refusal skills, dealing with peer pressure, decision making, and stress and anger management are incorporated throughout each of the units.

### II. Philosophy & Rationale

This course has been aligned and developed with the [NJSL health and physical education standards](#) as its focus.

At each grade level, students will be exposed to important health education content related to the multiple dimensions of health including physical, mental, emotional, and social health. At each grade level, content is spiraled in nature and thematic units repeat, but specific content will build upon what has been previously learned. Students at each grade level will learn about nutrition & fitness, growth & development, safety/injury/disease prevention, family life, substance awareness and personal & mental health and at certain grade levels, environmental health will be taught. The NJSL require that sensitive topics such as communicable disease prevention and sexuality be introduced in the elementary grades and efforts have been made to address these topics in this curriculum in an age appropriate way.

Since technical writing and reading non-fiction is a focus of health education, students are expected to think critically and caringly about real-life situations and express their thoughts through text-based narratives, journal entries, short-constructed response, argument-based writing, and/or in-class discussion.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English Language Learners (ELL), at-risk, and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests, needs, and assessment data, including, but not limited to, in class formative and summative assessments.

When deemed appropriate, department teachers will engage students in purposeful paired discussions to share information more effectively, such as the “turn and talk” (Harvey & Daniels, 2009). “Text annotation” could be used, for example to optimize reading comprehension (Daniels & Steineke, 2010).

For additional information on the NJDOE requirements for Comprehensive Health & Physical Education, refer to these websites: [Statutes](#); [FAQ](#).

Health education influences individual, family, and societal development, knowledge, attitudes and behavior. It seeks improvement of individual, family, and community health. It seeks the improvement of the multiple dimensions of health – physical, emotional, social, and mental well being. The student must not be passive in this process. The ultimate goal of our program is to enable students to use knowledge in ways that transform unhealthy habits into healthy habits.

<b>Curriculum Unit Title</b>	<b>Health Promotion W.A.V.E. Correlation</b>	<b>NJSLS Correlation</b>
Wellness: Personal & Mental Health	Personal & Mental Health	Wellness (2.1)
Family Life	Family Life	Integrated Skills (2.2)
Growth, Development & Sexual Health	Growth & Development	Human Relationships & Sexuality (2.4)
Wellness: Disease Prevention	Disease Prevention	Wellness (2.1)
Alcohol, Tobacco & Other Drugs	Alcohol, Tobacco & Other Drugs	Drugs & Medicine (2.3)
Wellness: Nutrition & Fitness	Nutrition & Fitness	Wellness (2.1)
Wellness: Nutrition & Fitness	Nutrition & Fitness	Wellness (2.1)

### III. Scope & Sequence

Teachers are encouraged to follow this suggested time line to promote collaboration. Timelines are approximate and provided as a guide line. Unit 1 does not have to be completed exactly by October 1 in grade 7, for example. This is particularly important considering the scheduling of community partnerships, such as the LEAD (formerly DARE) program.

Unit Title	Grade 6 Topics	Suggested Lessons	Grade 7 Topics	Suggested Lessons	Grade 8 Topics	Suggested Lessons	
<a href="#"><u>Safety, Injury, Prevention &amp; Bullying</u></a>	School Violence Personal Limit Abuse Conflict Resolution	8-10	<a href="#"><u>Wellness: Personal &amp; Mental Health</u></a>	Internal & External Influence on Health Body Image	5-10	<a href="#"><u>Wellness: Personal &amp; Mental Health</u></a>	Self-Health Assessment & Planning 5-8
<a href="#"><u>Wellness: Personal &amp; Mental Health</u></a>	Defining Health Healthy Goal Setting	5-8	<a href="#"><u>Family Life</u></a>	Family Heritage Communication Skills Cyber bullying	8-10	<a href="#"><u>Wellness: Nutrition &amp; Fitness</u></a>	Personal Health Assessment & Planning 20-30
<a href="#"><u>Growth &amp; Development</u></a>	Basic Body Functions Personal Hygiene Male vs. Female Reproductive Systems	20-25	<a href="#"><u>Growth &amp; Development</u></a>	Puberty Personal Hygiene Male & Female Structure & Function Menstrual Cycle Conception, Dev, Birth Intro. to Heredity Risks of Sexual Activity Dating Violence Abstinence & Birth Ctrl	30-40	<a href="#"><u>Safety, Injury, Prevention &amp; Bullying</u></a>	First Aid & Injury Prevention Safety Skills Community Health 10-20
<a href="#"><u>Wellness: Disease Prevention</u></a>	Teen Illness Prevention & Cause HIV/AIDS (Intro) Immune System	5-8	<a href="#"><u>Wellness: Disease Prevention</u></a>	STI's (Symptoms & Transmission)	5-8	<a href="#"><u>Growth &amp; Development</u></a>	Human Sexuality Sexual Identity Dating & Sexual Activity Abstinence & Birth Ctrl Dating Violence 10-12
<a href="#"><u>Family Life</u></a>	Family Roles Dealing with Change	5-8	<a href="#"><u>Alcohol, Tobacco &amp; Other Drugs</u></a>	Alcohol, Tobacco, Inhalants, Marijuana, Caffeine Classifications Skills/Peer Pressure	5-8	<a href="#"><u>Wellness: Disease Prevention</u></a>	STI's (Cause) STI (Prevention) Heart Disease & Cancer Lyme's Disease 5-8
<a href="#"><u>Wellness: Nutrition &amp; Fitness</u></a>	Components of Fitness Nutrition	12-15	<a href="#"><u>Wellness: Nutrition &amp; Fitness</u></a>	Analyzing Nutritional Health	8-10	<a href="#"><u>Alcohol, Tobacco &amp; Other Drugs</u></a>	Drug Use, Abuse, Prevention Consequences of Drug Abuse Resistance Strategies 10-12
<a href="#"><u>Alcohol, Tobacco &amp; Other Drugs</u></a>	Alcohol, Tobacco, Inhalants & Marijuana Getting Help Use, Misuse, Abuse OTC Drugs	20-25				<a href="#"><u>Family Life</u></a>	Changing Community Roles Communication Skills Revisited Throughout the year

