

# Haddonfield 5th Grade Health Curriculum Map

**Mission:** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.

**Standard 2.1 (Wellness)** All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

- **Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Standard 2.2 (Integrated Skills)** All Students will use health-enhancing personal, interpersonal, and life skills to support a health, active lifestyle.

- **Big Idea:** The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

**Standard 2.3 (Drugs and Medicine)** All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

- **Big Idea:** Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Standard 2.4 (Human Relationships and Sexuality)** All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- **Big Idea:** Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

## 1st Trimester

<b>Standards</b>		
	<p><b><u>2.1 (Wellness)</u></b>            2.1.6A Personal Health            2.1.6B Growth &amp; Development            2.1.6D Diseases &amp; Health Conditions</p> <p><b><u>2.2 Integrated Skills</u></b>            2.2.6A Communication            2.2.6D Character Development            2.2.6E Leadership, Advocacy &amp; Service</p> <p><b><u>2.3 Drugs &amp; Medicines</u></b>            2.3.6B Alcohol, Tobacco &amp; Other Drugs</p>	<p><b><u>2.1 (Wellness)</u></b>            2.1.6A Personal Health            2.1.6D Diseases &amp; Health Conditions            2.1.6E Safety            2.1.6F Social and Emotional Health</p> <p><b><u>2.2 Integrated Skills</u></b>            2.2.6A Communication            2.2.6B Decision Making            2.2.6C Planning and Goal Setting            2.2.6D Character Development            2.2.6E Leadership, Advocacy &amp; Service</p> <p><b><u>2.3 Drugs &amp; Medicines</u></b>            2.3.6B Alcohol, Tobacco &amp; Other Drugs            2.3.6C Dependency/Addiction and Treatment</p> <p><b><u>2.4 (Human Relationships and Sexuality)</u></b>            2.4.6A Relationships</p>

<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• What causes optimal growth and development?</li> <li>• To what extent can we keep ourselves disease free?</li> <li>• How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>• How are character and health related? What aspects of our character can be changed?</li> <li>• To what extent do outside influences shape values?</li> <li>• How can you inspire others to address health issues?</li> <li>• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>• How do I make the “right” decisions in the face of peer, media and other pressures?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• To what extent can we keep ourselves disease free?</li> <li>• What is the difference between healthy and unhealthy risks?</li> <li>• Why do we sometimes take risks that can cause harm to ourselves or others?</li> <li>• How can you learn to like yourself and others?</li> <li>• How do you know whether or not health information is accurate?</li> <li>• How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> <li>• How are character and health related? What aspects of our character can be changed?</li> <li>• To what extent do outside influences shape values?</li> <li>• How can you inspire others to address health issues?</li> <li>• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>• How do I make the “right” decisions in the face of peer, media and other pressures?</li> <li>• Why does one person become an addict and another does not?</li> <li>• How do we know when a relationship is not worth saving?</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Effective communication skills enhance a person’s ability to express and defend their beliefs.</li> <li>• Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others</li> <li>• Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.</li> <li>• Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>• Effective communication skills enhance a person’s ability to express and defend their beliefs</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> <li>• Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> </ul>

