

Stage 1 – Desired Results

Related standard(s):

- 2.1.8.A.1
- 2.1.8.A.2
- 2.1.8.A.3
- 2.1.8.A.4
- 2.1.8.B.1
- 2.1.8.B.2
- 2.1.8.B.3
- 2.1.8.B.4
- 2.1.8.C.1
- 2.1.8.C.2
- 2.1.8.C.3
- 2.1.8.D.1
- 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

Transfer

Students will be able to independently use their learning to...

- Support a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- 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.
- Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.
- Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health.
- It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.
- Peers and the media also have a significant impact on food choices and the availability of healthy options.
- Making healthy eating choices is an important part of achieving and sustaining wellness.

Essential Questions (EQs)

Students will keep considering...

- How do personal health choices impact our own health as well as the health of others?
- How can a personal commitment to wellness influence the health of others?
- How does this commitment reduce ones’ risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life?
- Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
- How are food choices influenced by culture and tradition?
- What role does family, peers, and the media have on food choices now and throughout life?

Grade Level Benchmarks

Knowledge

Students will know...

- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Eating patterns are influenced by a variety of factors.
- The prevention and control of diseases and health conditions are affected by many factors.
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Applying first-aid procedures can minimize injury and save lives.
- Social and emotional development impacts all components of wellness.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.

Skills

Students will be able to...

- Assess and apply health data to enhance each dimension of personal wellness.
- Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- Relate advances in technology to maintaining and improving personal health.
- Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
- Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- Analyze the nutritional values of new products and supplements.
- 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.
- Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 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.
- Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- Analyze the causes and the consequences of noncompliance with the traffic safety system.
- 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.
- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- Explain how culture influences the ways families and groups cope with crisis and change.
- Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Stage 1 - Desired Results

Related standard(s):
 2.2.8.A.1
 2.2.8.A.2
 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.D.1
 2.2.8.D.2
 2.2.8.E.1
 2.2.8.E.2

Transfer	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> Use personal and interpersonal skills to support a healthy, active lifestyle. 	
Meaning	
Enduring Understandings (EUs)	Essential Questions (EQs)
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
<ul style="list-style-type: none"> Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs. 	<ul style="list-style-type: none"> Why is it so difficult for some people to access healthcare? How do you know when you need help? What's more important: prevention or cure?
Grade Level Benchmarks	
Knowledge	Skills
<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment. Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue. Potential solutions to health issues are dependent on health literacy and available resources. Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. 	<ul style="list-style-type: none"> Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. Predict social situations that may require the use of decision-making skills. Justify when individual or collaborative decision-making is appropriate. Analyze factors that support or hinder the achievement of personal health goals during different life stages. Analyze strategies to enhance character development in individual, group, and team activities. Analyze to what extent various cultures have responded effectively to individuals with disabilities. Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community. Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. Defend a position on a health or social issue to activate community awareness and responsiveness. Evaluate various health products, services, and resources from different sources, including the Internet. Compare and contrast situations that require support from trusted adults or health professionals.

Stage 1 – Desired Results

Related standard(s):
 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

Transfer

Students will be able to independently use their learning to...

- Use knowledge of alcohol, tobacco, other drugs, and medicines, to support a healthy, active lifestyle.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.

Essential Questions (EQs)

Students will keep considering...

- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?

Grade Level Benchmarks

Knowledge

Students will know...

- 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.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Substance abuse is caused by a variety of factors.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

Skills

Students will be able to...

- 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.
- Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
- Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
- Analyze the effects of all types of tobacco use on the aging process.
- Compare and contrast smoking laws in New Jersey with other states and countries.
- 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.
- Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
- Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- Analyze health risks associated with injected drug use.
- 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.
- Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Stage 1 – Desired Results

Related standard(s):
 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.1
 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
 2.4.8.C.1
 2.4.8.C.2
 2.4.8.C.3
 2.4.8.C.4
 2.4.8.C.5

Transfer	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> Use knowledge of physical, emotional, and social aspects of human relationships and sexuality to support a healthy, active lifestyle. 	
Meaning	
Enduring Understandings (EUs)	Essential Questions (EQs)
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
<ul style="list-style-type: none"> Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones. Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles. 	<ul style="list-style-type: none"> How does your family influence the adult you will become? How do you develop and sustain relationships over time? Why is it so hard to have healthy relationships?
Grade Level Benchmarks	
Knowledge	Skills
<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> The values acquired from family, culture, personal experiences, and friends impact all types of relationships. Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. Responsible actions regarding sexual behavior impact the health of oneself and others. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. Early detection strategies assist in the prevention and treatment of illness or disease. Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others. 	<ul style="list-style-type: none"> Predict how changes within a family can impact family members. Explain how the family unit impacts character development. Explain when the services of professionals are needed to intervene in relationships. Differentiate between affection, love, commitment, and sexual attraction. Determine when a relationship is unhealthy and explain effective strategies to end the relationship. Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age. Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. Compare and contrast methods of contraception used by adolescents and factors that may influence their use. Relate certain behaviors to placing one at greater risk for HIV/ AIDS, STIs, and unintended pregnancy. Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

		<ul style="list-style-type: none">• Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.• 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.• Determine effective strategies and resources to assist with parenting.• Predict short- and long-term impacts of teen pregnancy.• Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
--	--	--