## IV. Unit Descriptions

### 2.1.6.A.1 & 2

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Title	Categories	6	7	8
<b>Wellness: Personal &amp; Mental Health</b>  NJSLS  Grade 6 2.1.6.A.1 2.1.6.A.2 2.1.6.E.1 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.2.6.C.2  Grade 7 2.1.8.A.4 2.1.8.C.3 2.1.8.E.1 2.1.8.E.4 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.E.1  Grade 8 2.1.8.A.1 2.1.8.A.3 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3	<b>Enduring Understanding</b>	Physical, mental, emotional and social aspects of health are essential to be a healthy person.	Physical, mental, emotional and social aspects of health are essential to be a healthy person.	Physical, mental, emotional and social aspects of health are essential to be a healthy person.
	<b>Essential Question</b>	What does it mean to be a healthy person?	How do internal and external influences on personal, emotional, mental and social wellness affect your overall health?	How do I meet my personal health goals?
	<b>Content Objectives</b>	Define physical, mental, emotional and social health.  Evaluate your own physical, mental, emotional, and social health to determine if you are healthy.  Identify strategies for improving and maintaining your personal health.  Define goals and goal setting.	Distinguish between physical, mental, emotional and social health. (Review)  Identify, interpret and explain influences on physical, emotional, mental and social wellness, such as media, peers, family and body image, on health.  Compare and contrast various stress management strategies.	Briefly develop a definition of good health based on personal, emotional, mental and social wellness.  Reassess your own overall personal health.  Develop personal health goals and a personal strategy to meet those goals.  Analyze health data.  Identify advances in technology that help maintain personal health.

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## ***Optional Resources & Materials – Wellness: Personal & Mental Health***

### *All Grades*

Healthy Youth! Centers for Disease Control

<http://apps.nccd.cdc.gov/sher/>

Health Teacher Resources

<http://www.healthteacher.com/>

### *Grade 6*

### *Grade 7*

HRM Video – Am I Normal: Teens & Emotional Health

New Dimension Media – Self-Esteem Video – Body Image Obsession

### *Grade 8*

## **VII. Interdisciplinary Connections and Alignment to Technology standards**

Science classes in the Fair Lawn Public schools promote career-readiness skills related to Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Presentation (9.2). Some course concepts from the Career and Technical Education Standards (9.3), but these are not directly correlated since our district is not a CTE program.

The Fair Lawn Public Schools District fosters an environment that promotes career-readiness skills in all content areas. Whereas [Career Ready Practices](#) are explored consistently, specific alignment to [Personal Finance Literacy \(9.1\)](#) and [Career Awareness, Exploration, and Presentation Standards \(9.2\)](#) are included in the district level document (below). When appropriate, the [Career and Technical Education Standards \(9.3\)](#) have been reviewed and aligned as well.

Examples: 9.2B: Career exploration in each unit of study.



In addition, every effort is made to integrate technology and engineering into our science classes. [Educational Technology \(8.1\)](#) and [Technology Education, Engineering, Design, and Computational Thinking – Programming \(8.2\)](#) standards are cross connected throughout our science programs.