	<ul style="list-style-type: none"> <li>• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> </ul>	<ul style="list-style-type: none"> <li>• Character is who you are when no one is looking.</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> <li>• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> <li>• There are common indicators, stages and influencing factors of chemical dependency.</li> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>• Reliable personal and professional resources are available to assist with relationship problems.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Ground Rules for classroom behavior.</li> <li>• Grading policy and expectations.</li> <li>• Role of oxygen and carbon dioxide</li> <li>• Organs and function of the respiratory system.</li> <li>• Keeping our respiratory system healthy.</li> <li>• Effects of tobacco use</li> <li>• Asthma</li> <li>• Diseases/conditions of the respiratory system: contagious vs. non-contagious</li> <li>• Controlling the spread of communicable respiratory disease</li> <li>• Effects of inhalant use</li> </ul>	<ul style="list-style-type: none"> <li>• Ground rules for classroom behavior &amp; discussion</li> <li>• D.A.R.E. decision-making model</li> <li>• Harmful effects of tobacco use</li> <li>• Harmful effects of marijuana use</li> <li>• Harmful effects of alcohol use</li> <li>• Role of advertising in promoting tobacco and alcohol use</li> <li>• Laws governing alcohol and tobacco use</li> <li>• Harmful effects of inhalants</li> <li>• Alternative activities to drug use</li> <li>• Supportive relationships vs. peer pressure</li> <li>• Ways to resist peer pressure</li> <li>• Ways to deal with personal pressure</li> </ul>
<b>Skills/Activities</b>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• identify the major organs of the respiratory system and describe what they do</li> <li>• develop respect for having a healthy respiratory system</li> <li>• practice proper breathing techniques for maximum health benefits</li> <li>• participate in group reading/discussion</li> <li>• discuss major respiratory diseases and explain their impact on the community</li> <li>• identify symptoms of lung disease and methods to prevent the spread of disease</li> <li>• compare and contrast healthy and diseased lungs</li> <li>• identify the effects and dangers of tobacco use</li> <li>• identify the effects and dangers of inhalants</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• say in their own words the theme of the D.A.R.E. program</li> <li>• explain and practice the steps in the D.A.R.E. Decision-Making Model</li> <li>• identify at least 5 harmful effects of tobacco, marijuana, tobacco and inhalants to the body</li> <li>• implement a Decision-Making Model that addresses strengths, needs and health risk in using drugs</li> <li>• compare and contrast “common” beliefs about tobacco and alcohol use</li> <li>• analyze the validity of personal beliefs about tobacco and alcohol use</li> <li>• recognize and correct personal misconceptions about tobacco and alcohol use</li> <li>• compare their estimates of the extent of tobacco and drug use among adolescents with estimates reported in national surveys</li> <li>• draw conclusions regarding the impact of advertising on the sale of tobacco and alcohol</li> <li>• identify 5 alternatives to drug use</li> <li>• practice, define and assess portions of the D.A.R.E. Decision-Making Model</li> <li>• describe 3 qualities of positive friendships and social support networks</li> <li>• use the D.A.R.E. Decision-Making Model to respond to peer pressure</li> </ul>

		<ul style="list-style-type: none"> <li>• identify social support networks</li> <li>• identify types of peer pressure</li> <li>• identify the qualities of a good friend</li> <li>• identify at least 5 ways to refuse drug offers</li> <li>• demonstrate confident response styles in refusing drug offers</li> <li>• demonstrate the ability to apply the Decision-Making process to health issues and problems individually and collaboratively</li> <li>• demonstrate decision-making skills regarding internal pressure situations</li> <li>• identify situations which influence internal pressure regarding substance abuse</li> <li>• present at least 5 healthy ways to express needs, wants and feelings</li> <li>• practice refusal and negotiation skills to enhance health</li> <li>• engage in cooperative group learning/discovery</li> <li>• role-play positive outcomes to peer pressure situations</li> <li>• compose a report stating what they have learned in D.A.R.E. and how they plan to use it in the future</li> </ul>
<b>Technology Used</b>	VCR	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Observation of participation in classroom discussion/activities</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of participation in classroom discussion/activities and cooperative work <ul style="list-style-type: none"> <li>• D.A.R.E. planner/workbook</li> <li>• Worksheets</li> </ul> </li> </ul>
<b>Areas to Integrate</b>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Great Body Shop <i>Love Your Lungs</i> Issues</li> <li>• Bill Nye video: Respiratory System</li> </ul>	<i>D.A.R.E. Elementary School Curriculum</i> D.A.R.E. America