- Examples:
- 8.1A: Use spreadsheets to analyze & interpret data from laboratories, 6-12.  
Use the internet to increase productivity and efficiency, 9-12.
  - 8.1B,C: Use data to solve real-world problems, 6-12.  
Use online platforms to collaborate & address global issues, 9-12.
  - 8.1F: Collect and analyze data using internet and data simulations, 6-12.
  - 8.2A: Become aware of the invention process, 3-5.
  - 8.2B: Become aware of the global impacts on technology, 6-12.
  - 8.2C: Apply the design process to pushes & pulls, K-2.
  - 8.2D: Use tools to reduce work, K-2.

For additional detail on how these standards are integrated throughout the Fair Lawn Schools curriculum, review the Fair Lawn Public Schools District Alignment to Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix.

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Title	Categories	6	7	8
<b>Family Life</b>  NJSLS  Grade 6 2.1.6.E.1 2.1.6.E.3 2.4.6.A.1 2.4.6.A.1 2.4.6.A.3 2.4.6.C.4  Grade 7 2.1.8.E.3 2.2.8.E.2 2.4.8.A.1 2.4.8.A.2 2.4.8.A.3  Grade 8 2.4.8.A.1 2.4.8.A.2	<b>Enduring Understanding</b>	Positive family relationships prepare you for your future relationships and improve your overall health.	Effective communication skills foster positive relationships.	Community roles change as you grow.
	<b>Essential Question</b>	What does it mean to be a family?	How does effective communication foster positive relationships?	How does your role in the community change as you grow?
	<b>Content Objectives</b>	<p>Explore different roles and responsibilities of family members.</p> <p>Explore the roles of family members during crisis, rejection, loss, and separation.</p> <p>Promote family pride and foster strong bonds between family members.</p> <p>Develop skills and identify resources that are helpful for dealing with change and family growth. (See Growth &amp; Development in WAVE.)</p>	<p>Explore family heritage and how culture influences how families cope.</p> <p>Develop and practice effective communication and conflict resolution skills.</p> <p>Practice expressing emotions in an appropriate way.</p> <p>Identify parents and other trusted adults as resources for managing strong emotions and list the characteristics that make them trustworthy.</p> <p>Identify the characteristics of a trustworthy friend.</p> <p>Promote safe behaviors at home, online, and through the use of technology to avoid situations and behaviors that can lead to negative outcomes like cyber-bullying and sexting.</p> <p>Determine when a relationship is unhealthy and explain effective strategies to end a relationship.</p>	<p>Recognize that roles and responsibilities change with age.</p> <p>Distinguish between behaviors which enhance or block effective communication.</p> <p>Brainstorm, discuss, and try to implement a volunteer initiative that will positively affect the community or the school community.</p>

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## *Optional Resources & Materials – Family Life*

### *All Grades*

Healthy Youth! Centers for Disease Control

<http://apps.nccd.cdc.gov/sher/>

Health Teacher Resources

<http://www.healthteacher.com/>

### *Grade 6*

Puberty - <http://player.discoveryeducation.com/index.cfm?guidAssetId=640D23E2-B373-4A32-8C66-03DA6BD34748&blnFromSearch=1&productcode=US> (Boys)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=3852BF80-BA83-423A-A7F0-7226C97DA901&blnFromSearch=1&productcode=US> (Girls)

### *Grade 7*

Body Stories – Death & Dying (Video)

HRM Video – Solving Conflicts with Teachers, Parents and Peers

HRM Video – Conflicts, Communication & Relationships

HRM Video – Bad Friendships: Doing More Harm than Good

## **6-8 Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:**

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. Special needs students and ELL students may be given a reduced number of terms and definitions to memorize.
3. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
4. Gifted students may be challenged by asking them to form additional connections between science, and or may be asked to do additional research related to this unit, and to form strong connections to local and global community issues during their research.

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Title	Categories	6	7	8
<b>Growth &amp; Development &amp; Sexual Health</b>  NJSLS  Grade 6 2.1.6.A.3 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.A.3  Grade 7 2.1.8.A.2 2.4.6.C.1 2.4.6.C.2 2.4.6.C.3 2.4.8.A.5 2.4.8.B.1 2.4.8.B.2 2.4.8.B.3 2.4.8.B.4 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.C.1 2.2.8.C.2 2.2.8.C.3 2.2.8.C.4 2.2.8.C.5  Grade 8 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3	<b>Enduring Understanding</b>	Natural changes occur to your body during adolescence.	Changes to your body during adolescence require responsible decision making.	Various sexual identities exist in our society and require responsible decision making and communication.
	<b>Essential Question</b>	How do the changes to your body during adolescence differ and relate to others?	How do you effectively respond to changes that take place during adolescence?	How do you effectively interact with people of different sexual identity and orientation and within your own relationships?
	<b>Content Objectives</b>	<p>Identify the basic function of the digestive, circulatory, and respiratory system as they relate to maintaining proper health.</p> <p>Practice good personal hygiene as it relates to the changing needs of adolescents and identify influences on hygiene product purchases.</p> <p>Identify the parts of the male and female reproductive system.</p> <p>Distinguish between male and female reproductive structures.</p> <p>Identify the process of menstruation.</p> <p><i>Continued</i></p>	<p>Recognize and appreciate the different body types.</p> <p>Assess baseline knowledge of puberty and review as needed.</p> <p>Practice good personal hygiene as it relates to puberty, in particular the menstrual cycle.</p> <p>Compare and contrast the structures and functions of the male and female reproductive parts.</p> <p><i>Continued</i></p>	<p>Define human sexuality and explore the various components that contribute to a healthier sense of sexuality.</p> <p>Identify various sexual identities and avoid negative pressures and influences.</p> <p>Critically analyze various pressures and influences related to dating and sexual activity.</p> <p>Practice behaviors that support the decision to remain sexually abstinent.</p> <p><i>Continued</i></p>

<p>2.2.8.C.3 2.2.8.E.2 2.4.8.A.5 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.3 2.4.8.B.4 2.4.8.B.5 2.4.8.B.6</p>		<p>Compare and contrast the growth of males and females through adolescence.</p> <p>Identify the secondary sex characteristics and emotional changes associated with puberty and explain the related role of the endocrine system.</p> <p>Identify the importance of abstinence as a strategy to resist sexual pressures.</p> <p>Identify behaviors that can lead to sexual disease or an unwanted pregnancy.</p> <p>Identify the emotional effects of sexual activity.</p>	<p>Describe, in detail, the menstrual cycle, including physiological, hormonal, and structural changes.</p> <p>Explain the physiological process of conception, development and birth.</p> <p>Briefly describe how heredity determines physical characteristics and how this relates to body image.</p> <p>Determine when a dating relationship is unhealthy and explain effective strategies to end a relationship.</p> <p>Understand the risks associated with being sexually active, specifically STIs and unwanted pregnancy.</p> <p>Practice behaviors consistent with the decision to abstain from sexual activity.</p> <p>Compare and contrast barrier and hormonal methods of birth control and their relative effectiveness.</p> <p>Recognize the signs and symptoms of pregnancy.</p> <p>Correlate the connections between prenatal care and the decrease in birth defects.</p>	<p>Discuss the unintended consequences of sexual activity.</p> <p>Understand the importance of breast and testicular self-examinations and routine medical checkups in maintaining overall health.</p> <p>Describe the characteristics of a trustworthy partner and how to effectively maintain or end a relationship.</p> <p>Determine when the services of a professional are needed to intervene in a relationship.</p> <p>Discuss the validity of various health related claims made in the media.</p> <p>Define the types of sexual harassment, their potential consequences, and the appropriate way to respond to it.</p>
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## ***Optional Resources & Materials - Growth & Development & Sexual Health***

### *All Grades*

Healthy Youth! Centers for Disease Control

<http://apps.nccd.cdc.gov/sher/>

Health Teacher Resources

<http://www.healthteacher.com/>

Kids Health

<http://kidshealth.org/>

### *Grade 6*

Respiratory System <http://player.discoveryeducation.com/index.cfm?guidAssetId=50EA330C-DFE3-4443-B142-111DD7DB0764&blnFromSearch=1&productcode=US>

Muscular and Skeletal System - <http://player.discoveryeducation.com/index.cfm?guidAssetId=7CE12648-8497-44F1-BC65-CE60EF2C165F&blnFromSearch=1&productcode=US>

Circulatory System - <http://player.discoveryeducation.com/index.cfm?guidAssetId=800CA676-82D2-4990-888A-DC098663721F&blnFromSearch=1&productcode=US>

### *Grade 6 or 7*

Body Stories – Teen Dreams (Video)

### *Grade 8*

Dating Violence, United States Department of Justice

<http://www.ovw.usdoj.gov/datingviolence.html>

Love is Respect

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

HRM Video – Dealing with Differences: Opening Dialogue about Lesbian, Gay & Straight Issues

Middle School Health

**6-8 Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:**

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. Special needs students and ELL students may be given a reduced number of terms and definitions to memorize.
3. ELL students may be provided with additional visual aids. For additional modifications, refer to [Classroom Instruction that Works for ELL Learners](#) *or the SIOP* protocol.
4. Gifted students may be challenged by asking them to form additional connections between science, and or may be asked to do additional research related to this unit, and to form strong connections to local and global community issues during their research.