## 2<sup>nd</sup> Trimester

<b>Standards</b>	<p><b><u>2.1 (Wellness)</u></b>            2.1.6A Personal Health            2.1.6D Diseases &amp; Health Conditions            2.1.6E Safety</p> <p><b><u>2.2 Integrated Skills</u></b>            2.2.6A Communication            2.2.6B Decision Making            2.2.6E Leadership, Advocacy &amp; Service</p>	<p><b><u>2.1 (Wellness)</u></b>            2.1.6A Personal Health            2.1.6B Growth &amp; Development            2.1.6C. Nutrition            2.1.6D Diseases &amp; Health Conditions</p> <p><b><u>2.2 Integrated Skills</u></b>            2.2.6A Communication            2.2.6B Decision Making</p> <p><b><u>2.3 Drugs &amp; Medicines</u></b>            2.3.6B Alcohol, Tobacco &amp; Other Drugs</p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• To what extent can we keep ourselves disease free?</li> <li>• What is the difference between healthy and unhealthy risks?</li> <li>• Why do we sometimes take risks that can cause harm to ourselves or others?</li> <li>• How do you know whether or not health information is accurate?</li> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• How can you inspire others to address health issues?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• What causes optimal growth and development?</li> <li>• What makes a food healthy?</li> <li>• How do you determine appropriate portion sizes?</li> <li>• To what extent can we keep ourselves disease free?</li> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>• Making good health decisions requires the ability to access and evaluate reliable resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• There are many short and long term health benefits and risks associated with nutritional choices.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>• Decision-making can be affected by a variety of influences that may</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective communication skills enhance a person’s ability to express and defend their beliefs.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> </ul>	<p>not be in a person’s best interest.</p> <ul style="list-style-type: none"> <li>• Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Basic principles of sound</li> <li>• Structure and function of the ear</li> <li>• How sound is interpreted by the brain</li> <li>• The role of the ears in balance</li> <li>• Diseases/impairments of the ear</li> <li>• The effect of noise on hearing</li> <li>• Treatment of hearing loss</li> </ul>	<ul style="list-style-type: none"> <li>• Role of the circulatory system in the body</li> <li>• Structure and function of the heart</li> <li>• Components of blood</li> <li>• Diseases/health conditions of the circulatory system</li> <li>• Keeping our circulatory system healthy</li> <li>• Role of the immune system in the body</li> <li>• Germs – good and bad</li> <li>• Germs cause communicable disease</li> <li>• Ways to protect oneself against germs</li> </ul>
<b>Skills/Activities</b>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the basic principle of sound.</li> <li>• Describe the major parts of the ear.</li> <li>• Describe at least three ways to prevent injury to the ears.</li> <li>• Discover the role sound plays in our environment.</li> <li>• Discuss how to safeguard themselves from noise pollution.</li> <li>• Identify different kinds of hearing impairments and what can be done to treat or compensate for the impairment.</li> <li>• Identify ways people with hearing impairments compensate for their loss.</li> <li>• Develop empathy for people with hearing impairments</li> <li>• Identify different sources of sound</li> <li>• Demonstrate how balance is controlled</li> <li>• Spell their name in American Sign Language</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the major and contributing risk factors for cardiovascular disease.</li> <li>• Distinguish between controllable and uncontrollable risk factors.</li> <li>• Recognize high blood pressure as one controllable risk factor for cardiovascular disease.</li> <li>• State the factors contributing to high blood pressure and methods to control it.</li> <li>• Identify components of blood.</li> <li>• Describe the way the immune system works.</li> <li>• Identify the major and contributing risk factors for cardiovascular disease.</li> <li>• Distinguish between controllable and uncontrollable risk factors.</li> <li>• Recognize high blood pressure as one controllable risk factor for cardiovascular disease.</li> <li>• State the factors contributing to high blood pressure and methods to control it.</li> <li>• Understand how communicable diseases are spread.</li> <li>• Describe the organisms that cause communicable diseases.</li> <li>• Understand how to protect themselves against communicable diseases.</li> <li>• Demonstrate how to take a pulse</li> <li>• Use a stethoscope to listen to heart sounds</li> </ul>
<b>Technology Used</b>		VCR
<b>Assessment</b>	Teacher observation of participation in classroom discussion/activities Worksheets	Teacher observation of participation in classroom discussion/activities/demonstrations Worksheets
<b>Areas to Integrate</b>		