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Title	Categories	6	7	8
<p><b>Wellness: Disease Prevention</b></p> <p>NJSLS</p> <p>Grade 6 2.1.6.C.1 2.1.6.C.2 2.1.6.C.3 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.2.6.C.2 2.3.6.B.7</p> <p>Grade 7 2.1.8.C.1 2.1.8.C.2 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3</p> <p>Grade 8 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.1.8.E.2 2.3.8.B.7</p>	<p><b>Enduring Understanding</b></p>	<p>There are various modes of disease transmission which can be prevented by positive health behaviors.</p>	<p>Sexually transmitted infections are spread by sexual contact and are preventable by positive health behaviors.</p>	<p>Certain STI’s are curable, some are not. Heart disease and Cancer are leading causes of death in the US.</p>
	<p><b>Essential Question</b></p>	<p>How can your everyday actions prevent the spread of disease?</p>	<p>How can your every day actions prevent the spread of STI’s?</p> <p>How do high risk behaviors affect overall health?</p>	<p>How are STI’s treated?</p> <p>How do heart healthy behaviors reduce the risk associated with heart disease?</p> <p>How can healthy practices help reduce the chance of cancer?</p>
	<p><b>Content Objectives</b></p>	<p>Recognize common teen illnesses such as Strep throat, flu, mono, common cold, conjunctivitis, impetigo, Staph, MRSA, and current health trends and their symptoms.</p> <p>Identify and practice positive health behaviors to reduce the risk of disease.</p> <p>Determine the impact of public health in preventing disease.</p> <p>Define HIV/AIDS and dispel common myths.</p> <p><i>Continued</i></p>	<p>Identify emerging treatments, symptoms, transmission, causes, and prevention of the following STI’s: HIV/AIDS, Chlamydia, HPV, Syphilis, Gonorrhea, Herpes, and Hepatitis.</p> <p>Analyze local, state, national and international public health efforts to control disease.</p>	<p>Distinguish between the cause of each STI (Bacteria/Virus) and whether it can be cured. Specifically understand the causes of lymes disease.</p> <p>Describe methods to prevent STI transmission</p> <p>Analyze the connection between the use of IV drugs and HIV/AIDS.</p> <p>Identify risk factors of Heart Disease and Cancer and describe health promoting behaviors for</p>



		<p>Recognize the connection between drug abuse and HIV/AIDS.</p> <p>Briefly describe how the immune system helps protect you from disease.</p> <p>Compare and contrast mental health illnesses such as phobias, anxiety and depression and ways to treat them.</p>		preventing some cancer.
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### ***Optional Resources: Wellness: Disease Prevention***

#### *All Grades*

Healthy Youth! Centers for Disease Control

<http://apps.nccd.cdc.gov/sher/>

Health Teacher Resources

<http://www.healthteacher.com/>

#### *Grade 6*

HIV/AIDS - <http://player.discoveryeducation.com/index.cfm?guidAssetId=E1BB18AA-E3B0-4AAC-ACD2-4F2BF8256214&blnFromSearch=1&productcode=US>

Flu - <http://player.discoveryeducation.com/index.cfm?guidAssetId=06D8320C-6AED-49DF-9040-AF847A1EBA10&blnFromSearch=1&productcode=US>

MRSA - <http://player.discoveryeducation.com/index.cfm?guidAssetId=56EE9A25-4623-4401-B455-91B804A20F7C&blnFromSearch=1&productcode=US>

#### *Grade 6 or 7*

Body Stories – Body Snatchers (Flu Video)

Middle School Health

Grade 8

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2. Special needs students and ELL students may be given a reduced number of terms and definitions to memorize.
3. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
4. Gifted students may be challenged by asking them to form additional connections between science, and or may be asked to do additional research related to this unit, and to form strong connections to local and global community issues during their research.

Title	Categories	6	7	8
<b>Alcohol, Tobacco, and other Drugs</b>  Grade 6 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.C.1 2.3.6.C.2 2.3.6.C.3 2.3.6.C.4 2.4.6.A.3  Grade 7 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.8  Grade 8 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.6 2.3.8.B.8	<b>Enduring Understanding</b>	The use and abuse of alcohol, tobacco, and other drugs impacts the individual.	The use and abuse of alcohol, tobacco, and other drugs impacts the individual as well as others.	The use and abuse of alcohol, tobacco, and other drugs impacts the individual as well as others.
	<b>Essential Question</b>	How does the use of drugs affect your physical, mental, emotional, and social health?	How does the use of drugs affect the user and the people around them?	How does the use of drugs affect your physical, mental, emotional, and social health?
	<b>Content Objectives</b>	<p>Recognize the dangers of alcohol, tobacco, inhalants, and marijuana.</p> <p>Identify reliable resources for getting information and help.</p> <p>Identify situations where drug related decision making may be required.</p> <p>Compare and contrast the terms use, misuse, and abuse.</p> <p>Identify the connections between drug abuse and low self-esteem.</p>	<p>Categorize alcohol, tobacco, inhalants, marijuana, and caffeine into specific drug classifications.</p> <p>Develop effective communication and interpersonal skills, including refusal skills, assertiveness, decision-making skills, and dealing with peer pressure to avoid tobacco and other drugs.</p> <p>Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p>	<p>Analyze trends and attitudes related to drug use and prevention.</p> <p>Recognize the adverse consequences of all forms of tobacco, alcohol, inhalants, marijuana, caffeine, PCP, LSD, cocaine, designer drugs, and bath salts.</p> <p>Develop effective resistance strategies and prevention skills, including positive alternatives to drug use.</p>

		<p>Determine and apply strategies for remaining drug free.</p> <p>Identify examples of over the counter drugs and misuse of those drugs such as caffeine and aspirin.</p>		
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***Optional Resources & Materials – Alcohol Tobacco & Other Drugs***

*All Grades*

Healthy Youth! Centers for Disease Control

<http://apps.nccd.cdc.gov/sher/>

Above the Influence

<http://abovetheinfluence.com>

Health Teacher Resources

<http://www.healthteacher.com/>

*Grade 6*

Alcohol

<http://player.discoveryeducation.com/index.cfm?guidAssetId=1464275F-29AF-4ACA-9E53-C1A9D0D27522&blnFromSearch=1&productcode=US>

Tobacco - <http://player.discoveryeducation.com/index.cfm?guidAssetId=BE2E8BA0-27B7-472C-A2B8-0507CCDE5E53&blnFromSearch=1&productcode=US>

Bullying - <http://player.discoveryeducation.com/index.cfm?guidAssetId=4550055A-5CAE-4BA2-A0F9-526E9627D485&blnFromSearch=1&productcode=US>

Inhalants - <http://player.discoveryeducation.com/index.cfm?guidAssetId=F85799B7-E495-4A6E-AE07-FC696CC7B9A7&blnFromSearch=1&productcode=US>

Middle School Health

Marijuana - <http://player.discoveryeducation.com/index.cfm?guidAssetId=1F6731E8-5E7D-477A-9503-56C1872F688B&blnFromSearch=1&productcode=US>

Grade 7 <http://www.loveisrespect.org/>

### **6-8 Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:**

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. Special needs students and ELL students may be given a reduced number of terms and definitions to memorize.
3. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or *the* SIOP protocol.
4. Gifted students may be challenged by asking them to form additional connections between science, and or may be asked to do additional research related to this unit, and to form strong connections to local and global community issues during their research.

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Title	Categories	6	7	8
<b>Wellness: Nutrition &amp; Fitness</b>  NJSLS  Grade 6 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.2.6.C.2  Grade 7 2.1.8.C.3 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.B.4 2.2.8.D.2  Grade 8 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.B.4 2.2.8.D.2	<b>Enduring Understanding</b>	Proper nutrition and daily physical activity are essential to be a healthy person.	Proper nutrition and daily physical activity are essential to be a healthy person.	Proper nutrition and daily physical activity are essential to be a healthy person.
	<b>Essential Question</b>	What does it mean to exercise properly?  What does it mean to eat right?	What does it mean to exercise properly?  What does it mean to eat right?	How do I meet my personal nutrition and fitness goals?
	<b>Content Objectives</b>	Define the components of fitness.  Identify the six essential nutrients.  Define the role of each nutrient.  Define foods as healthy or unhealthy with a focus on moderation.  Identify factors that influence food choices.  Create a daily balanced and nutritional meal plan based on calories, nutrition and cost.	Distinguish between the components of fitness. (Review)  Analyze nutrient labels relating them to proper health and nutrition.  Differentiate between healthy and unhealthy food choices with a focus on moderation.  Analyze healthy weight modification practices to identify appropriate and safe ways to lose, gain or maintain weight.  Analyze the causes, symptoms, and effects of eating disorders.  Identify and explain types of exercise and their effects of fitness.  Educate your peers about a community health issue.  Understand and apply the goal setting process.	Compile a personal health survey of your nutritional and fitness behavior.  Set personal fitness and nutritional goals.  Develop a personal fitness plan while observing safety procedures.  Discuss ways that culture, age, and environment affect food choices.  Define and apply the FITT principle.  Calculate and apply the Target Heart Rate Zone to individual personal fitness.  Describe the principles of training.  Compare and contrast aerobic and anaerobic exercise.