<b>Resources</b>	<ul style="list-style-type: none"><li>• Great Body Shop <i>Your Incredible Hearing Machine</i>, <i>Current Health</i>, Dec. '05</li><li>• <a href="http://www.sangerousdecibels.org">www.sangerousdecibels.org</a> (Oregon Museum of Science &amp; Industry)</li><li>• <a href="http://sln.fi.edu">http://sln.fi.edu</a></li><li>• <a href="http://www.howstuffworks.com">www.howstuffworks.com</a></li><li>• <i>The Heart – A User's Guide</i> American Heart Association</li></ul>	<ul style="list-style-type: none"><li>• Great Body Shop <i>About Blood</i></li><li>• <a href="http://www.americanheart.org/presenter.jhtml?identifier=3003357">http://www.americanheart.org/presenter.jhtml?identifier=3003357</a></li><li>• <i>The Heart – A User's Guide</i> American Heart Association</li><li>• Bill Nye Video <i>The Heart</i></li><li>• <a href="http://www.sdnhm.org/exhibits/epidemic/teachers/">http://www.sdnhm.org/exhibits/epidemic/teachers/</a></li><li>• <a href="http://www.miamisci.org/microbes/facts16.html">http://www.miamisci.org/microbes/facts16.html</a></li><li>• <a href="http://cdc.gov">http://cdc.gov</a></li></ul>
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### 3<sup>rd</sup> Trimester

<p><b>Standards</b></p>	<p><b><u>2.1 (Wellness)</u></b>            2.1.6A Personal Health            2.1.6E Safety</p> <p><b><u>2.2 Integrated Skills</u></b>            2.2.6A Communication            2.2.6B Decision Making            2.2.6E Leadership, Advocacy &amp; Service            2.2.6F Health Services and Careers</p>	<p><b><u>2.1 (Wellness)</u></b>            2.1.6A Personal Health            2.1.6B Growth &amp; Development            2.1.6C. Nutrition            2.1.6F Social and Emotional Health</p> <p><b><u>2.2 (Integrated Skills)</u></b>            2.2.6A Communication            2.2.6B Decision Making            2.2.6D Character Development            2.2.6F Health Services and Careers</p> <p><b><u>2.3 Drugs &amp; Medicines</u></b>            2.3.6C Dependency/Addiction and Treatment</p> <p><b><u>2.4 (Human Relationships and Sexuality)</u></b>            2.4.6A Relationships            2.4.6B Sexuality</p>	<p><b><u>2.1 (Wellness)</u></b>            2.1.6A Personal Health            2.1.6B Growth &amp; Development            2.1.6D Diseases &amp; Health Conditions            2.1.6F Social and Emotional Health</p> <p><b><u>2.2 (Integrated Skills)</u></b>            2.2.6A Communication            2.2.6B Decision Making            2.2.6E Leadership, Advocacy &amp; Service</p> <p><b><u>2.4 (Human Relationships and Sexuality)</u></b>            2.4.6B Sexuality</p>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• What is the difference between healthy and unhealthy risks?</li> <li>• Why do we sometimes take risks that can cause harm to ourselves or others?</li> <li>• How do you know whether or not health information is accurate?</li> <li>• How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• What causes optimal growth and development?</li> <li>• What makes a food healthy?</li> <li>• How do you determine appropriate portion sizes?</li> <li>• How can you learn to like yourself and others?</li> <li>• How do you know whether or not health information is accurate?</li> <li>• How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• How are character and health related? What aspects of our character can be changed?</li> <li>• To what extent do outside influences shape values?</li> <li>• Where do I go to access information about good health and fitness services?</li> <li>• Why does one person become an addict and another does not?</li> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do we know when a relationship is not worth saving?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• What causes optimal growth and development?</li> <li>• To what extent can we keep ourselves disease free?</li> <li>• How can you learn to like yourself and others?</li> <li>• How do you know whether or not health information is accurate?</li> <li>• How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>• Why might educated people make poor health decisions?</li> <li>• How do I overcome negative influences when making decisions about my personal health?</li> <li>• How can you inspire others to address health issues?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can you inspire others to address health issues?</li> <li>• Where do I go to access information about good health and fitness services?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you know when the time is right for you to become sexually active?</li> </ul>	
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others</li> <li>• Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>• Effective communication skills enhance a person's ability to express and defend their beliefs</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> <li>• There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</li> </ul>	<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• There are many short and long term health benefits and risks associated with nutritional choices.</li> <li>• Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.</li> <li>• Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>• Effective communication skills enhance a person's ability to express and defend their beliefs</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>• Character is who you are when no one is looking.</li> <li>• There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</li> <li>• There are common indicators, stages and influencing factors of chemical dependency.</li> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>• Reliable personal and professional resources are available to assist with relationship problems.</li> <li>• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience</li> <li>• Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> </ul>	<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>• Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.</li> <li>• Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>• Effective communication skills enhance a person's ability to express and defend their beliefs.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Basic first aid techniques</li> <li>• Emergency response steps</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and function of the reproductive system</li> <li>• Male and female stages of puberty</li> <li>• Effects of emotion on the body</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene concerns associated with puberty</li> </ul>

	<ul style="list-style-type: none"> <li>Decision making steps in first aid</li> </ul>	<ul style="list-style-type: none"> <li>Healthy ways to handle stress</li> <li>Communicating about emotions</li> <li>Effective ways to handle peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>Hygiene practices and effect on self-esteem</li> <li>Structure of skin</li> <li>Cause and control of body odor</li> <li>Cause and care of acne</li> <li>Cause and prevention of skin cancer</li> <li>Role of sleep in keeping our bodies healthy</li> </ul>
<b>Skills/Activities</b>	<ul style="list-style-type: none"> <li>The student will be able to:</li> <li>Define First Aid and explain the role it plays in emergency situations.</li> <li>Learn and demonstrate basic first aid techniques.</li> <li>List and practice Emergency Response steps.</li> <li>Follow Decision Making Steps to determine who should be called in an emergency situation.</li> <li>Participate in scavenger hunt for first aid</li> <li>Work with others to determine how to handle an emergency situation</li> </ul>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>identify the anatomy and describe the function of the female reproductive system</li> <li>describe the female changes of puberty</li> <li>describe human emotions and their effects on the body.</li> <li>predict the consequences of emotions on health.</li> <li>express emotions appropriately through communication skills.</li> <li>Evaluate peer pressure and its effect on a healthy body image</li> </ul>	<ul style="list-style-type: none"> <li>The student will be able to:</li> <li>Identify the connection between good hygiene, appearance, and feeling good.</li> <li>Learn what skin cancer is and that it is preventable.</li> <li>Identify specific ways to protect themselves from too much sun.</li> <li>Understand the importance of sleep.</li> <li>Develop strategies to get a good night's sleep.</li> <li>Research, create and present to the class a project on a self-selected health topic from the past year</li> </ul>
<b>Technology Used</b>		VCR	VCR, laptop computer, LCD projector
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Teacher observation of participation in classroom discussion/activities</li> <li>Teacher observation of cooperative work</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation of participation in classroom discussion/activities</li> <li>Self-selected projects and presentations</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation of participation in classroom discussion/activities</li> </ul>
<b>Areas to Integrate</b>			
<b>Resources</b>	<ul style="list-style-type: none"> <li>New Jersey Poison Information &amp; Education System</li> <li><i>Kids to the Rescue</i> First Aid booklet</li> <li><i>S.H.A.R.E. (Students Hearing About and Recognizing Epilepsy)</i> Epilepsy Foundation</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.beinggirl.com/">http://www.beinggirl.com/</a></li> <li><a href="http://www.tampax.com/">http://www.tampax.com/</a></li> <li><a href="http://www.kotex.com/info/education/girlthing/hpngboys.asp">http://www.kotex.com/info/education/girlthing/hpngboys.asp</a></li> <li><a href="http://www.learntobehealthy.org/parents-teachers/kits/subscribers/transformation-information.aspx">http://www.learntobehealthy.org/parents-teachers/kits/subscribers/transformation-information.aspx</a></li> <li><i>Current Health 1</i> October 2004</li> <li><i>DARE program</i></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.epa.gov/sunwise">http://www.epa.gov/sunwise</a></li> <li><a href="http://coolshade.tamu.edu/index1.html">http://coolshade.tamu.edu/index1.html</a></li> <li><a href="http://kidshealth.org">http://kidshealth.org</a></li> <li><a href="http://www.biorap.org/tg/tgsun1repro.html">http://www.biorap.org/tg/tgsun1repro.html</a></li> <li><i>Current Health 1</i> January 2004, March 2006</li> </ul>