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## *Optional Resources & Materials – Wellness: Nutrition & Fitness*

### *All Grades*

Healthy Youth! Centers for Disease Control

<http://apps.nccd.cdc.gov/sher/>

Health Teacher Resources

<http://www.healthteacher.com/>

My Plate – Nutrition

<http://www.choosemyplate.gov/>

Nutrient Facts

<http://www.nutrientfacts.com/>

### *Grade 6*

Nutrition - <http://player.discoveryeducation.com/index.cfm?guidAssetId=E53D2A1B-C218-4723-98EB-539779F6CEFE&blnFromSearch=1&productcode=US>

HRM Video - Nutrition and Fitness: Healthy Eating and Exercise: Putting It All Together with MyPlate.gov

### *Grade 7*

Dying to be Thin (Eating Disorders)

<http://www.pbs.org/wgbh/nova/body/dying-to-be-thin.html>

Self Esteem Series – Body Image Obsession Video (New Dimension Media)

Middle School Health

**6-8 Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:**

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. Special needs students and ELL students may be given a reduced number of terms and definitions to memorize.
3. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or *the SIOP* protocol.
4. Gifted students may be challenged by asking them to form additional connections between science, and or may be asked to do additional research related to this unit, and to form strong connections to local and global community issues during their research.



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Title	Categories	6	7	8
<b>Safety, Injury Prevention, and Bullying</b>  NJSLS  Grade 6 2.1.6.E.1 2.1.6.E.2 2.1.8.E.2 2.2.6.A.1 2.2.6.A.2 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.2.6.C.2 2.4.6.A.2 2.4.6.A.3 2.4.6.A.4  Grade 7 Not Applicable  Grade 8 2.1.8.D.1 2.1.8.D.2 2.1.8.D.3 2.1.8.D.4 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.C.3	<b>Enduring Understanding</b>	Everyone has the right to be safe and respected in any environment.	<i>Please see the family life unit for this topic.</i>	Recognizing how to prevent and respond to emergency situations can protect your overall health.
	<b>Essential Question</b>	How do you avoid a potential conflict or respond in a positive manner to a conflict?	<i>Please see the family life unit for this topic</i>	How do you avoid a potentially dangerous situation?  How do you respond to an emergency situation?
	<b>Content Objectives</b>	Recognize age appropriate incidences of school and community conflict and make recommendations to resolve them.  Heighten student awareness of personal boundaries.  Recognize and avoid situations that can increase the risk for abuse, including physical, sexual, and emotional abuse.	<i>Please see the family life unit for this topic</i>	Identify the most common unintentional injuries among adolescents and recognize that these injuries are preventable.  Practice safety skills related to unintentional injuries.  Recognize community and environmental factors that influence the health and safety of individuals and communities.  Assess current baseline knowledge of basic first aid principles.  <i>Continued</i>

	<p>Practice respect and acceptance to avoid and resolve conflict.</p>		<p>Recognize basic life support concepts, and review effective ways of managing an obstructed airway.</p> <p>Demonstrate effective skills for managing common emergency situations, including burns, bleeding injuries, shock, sprains, strains, concussions, asthma attack, allergic reactions, seizures, fractures, bites and stings.</p> <p>Discuss the importance of personal and community rules regarding safety.</p>
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### ***Optional Resources & Material - Safety, Injury Prevention, and Bullying***

*All Grades*

Kids Health

<http://kidshealth.org/>

Health Teacher Resources

<http://www.healthteacher.com/>

Middle School Health

### **6-8 Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:**

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
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### **V. Course Materials**

This curriculum is partially coordinated with the Health Promotion W.A.V.E. online teacher/student materials which is available at [http://healthwaveinc.com/login\\_byGrade.html](http://healthwaveinc.com/login_byGrade.html) to teachers who have a log on code. General information regarding the program is available at <http://www.healthwaveinc.com/>. The Health Promotion W.A.V.E. materials are coordinated with the NJSLS. The correlation document is available at <http://www.healthwaveinc.com/standards.html>.

To register for a teacher log on, a health teacher must contact the supervisor to obtain permission. Once permission is granted to the teacher, the teacher must visit <http://healthwaveinc.com/registration.html> to register.

Once a teacher is registered, it is recommended that he or she download the Teacher Resource guide and save it to a disk.

In addition to teacher materials and student hand outs, Health Promotion W.A.V.E. also provides free monthly newsletters and parent connection newsletters at <http://www.healthwaveinc.com/>.

Course objectives may also be reached through the use of videos and other district approved electronic sources.

Teachers are encouraged to utilize free video resources on United Streaming.

Teachers are encouraged to refer to the NJDOE Model Health Curriculum for ideas and resources.

<http://www.state.nj.us/education/modelcurriculum/peh/> - Model Curriculum is rich with content objectives.

<http://www.state.nj.us/education/cccs/cad/2/> - Classroom Application Documents are rich with suggested lessons and activities.

#### Other Recommended References:

Wow! Health Education Teachers Guide by Bonnie Nygard – Human Kinetics

Health Education Ideas & Activities – Human Kinetics

Eat Well & Keep Moving – Human Kinetics

Planet Health – Human Kinetics

Yes You Can...Experience True Freedom – Physicians Advisory Group – [www.njphysians.org](http://www.njphysians.org)

#### VI. Assessments

All health classes will include a mix of traditional summative and formative assessments as well as project-based, student-centered assessments.

Common project-based assessments *may* include:

Unit Title	Grade 6	Grade 7	Grade 8
<a href="#"><u>Wellness: Personal &amp; Mental Health</u></a>	Students will create their own personal health triangle as a self-assessment.	Students will perform an assessment of the effects of the media on body image.	Students will conduct a self survey of wellness and develop goals for each aspect of health.
<a href="#"><u>Family Life</u></a>	Students will create a family shield as a self-assessment to promote family pride.	TBD	TBD
<a href="#"><u>Growth &amp; Development</u></a>	Students will conduct a research project related to the body systems.	Students will write a creative story related to the process of conception and a research project on teen pregnancy.	Students will conduct skits to practice effective communication skills.
<a href="#"><u>Wellness: Disease Prevention</u></a>	Students will create a brochure about common teen illnesses and their prevention.	Students will analyze the way that diseases spread.	Students will create an STI brochure project which addresses content objectives.
<a href="#"><u>Alcohol, Tobacco &amp; Other Drugs</u></a>	TBD	TBD	Students will conduct a drug research project and a public service announcement.
<a href="#"><u>Wellness: Nutrition &amp; Fitness</u></a>	Students will create a nutritional meal plan.	TBD	Students will take on the role of a personal trainer to develop a training routine and a nutritional plan.
<a href="#"><u>Safety, Injury, Prevention &amp; Bullying</u></a>	TBD	NA	Students will apply CPR skills in a practical setting and create a first aid manual.

*At each grade level, but at least by grade 8, students should be given the opportunity to brainstorm, discuss, and try to implement a volunteer initiative that will positively affect the community or the school community. Examples of such activities include Jump Rope for Heart, Character Education Programs, etc. (2.2.8.D.1)*

## **VII. Cross Curricular Aspects**

Students in middle school health classes are encouraged to apply their literacy skills to health education. Students will be given the opportunity to read and reply to non-fiction, health related text. Math skills will be integrated at various grade levels, such as during the grade 8 fitness unit. Science connections will be made throughout the study of health. Students will be challenged to incorporate 21<sup>st</sup> Century skills through the use of technology-based projects, the use of critical thinking and cooperative skills, and by addressing health and technology literacy.

In particular, students in grades [6](#), [7](#), and [8](#), will be asked to apply the analysis of statistics as they are related to health, in their classes. They may also be asked to analyze and interpret graphs.

Students will be asked to [read, write, and interpret and non-fiction text](#).

Other cross curricular connections will be made with the science curriculum. For example, students will study the connections between life functions, cells, and body parts throughout this course which is also addressed in the [science standards](#) (NGSS LS-1). Hereditary diseases and malfunctions will also be addressed at points throughout this course as is addressed in the [science standards](#) (NGSS LS-3).

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## VII. Interdisciplinary Connections and Alignment to Technology standards

Comprehensive health & physical education classes in the Fair Lawn Public schools promote career-readiness skills related to Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Presentation (9.2). Some course concepts from the Career and Technical Education Standards (9.3), but these are not directly correlated since our district is not a CTE program.

The Fair Lawn Public Schools District fosters an environment that promotes career-readiness skills in all content areas. Whereas [Career Ready Practices](#) are explored consistently, specific alignment to [Personal Finance Literacy \(9.1\)](#) and [Career Awareness, Exploration, and Presentation Standards \(9.2\)](#) are included in the district level document (below). When appropriate, the [Career and Technical Education Standards \(9.3\)](#) have been reviewed and aligned as well.

Examples: 9.2B: Career exploration in each unit of study. Students are encouraged to explore careers related to health.

In addition, every effort is made to integrate technology and engineering into our science classes. [Educational Technology \(8.1\)](#) and [Technology Education, Engineering, Design, and Computational Thinking – Programming \(8.2\)](#) standards are cross connected throughout our science programs.

Examples: 8.1A: Use spreadsheets to analyze & interpret data from health statistics, 6-12.  
Use the internet to increase productivity and efficiency, 9-12.  
8.1B,C: Use data to solve real-world problems, 6-12.  
Use online platforms to collaborate & address global issues, 9-12.  
8.1F: Collect and analyze data using internet and data simulations, 6-12.  
8.2B: Become aware of the global impacts on technology, 6-12.

For additional detail on how these standards are integrated throughout the Fair Lawn Schools curriculum, review the Fair Lawn Public Schools District Alignment to Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix.