

HEALTH EDUCATION CURRICULUM GUIDE

K - 8

Vineland Public Schools
Vineland, NJ

Vineland Board of Education

Frank Giordano, President
Jacqueline Gavigan, Vice President
Mayra Arroyo Susan Morello
Allan Bernardini Richard Smith
Nicholas Girone Christopher Snyder
Jennifer Webb-McRae

Administration

Dr. Clarence C. Hoover, III, Superintendent of Schools
Dr. Keith Figgs, Assistant Superintendent for Administration
Mrs. Marie Adair, Assistant Superintendent for Curriculum and Instruction
Mr. Kevin Franchetta, Assistant Superintendent for Business

Supervisor of School Health Services

Rosolyn P. Williams, RN, MA, NCSN

Curriculum Revision Committee

Carol McGrory-Belfi
James Hague
Todd Ippolito
Nancy Iulg
Timothy Iulg
Diane Nonnemacher
John Pierantozzi
Susan Serra
Tina Steffer

Table of Contents

I. Board of Education and Administration.....	2
II. Curriculum Revision Committee.....	2
III. Overview.....	4
IV. Forward.....	6
V. NJ Core Curriculum Standards for Health and Physical Education.....	8
VI. Kindergarten.....	10
VII. 1 st Grade.....	14
VIII. 2 nd Grade.....	18
IX. 3 rd Grade.....	22
X. 4 th Grade.....	26
XI. 5 th Grade.....	36
XII. 6 th Grade.....	39
XIII. 7 th Grade.....	43
XIV. 8 th Grade.....	46
XV. Resources.....	50

OVERVIEW

In the Vineland Public School system, health education is a component of Comprehensive School Health. It is an inherent part of the total educational process. In this school setting, students are offered age appropriate and culturally sensitive health education programs that promote knowledge, attitudes, skills and behaviors to adopt and maintain lifelong wellness skills.

This task is achieved by a variety of educational activities and integration with other subject areas. Through these activities, students will be able to apply health and safety principles to real life situations.

As mandated by N.J.S.A. 18A: 35-5 and 35-7 and N.J.A.C. 6:29 and the following content specific mandates N.J.S.A. 18A: 40; 18A: 35-5.2; 18A: 35-5.4; 18A: 35-4.19; 18A: 6-2; 18A: 40-33; 18A: 35-4.3; 18A: 37-17; 18A: 35-4.23; students will receive health education instruction in the areas of: Mental and Emotional Health, Diseases and Health Conditions, Safety and Injury Prevention, Drugs and Medicines, Alcohol and Tobacco, Human Relationships and Sexuality. Successful completion of this program will allow students to emerge as knowledgeable, socially responsible individuals thus promoting the decision making abilities for lifelong wellness.

HEALTH
CURRICULUM
K-8

Vineland Public Schools
Vineland, NJ

FORWARD

The Comprehensive Health Education Guide, Kindergarten through Grade Twelve, was developed over many years and accepted by the Vineland Board of Education on June 24, 1974. Through the ensuing years, the guide was evaluated and revised with a major revision occurring in 1985. During the 1995-96 school year, a Health Curriculum Review committee was formed to evaluate the K-8 guide to comply with state-mandated areas of instruction.

During the 2003-2004 school year, a Health Curriculum Review Committee was formed to revise the Kindergarten through Grade Twelve guide to, once again, comply with the new state mandated areas of instruction. The April, 2004 adopted New Jersey Curriculum Content Standards were used in the review to assure our curriculum would reflect the current direction of health education.

Committee members sought to provide a curriculum guide that will enable the classroom teacher to easily access health education objectives and integrate them into other subject areas, thereby facilitating the required weekly health instruction.

Members of the Health Curriculum Review Committee responsible for this guide are:

Carol McGrory-Belfi
James Hague
Todd Ippolito
Nancy Iulg
Timothy Iulg
Diane Nonnemacher
John Pierantozzi
Susan Serra
Tina Steffer

Rosolyn P. Williams, RN, MA, NCSN
Supervisor School Health Services

HEALTH
K - 8
CURRICULUM

NJ CORE CURRICULUM CONTENT STANDARDS FOR HEALTH AND PHYSICAL EDUCATION

Standard 2..1 (WELLNESS) All students will learn and apply health promotion concepts and skills to support a healthy active lifestyle.

- A. Personal Health
- B. Growth and Development
- C. Nutrition
- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

Standard 2..2 (INTEGRATED SKILLS) All students will use health-enhancing personal, interpersonal, and life skills to support a health, active lifestyle.

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy, and Service
- F. Health Services and Careers

Standard 2..3 (DRUGS AND MEDICINES) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

Standard 2..4 (HUMAN RELATIONSHIPS AND SEXUALITY) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- A. Movement Skills
- B. Movement Concepts
- C. Strategy
- D. Sportsmanship, Rules, and Safety
- E. Sport Psychology

STANDARD 2.6 (FITNESS) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- A. Fitness and Physical Activity
- B. Training
- C. Achieving and Assessing Fitness

KINDERGARTEN HEALTH CURRICULUM GUIDE

INTRODUCTION:

The responsibility of the Vineland School District is to provide the opportunity for all students to learn to their fullest potential. The health curriculum is designed to meet the developmental needs of young students, and to provide opportunities for all aspects of learning (physical, social, emotional and intellectual). To accomplish this goal in Kindergarten, the curriculum must take into account all the basic needs of children. With the use of this integrated curriculum, teachers will be able to ensure that learning occurs through a variety of educational strategies including play activities, projects and learning centers. All activities will promote positive interaction and the opportunity for problem solving with other students and adults.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

- K.1 The student will be able to perform hand washing with soap and water, realizing it is the best method of fighting germs on one's hands. **2.1A2, 2.1D4**
- K.2 The student will be able to explain how germs are passed from one person to another by coughing and sneezing. **2.1A2, 2.1D2, 2.1D4, 2.2A4**
- K.3 The student will be able to recognize potentially harmful insects, ticks and identify ways to prevent bites and stings. **2.1A1, 2.1D1**
- K.4 The student will be able to understand that AIDS is a communicable disease. **2.1D1, 2.1D2**
- K.5 The student will be able to differentiate between the AIDS virus and other germs. **2.1D1, 2.1D2**
- K.6 The student will be able to describe the factors that contribute to growing up healthy. **2.1A1, 2.1C1, 2.1D1, 2.2A2, 2.2A4**

PERSONAL/DENTAL HEALTH:

- K.7 The student will be able to use proper personal hygiene in the bathroom in school and home. **2.1A2, 2.1D4**
- K.8 The student will be able to demonstrate how to use a tissue and discuss when it is necessary to use one. **2.1A1, 2.1A2, 2.1D3, 2.1D4**

K.9 The student will be able to follow proper dental care in tooth brushing. **2.1A2**

PERSONAL FITNESS:

K.10 The student will be able to recognize how daily exercise has a positive effect on good health. **2.6B2**

K.11 The student will be able to list different ways of exercising for good health. **2.6A1, 2.6C1, 2.2A4**

SAFETY/INJURY PREVENTION:

K.12 The student will be able to safely seek help from an adult when lost or injured. **2.1E2**

K.13 The student will be able to follow basic safety rules created for the pedestrian, bicycle rider and motor vehicle passenger. **2.1E1**

K.14 The student will be able to practice safety consciousness at home, in school and at bicycle rider and motor vehicle passenger. **2.1E1**

K.15 The student will be able to understand that firearms can hurt one's body. **2.1E1**

K.16 The student will be able to demonstrate proper conduct during fire drills. **2.1E1**

K.17 The student will be able to recognize a stranger. (A stranger is anyone you do not know!) **2.1E4, 2.2A3**

K.18 The student will be able to activate the Emergency Medical Service system (911). **2.1E2**

K.19 The student will be able to decide from a group of objects which items are toys and which items are adult weapons or tools. **2.1E1**

K.20 The student will be able to state what to do if a gun or other weapon is found.

- a. Do not touch it.
- b. Walk away.
- c. Tell an adult. **2.1E1, 2.2A4**

NUTRITION:

- K.21 The student will be able to discuss the negative nutritional value of certain foods. **2.1A1, 2.1C1, .2A4**
- K.22 The student will be able to explain why eating a variety of foods is nutritionally healthy. **2.1A1, 2.1C1, 2.1C2, 2.2A2, 2.2A4**

GROWTH & DEVELOPMENT/FAMILY LIFE

- K.23 The student will be able to explain how every person is special. **2.2D1, 2.2E4**
- K.24 The student will be able to discuss how people need other people. **2.1F1, 2.1F3, 2.2A4, 2.2F1, .2F2**
- K.25 The student will be able to describe how cooperation is valuable. **2.1F4, 2.2A4, 2.2E3, 2.2E4**
- K.26 The student will be able to recognize various types of nuclear families. **2.4A1**
- K.27 The student will be able to understand that all family members have rights, privileges and responsibilities. **2.4A2**
- K.28 The student will be able to understand that both parents and children can unintentionally cause conflicts, even within a loving family. **2.1F4**
- K.29 The student will be able to describe the feelings of harassment, violence and terror that bully situations produce. **2.1F2, 2.2F3, 2.1F4, 2.2A4, 2.4A3**

ALCOHOL/OTHER DRUGS:

- K.30 The student will be able to differentiate between edible and non-edible substances. **2.3A2, 2.3A3, 2.3B5**
- K.31 The student will be able to differentiate between good and "bad" drugs. **2.2B1, 2.3A1, 2.3A2, 2.3A3, 2.3B1**

CONSUMER HEALTH:

- K.32 The student will be able to identify qualified health professionals. **2.2F1, 2.2F2**

MENTAL/EMOTIONAL HEALTH:

K.33 The student will be able to discuss fear of humiliation or failure and recognize such feelings in others. **2.1F2, 2.1F3, 2.2A4**

K.34 The student will be able to recognize that persons can feel lost or threatened in new situations. **2.4A3, 2.4A4**

K.35 The student will be able to learn how to cope with feelings through the support of others. **2.1A3, 2.4A4**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual or supplemental instruction).

GRADE ONE HEALTH CURRICULUM GUIDE

INTRODUCTION

The responsibility of the Vineland School District is to provide an opportunity for all students to learn to their fullest potential. In order to accomplish this goal in First Grade, the health curriculum must provide the students with basic building blocks for a lifetime of wellness. Through this First Grade program, teachers will initiate processes which challenge the student's abilities to use thinking skills and problem solving strategies. This will allow student's to emerge from First Grade with high self-esteem and confidence.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

- 1.1 The student will be able to discuss the importance of proper clothing for tick prevention during outside activities. **2.1A2, 2.2A4**
- 1.2 The student will be able to explain proper first aid measures for tick bites. **2.1D1, 2.1D4, 2.2A4**
- 1.3 The student will be able to demonstrate how to do a "tick check." **2.1A2**
- 1.4 The student will be able to recognize that a communicable disease is a disease that can be spread from one person to another. **2.1D2, 2.1D3**
- 1.5 The student will be able to explain how germs are passed from one person to another. **2.1A2, 2.1D2, 2.1D4, 2.2A4**
- 1.6 The student will be able to understand that AIDS is a communicable disease caused by a virus. **2.1D3**

PERSONAL/DENTAL HEALTH:

- 1.7 The student will be able to describe what happens when children do not get enough sleep at night. **2.1A1, 2.1A2, 2.2A4**
- 1.8 The student will be able to explain how a daily bath or shower can help one feel and look well. **2.1A2, 2.2A4**
- 1.9 The student will be able to name important times for handwashing, especially before eating and after going to the bathroom. **2.1A1, 2.1A2, 2.2A4**
- 1.10 The student will be able to select the safe objects that should be used in the mouth or near the nose, ears and eyes. **2.1A1, 2.1A2**

1.11 The student will be able to demonstrate the proper method of brushing one's teeth.

2.1A2

1.12 The student will be able to recognize the importance of eating healthy foods, brushing one's teeth after eating and visiting the dentist as being necessary for good dental health. **2.1A1, 2.1A2, 2.1A3**

1.13 The student will be able to understand that primary teeth are expected to fall out to make room for permanent teeth. **2.1B2**

PERSONAL FITNESS:

1.14 The student will be able to discuss activities that can help one obtain the necessary daily exercise. **2.2A4, 2.6B2**

1.15 The student will be able to recognize the need to maintain good posture for health. **2.1A1**

SAFETY/INJURY PREVENTION:

1.16 The student will be able to discuss stranger identification. (Anyone you do not know is a stranger.) **2.1E3, 2.1E4, 2.2A3, 2.2A4**

1.17 The student will be able to recognize an emergency situation and demonstrate the activation of the Emergency Medical Service system (911). **2.1E2**

1.18 The student will be able to demonstrate pedestrian and vehicle safety behaviors. **2.1E1**

1.19 The student will be able to recognize safety hazards in the environment. **2.1E1, 2.1E5**

1.20 The student will be able to explain the importance of fire drills and demonstrate proper fire drill behaviors. **2.1E1, 2.2A4**

1.21 The student will be able to identify water safety rules. **2.1E1**

1.22 The student will be able to demonstrate school safety rules on the playground. **2.1E1, 2.1E4**

1.23 The student will be able to decide from a group of objects which items are toys and which items are adult weapons or tools.

1.24 The student will be able to recognize what to do if a gun or other weapon is found.
a. Do not touch it.
b. Walk away.

c. Tell an adult. **2.1E1**

NUTRITION:

1.25 The student will be able to identify the foods needed for growth and health, using the food pyramid. **2.1C1, 2.1C2, 2.2A4**

1.26 The student will be able to discuss the need for proper food preparation. **2.2A4**

1.27 The student will be able to explain the need for an adequate breakfast. **2.1C1, 2.2A4**

GROWTH & DEVELOPMENT/FAMILY LIFE:

1.28 The student will be able to state ways in which humans grow. **2.1B2, 2.1F1, 2.2A4**

1.29 The student will be able to recognize that all living things have a need for a home, food and nurturing. **2.1F1, 2.4C1**

1.30 The student will be able to explain how all living things come from other living things. **2.2A4, 2.4C1**

1.31 The student will be able to relate events that cause changes in a family and the effects that these have on family life. **2.2A4, 2.4A1, 2.4A3**

ALCOHOL/OTHER DRUGS:

1.32 The student will be able to explain the use of helpful versus harmful drugs. **2.2A4, 2.3A2, 2.3B1**

1.33 The student will be able to explain safety precautions that must be taken with prescription and nonprescription drugs. **2.2A4, 2.3A2, 2.3A3, 2.2A4**
(i.e. Adult given, prescribed by doctor or dentist, purchased from a store.)

CONSUMER HEALTH/HEALTH SERVICES:

1.34 The student will be able to differentiate between the responsibilities of various health professionals. **2.2A1, 2.2F1**

1.35 The student will be able to recognize wise purchase choices. **2.2B2**

MENTAL/EMOTIONAL HEALTH:

1.36 The student will be able to discuss how persons express what they are really thinking and feeling. **2.1F3, 2.2A4**

1.37 The students will be able to develop an awareness of the effects of strong emotions on the body. **2.1F2, 2.1F3, 2.2C1**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual or supplemental instruction.

GRADE TWO HEALTH CURRICULUM GUIDE

INTRODUCTION

The responsibility of the Vineland School District is to provide an opportunity for all students to learn to their fullest potential. In order to accomplish this goal in Second Grade, the health curriculum must be fully integrated. Teachers will be able to ensure that health learning occurs through a variety of activities. Students and teachers will relate health issues to all other aspects of the Second Grade curriculum by writing health related stories in the literature-based reading program, using critical thinking skills and problem solving strategies. This will enable all students to receive a comprehensive health education.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

- 2.1 The student will be able to name different ways in which germs enter the body. **2.1D1, 2.1D2, 2.1D3, 2.1D4**
- 2.2 The student will be able to discuss a recent illness and evaluate ways that the student could have prevented the illness from becoming worse or spreading to others. **2.1D1, 2.1D2, 2.1D3, 2.1D4**
- 2.3 The student will be able to recognize that Lyme disease can affect anyone and is caused from a deer tick bite. **2.1D1, 2.1D2, 2.1D3, 2.1D4**
- 2.4 The student will be able to list proper clothing to wear and procedures to follow to prevent ticks from attaching to the skin. **2.1A1, 2.1A2**
- 2.5 The student will be able to recognize that every communicable disease is caused by a specific germ. **2.1D1, 2.1D2, 2.1D3, 2.1D4**
- 2.6 The student will be able to understand that AIDS is a communicable disease caused by HIV. **2.1D2, 2.1D3**
- 2.7 The student will be able to explain that HIV destroys the immune system. **2.1D2, 2.1D3**
- 2.8 The student will understand that maintaining a healthy life style can help prevent disease. **2.1A1, 2.1A2**
- 2.9 The student will recognize that people who are sick need friendship and support. **2.1F1, 2.2F2**

PERSONAL/DENTAL HEALTH:

2.10 The student will be able to list essential habits necessary for neatness. **2.1A1, 2.1A2**

2.11 The student will be able to demonstrate proper brushing of teeth. **2.1A1, 2.1A2**

2.12 The student will be able to list snacks that are good for dental health. **2.1A1, 2.1A2, 2.1C1**

PERSONAL FITNESS:

2.13 The student will be able to demonstrate good body posture and relate it to good health. **2.1A1, 2.1A2, 2.2A2**

2.14 The student will be able to demonstrate safe exercises that can help maintain fitness. **2.6A1, 2.6B2**

SAFETY/INJURY PREVENTION:

2.15 The student will be able to discuss safety hazards concerning firearms. **2.1E1, 2.1E4**

2.16 The student will be able to recognize what to do if a gun or other weapon is found.
a. Do not touch it.
b. Walk away.
c. Tell an adult. **2.1A1, 2.1E1, 2.2B1**

2.17 The student will be able to demonstrate safe practices as a bicycle rider and pedestrian. **2.1A2, 2.1E1**

2.18 The student will be able to list safe practices of a motor vehicle passenger. **2.1E1**

2.19 The student will be able to relate how almost all fires are caused by carelessness or ignorance. (Smoking, playing with matches, etc.) **2.1E1, 2.1E2**

2.20 The student will be able to discuss the importance of a planned fire drill at home and at school. **2.1E1, 2.1E2**

2.21 The student will be able to demonstrate the proper conduct during a fire drill at home and at school. **2.1A1, 2.1E1, 2.1E2, 2.2B1, 2.2E1, 2.2E2, 2.2E5**

2.22 The student will be able to demonstrate how to act in an emergency and activate the Emergency Medical Services system (911). **2.1E1, 2.1E2, 2.2E2, 2.2E3, 2.2E5**

NUTRITION:

- 2.23 The student will be able to recognize the need for a variety of foods. **2.1C1**
- 2.24 The student will be able to plan a simple breakfast or lunch menu, containing foods from the food pyramid. **2.1A1, 2.1C2**
- 2.25 The student will be able to discuss patterns of eating that may be related to different cultures. **2.2A4**

GROWTH & DEVELOPMENT/FAMILY LIFE:

- 2.26 The student will be able to describe how animals and humans are unique. **2.1B2, 2.2A4, 2.4C1**
- 2.27 The student will be able to list ways in which one grows over a given period of time. **2.2A4**
- 2.28 The student will be able to name at least three items necessary for growth. **2.1F1**
- 2.29 The student will be able to discuss one's own growth pattern. **2.1A1, 2.1B1**
- 2.30 The student will be able to describe the basic structure and function of human body systems. **2.1A1, 2.1B1**

ALCOHOL/OTHER DRUGS:

- 2.31 The student will be able to identify people who are qualified to administer medicine to them. **2.2F1, 2.2F2, 2.3A2, 2.3A3, 2.3B2, 2.3B3, 2.3B4, 2.3C1, 2.3C2**

CONSUMER HEALTH:

- 2.32 The student will be able to list the responsibilities of various health professionals. **2.2F1, 2.2F2**

MENTAL/EMOTIONAL HEALTH:

- 2.33 The student will be able to verbalize feelings caused by differences between children and adults about what the child wants to do, is able to do and is allowed to do. **2.1B2,**

2.1E4, 2.1F3, 2.1F4, 2.2A4, 2.2B2

2.34 The student will be able to discuss the benefits that love produces and recognize how love is expressed. **2.1F1, 2.1F2, 2.1F3, 2.1F4, 2.4A4, 2.4A5**

2.35 The student will be able to identify appropriate ways to show affection and caring for others. **2.1E3, 2.1A4, 2.4A5**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual, or supplemental instruction.

GRADE THREE HEALTH CURRICULUM GUIDE

INTRODUCTION

The responsibility of the Vineland School District is to provide the opportunity for all students to learn to their fullest potential. To accomplish this goal in Third Grade, students must be challenged to explore and question, work cooperatively and think about a variety of important health issues as they relate to their everyday lives. Students and teachers will interact with concepts and ideas and they will add to the foundation for a life time of health consciousness.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

- 3.1 The student will be able to list ways that may help children sleep well at night. **2.1A1, 2.1A3, 2.1B3 2.1F1**
- 3.2 The student will be able to explain the importance of keeping foods safe by modern storage and processing methods. **2.1C1, 2.1C2, 2.1C3, 2.1D5**
- 3.3 The student will be able to define and explain the difference between a communicable and non-communicable disease. **2.1D1, 2.1D3, 2.1D5**
- 3.4 The student will be able to recognize that AIDS is a communicable disease that is not easily spread. **2.1D3, 2.1D5**
- 3.5 The student will be able to discuss how HIV affects the immune system. **2.1B1, 2.1B3, 2.1D1, 2.1D4, 2.1D6, 2.2A2**
- 3.6 The student will be able to understand that there is no cure for AIDS. **2.1B2, 2.1D3, 2.2B3**
- 3.7 The student will be able to understand that Lyme Disease is a non-communicable disease which is passed to humans by the deer tick. **2.1D1, 2.1D3**
- 3.8 The student will be able to explain the steps one needs to take if a tick is found on the body. **2.1A2, 2.1D1, 2.1D3**
- 3.9 The student will be able to describe the signs and symptoms of Lyme Disease. **2.1D1, 2.1D2, 2.1D3, 2.1D4**

PERSONAL/DENTAL HEALTH:

- 3.10 The student will be able to understand the importance of getting a dental checkup regularly. **2.1A2, 2.1A3, 2.1D4**

3.11 The student will be able to demonstrate how to properly brush and floss the teeth.
2.1A2, 2.1A3, 2.1D3

3.12 The student will be able to name a variety of health care personnel involved in the solution of community problems. **2.1F1, 2.2D2, 2.2F3**

PERSONAL FITNESS

3.13 The student will be able to discuss how regular exercise helps the heart and lungs to become stronger. **2.1A1, 2.1B3, 2.6A1, 2.6B1**

3.14 The student will be able to explain how physical fitness helps to build muscles, prevent fatigue and heart disease. **2.1A1, 2.1A3, 2.6A3, 2.6B1, 2.6C1**

SAFETY/INJURY PREVENTION:

3.15 The student will be able to list proper equipment for safe bicycle riding. **2.1E1**

3.16 The student will be able to understand safety rules to follow when riding in a vehicle or on a bicycle. **2.1E1**

3.17 The student will be able to recognize the need for immediate first aid in case of injury.
2.1E2

3.18 The student will be able to discuss the causes of fire and how to avoid them. **2.1E1**

3.19 The student will describe safety hazards of handling firearms. **2.1E1**

3.20 The student will state what one should do if a gun or other weapon is found.
a. Do not touch it.
b. Walk away from the area.
c. Tell an adult. **2.1E1**

3.21 The student will be able to explain how one would plan a fire drill at home.

3.22 The student will be able to recognize the need for changing the home's smoke alarm battery every six months. **2.1E1**

NUTRITION:

3.23 The student will be able to explain the importance of keeping foods safe by using modern storage and processing methods. **2.1D5**

3.24 The student will be able to describe the food pyramid and name several foods in each group. **2.1C2**

3.25 The student will be able to correct poor eating habits by including choices from the food pyramid. **2.1C2, 2.1C4**

3.26 The student will be able to identify some snack foods that are good for growth and energy. **2.1C2, 2.1C4**

GROWTH & DEVELOPMENT/FAMILY LIFE

3.27 The student will be able to describe ways in which a baby animal's food needs are different from those of adult animals. **2.1B2, 2.1B3**

3.28 The student will be able to list several items necessary for healthy animal growth. **2.1B2, 2.1B3**

3.29 The student will be able to discuss behaviors used by animals that are related to humans. **2.1B1, 2.1B2**

3.30 The student will be able to demonstrate dining habits of different cultures on holidays. **2.1B2, 2.1F1, 2.4A4**

3.31 The student will be able to describe the role and responsibility of the family. **2.4A1, 2.4A2, 2.4A3**

3.32 The student will be able to state how family members contribute and influence the development of others. **2.4A1, 2.4A2, 2.4A3 2.4A4, 2.4A5**

ALCOHOL/OTHER DRUGS:

3.33 The student will be able to discuss the differences in family practices and feelings about the use of tobacco and alcoholic beverages. **2.3B2, 2.3B3, 2.3B4, 2.3C4**

3.34 The student will be able to distinguish between prescription and nonprescription drugs. **2.3A1**

3.35 The student will be able to explain the differences between alcoholic beverages and other beverages. **2.3B4**

3.36 The student will be able to describe how the use, misuse and abuse of alcohol, tobacco and other drugs contribute to the incidence of injury and illness. **2.3B2, 2.3B3, 2.3B4, 2.3B6**

CONSUMER HEALTH/HEALTH SERVICES

3.37 The student will be able to compare prices of items to obtain the best value for one's money. **2.1C2**

3.38 The student will be able to discuss the need to visit the family doctor for an annual

check-up. **2.2F2**

COMMUNITY/ENVIRONMENTAL HEALTH

3.39 The student will be able to recognize that conservation plays an important part in the preservation of the community. **2.2F1**

3.40 The student will be able to name a variety of health care personnel involved in the solution of community problems. **2.2F1, 2.2F2**

MENTAL/EMOTIONAL HEALTH

3.41 The student will be able to identify many different kinds of disabilities that people may have. **2.1B3, 2.1F4, 2.1F6**

3.42 The student will be able to recognize that prejudice against people who have disabilities hurts everyone involved. **2.1F6, 2.1F7**

3.43 The student will be able to propose ways to cope with peer pressure. **2.1F2, 2.1F3, 2.1F4**

3.44 The student will be able to identify ways in which the media can influence communication, emotions and the ability to cope with stress. **2.1F2, 2.1F5**

3.45 The student will be able to discuss the influence of the media on the development of gender stereotypes. **2.1F2, 2.1F7**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual or supplemental instruction.

GRADE FOUR HEALTH CURRICULUM GUIDE

INTRODUCTION

The responsibility of the Vineland School District is to provide the opportunity for all students to learn to their fullest potential. To accomplish this goal by Fourth Grade, the curriculum must acknowledge the many changes that take place at this grade level. The challenge then becomes to emphasize certain health concepts and to encourage students to use analytical and critical thinking skills. Students will respond to a variety of materials in order to encompass the full range of health issues presented.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

- 4.1 The student will be able to list the ways that germs are spread and the conditions that make disease transmission possible. **2.1A1, 2.1A3, 2.1D3, 2.1D5**
- 4.2 The student will be able to discuss ways that one can help oneself to recover from an illness. **2.1A3, 2.1D1, 2.1D2, 2.1D5, 2.3A1, 2.3A2**
- 4.3 The student will be able to define AIDS as the disease syndrome caused by a viral infection. **2.1D3, 2.1D5**
- 4.4 The student will be able to define the acronyms HIV, AIDS and PWA. **2.1D4**
- 4.5 The student will be able to identify that AIDS is not transmitted by casual contact. **2.1D3, 2.1D6**
- 4.6 The student will be able to explain the necessity of avoiding contact with another person's body fluids. **2.1A2, 2.1A3**
- 4.7 The student will be able to recognize that people with AIDS need friendship and support. **2.4A5, 2.4A6, 2.4A7**
- 4.8 The student will be able to discuss first aid for tick bites. **2.1E2**
- 4.9 The student will be able to recognize the signs and symptoms of Lyme Disease. **2.1D1, 2.1D2, 2.1D3, 2.1D4**
- 4.10 The student will be able to identify in which areas of New Jersey and the United States that Lyme Disease is most prevalent. **2.1A3, 2.1E1**

PERSONAL/DENTAL HEALTH:

- 4.11 The student will be able to demonstrate proper table manners while eating. **2.1C1**
- 4.12 The student will be able to recognize the importance of cleanliness. **2.1A2, 2.1A3**
- 4.13 The student will be able to discuss the importance of the use of underarm deodorant in conjunction with controlling unpleasant body odor. **2.1A2, 2.1A3**
- 4.14 The student will be able to identify healthful daily grooming habits. **2.4A1, 2.4A2, 2.4A3, 2.1A2, 2.1A3, 2.1B3**

PERSONAL FITNESS:

- 4.15 The student will be able to recognize the importance of total fitness - physical, mental and emotional. **2.1B3, 2.6A1, 2.6A2**
- 4.16 The student will be able to express personal feelings in relation to physical activity. **2.6A1, 2.6A4**
- 4.17 The student will be able to define and set realistic long or short term health goals, and discuss ways of tracking their own progress in achieving them. **2.2E4, 2.6A1, 2.6B2, 2.6C1**

SAFETY/INJURY PREVENTION:

- 4.18 The student will be able to discuss water safety practices. **2.1E1**
- 4.19 The student will be able to understand how some areas in the community can be dangerous. **2.1E1**
- 4.20 The student will be able to list safe practices to follow during recreational activities. **2.1E1, 2.2B1**
- 4.21 The student will be able to explain the necessity of safe practices in the kitchen. **2.1E1**
- 4.22 The student will be able to demonstrate proper procedures in case of home fires. **2.1E1, 2.1E2**
- 4.23 The student will be able to explain that accidents are likely to occur when one is sleepy, careless or ignorant of traffic regulations. **2.1E1, 2.2B1**
- 4.24 The student will be able to discuss ways to avoid pedestrian, motor vehicle and fire accidents. **2.1E1, 2.2B1**
- 4.25 The student will be able to identify safe behaviors concerning handling of firearms.

2.1E1, 2.2B1

4.26 The student will be able to recognize what to do if a gun or other weapon is found.
2.1E1, 2.2B1

NUTRITION

4.27 The student will be able to list various food nutrients and their functions.
2.1C1, 2.1C2, 2.1C3, 2.1C4

4.28 The student will be able to describe nutritional values of various foods and plan simple menus using these foods. **2.1C1, 2.1C2, 2.1C3, 2.1C4**

4.29 The student will be able to demonstrate an awareness of good nutrition through personal food choices. **2.1C1, 2.1C2, 2.1C3, 2.1C4**

GROWTH & DEVELOPMENT/FAMILY LIFE

4.30 The student will be able to discuss some emotions involved in a separation or divorce, real or imagined. **2.1B3, 2.1F1, 2.1F5, 2.1F6, 2.4A1, 2.4A2**

4.31 The student will be able to discuss crushes as a normal part of growth and psychological development and the feelings that such situations create. **2.1F2, 2.4A1, 2.4A5, 2.4A7, 2.4B1**

4.32 The student will be able to discuss the meaning of death and develop ways of dealing with the feelings brought about by the death of a person or pet. **2.1F1, 2.1F5, 2.1F6**

4.33 The student will be able to discuss experiences in which people were called names or discriminated against and express the feelings aroused by the prejudice. **2.1F1, 2.4A5**

4.34 The student will be able to recognize one's need to be alone, as well as to be with others. **2.1B2, 2.4B1, 2.4B2, 2.4C1, 2.4C2**

4.35 The student will be able to discuss the stages of human development from conception to death. **2.1B2, 2.4B1, 2.4B2, 2.4C1, 2.4C2**

ALCOHOL/OTHER DRUGS:

4.36 The student will be able to define a prescription drug and over the counter drug and discuss the difference between the two. **2.3A1, 2.3A2, 2.3A3, 2.3B1**

4.37 The student will be able to recognize the importance of reading and carefully following label directions on all products. **2.1C3, 2.3A1, 2.3A2**

4.38 The student will be able to discuss the source of legal drugs, and identify laws related to the sale and use of alcohol, tobacco and other drugs. **2.1C3, 2.3A1, 2.3A2**

4.39 The student will be able to list widely used substances that contain drugs. **2.3A3, 2.3B1**

4.40 The student will be able to recognize the signs and symptoms of chemical misuse, abuse and dependency. **2.3C1, 2.3C2, 2.3C3, 2.3C4**

COMMUNITY/ENVIRONMENTAL HEALTH

4.41 The student will be able to demonstrate conservation in the classroom, home and community. **2.2E5, 2.2E6, 2.2E7**

MENTAL/EMOTIONAL HEALTH

4.42 The student will be able to discuss when and how one can realistically help others in danger, what kind of help may be required and what the personal consequences may be. **2.1A1, 2.1A3, 2.1E1, 2.1E4, 2.2F2**

4.43 The student will be able to discuss and recognize the feelings that result from helping someone or from being helped by another person. **2.2F2, 2.4A5**

4.44 The student will be able to discuss the feelings of harassment, violence and terror that bully situations produce. **2.2F1, 2.2F2, 2.2F3, 2.4A7**

4.45 The student will be able to discuss choices between a personal belief and group pressure and deal with the feelings that could accompany such as a decision. **2.2E2, 2.2E3, 2.2E4, 2.2E7**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual, or supplemental instruction.

BILINGUAL EDUCATION CURRICULUM:

This document serves as the General and Bilingual Education Curriculum Guide. Each objective is accomplished by the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies - the teacher instructs using more English in accord with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he is able to succeed.

Dear Parent:

As a part of your child's health education during the school year, information about infectious disease control and HIV/AIDS prevention will be presented. During Grades K to 4, students will receive facts on how HIV cannot be transmitted, that AIDS is a communicable disease syndrome and that there is no cure for AIDS. Empathy for anyone who is afflicted with an illness or disability will be stressed as well.

In Grades 5 through 8, the ways that HIV can be transmitted will be discussed, as well as the signs and symptoms of HIV infection. The fact that there is no cure for AIDS will be presented along with the treatments used to improve the health of the HIV-infected person. HIV transmission will be discussed in relation to Family Life and sexually-transmitted disease, it will be presented in relation to IV drug use as well as possible transmission during pregnancy and delivery of a newborn child.

The teachers will be using a board approved curriculum, presenting simple, basic facts, appropriate for students of the individual grade levels.

Regardless of their background, students have heard of AIDS and need to have clear, accurate facts presented to them, which address both their fears and misinformation about the subject. Unfortunately, our children are growing up in a world where AIDS is now a fact of life. We want to assure that as they get older, they will be safe from this disease.

The health education we will be presenting teaches them concepts showing that we all need to be responsible for our own bodies, and provides information about things we can do to protect ourselves from many diseases, not just AIDS.

After reading this letter, if you have any questions or concerns about your child's health education unit, please contact me at _____.

Sincerely,

Principal

Estimado Padre/Encargado:

Como parte del currículo de Salud Pública para su hijo(a), se presentará información sobre la prevención y el control del SIDA (HIV/Aids). En los Grados K hasta 4to, los estudiantes recibirán datos correctos de cómo el SIDA no se transmite, y explicando que el SIDA es una enfermedad contagiosa sin cura. Los estudiantes aprenderán lo que quiere decir SIDA, HIV y PWA y además des-arrollarán compasión y simpatía hacia las personas afligidas con enfermedades serias y los incapacitados.

Del quinto (5) grado al octavo(8) grado, se discutirán la maneras de transmisión de HIV, así como las señales y los síntomas que existen cuando hay infección de HIV/SIDA. Se discutirá que hasta la fecha no se ha encontrado una cura, además se hablará de los tratamientos utilizados para mejorar la salud de aquellos infectados con HIV. Se estudiará la forma de contagio relacionada a la "Vida Familiar". Se presentará en relación al uso de las drogas, y a la transmisión durante el embarazo y el nacimiento del niño.

Los maestros utilizarán los materiales del currículo aprobado por la Junta de Educación y al nivel apropiado para alumnos de cada grado.

A pesar de sus diferentes culturas, los estudiantes ya tienen conocimientos sobre la enfermedad HIV/SIDA por esto necesitan obtener datos correctos e informes claros para evitar confusión y corregir cualquier información errónea. Desafortunadamente, nuestros hijos viven en un mundo donde el HIV/SIDA es común. Queremos estar seguros que al llegar a adolescentes o adultos tengan la información necesaria para protegerse contra el contagio del SIDA.

Este programa de salud ayudará a los estudiantes tener responsabilidad de su propio cuerpo además de proveerle conocimientos para protegerse de muchas otras enfermedades además del SIDA.

Cuando termine de leer esta carta, si tiene alguna pregunta o cualquier inquietud sobre la unidad de salud, por favor comuníquese conmigo al número de teléfono _____.

Atentamente,

Principal

FACT SHEET:

RABIES

RABIES is found in the saliva of infected warm-blooded animals. The most common carriers are the raccoon, skunk, fox and bat.

- NEVER touch a wild animal, even if it is dead or injured.
- LEAVE WILDLIFE ALONE. Do not make pets of wild animals or try to "save" baby animals, even if they seem abandoned.
- Do not pet stray animals.
- Pets can get rabies - Have your dogs and cats vaccinated.
- IF YOU ARE BITTEN: Immediately wash all animal bites thoroughly with soap and water. Call your doctor or go to the nearest emergency room.

ANIMAL BITES are the #1 way of getting RABIES. Protect Yourself!

All stray domestic animals and any animal appearing aggressive, sick, injured or disoriented should be reported at once to Vineland's animal control officer.

All incidents involving bites or scratches to a human or to a domestic animal by any animal must be reported at once to the Vineland Police.

(THE FOLLOWING PAGES ARE REPRODUCED FOR YOUR USE AND INFORMATION.)

Source: American Red Cross

Video and Teacher's Guide: Designed for young children from K to Grade 4.

"CAMP ITSAMONGUS" - A story about summer camp, new friends and AIDS - Video developed by the American Red Cross, Knox County Chapter and the AIDS Resource Committee for Knox County. Teacher's Guide is reproduced following this page. Video is available in each primary school media center.

Story/Workbook designed for Grades Five and Six:

"AUNT RITA'S PATIENT: A STORY ABOUT AIDS" AIDS PREVENTION PROGRAM FOR CHILDREN - Reproduced following "Camp Itsamongus" Teacher's Guide.

LYME DISEASE

The following pages are for the teacher's information in providing instruction and may be used, in some cases, as fact sheets for parents. Please contact the local health department for up-to-the minute facts about the incidence of LYME Disease in the Vineland and Cumberland County areas.

GRADE FIVE HEALTH CURRICULUM GUIDE

INTRODUCTION:

The responsibility of the Vineland School District is to provide an opportunity for all students to learn to their fullest potential. In order to accomplish this goal in Grade Five, integration of the health curriculum enable the student to draw from their individual skills and transfer those skills to real life situations. An emphasis on family life concepts is presented at this grade level through the intermediate block system.

OBJECTIVES:

DISEASE PREVENTION/HEALTH PROMOTION:

2.1D

- 5.1 The student will be able to define the acronyms AIDS, HIV and PWA. **2.1D3**
- 5.2 The student will be able to identify the means of transmission of HIV. **2.1D4**
- 5.3 The student will be able to explain casual contact in reference to HIV. **2.1D2**

PERSONAL FITNESS:

2.6A

- 5.4 The student will be able to discuss some social, mental and emotional benefits derived from participation in a variety of physical activities. **2.6A1**
- 5.5 The student will be able to describe how vigorous physical activity increases the efficiency of the cardio-vascular and respiratory systems.**2.6A3**
- 5.6 The student will be able to discuss how exercise contributes to the efficient functioning of the body. **2.6A4**
- 5.7 The student will be able to recognize the relationship of the function of bones and muscles to movement and posture.**2.6A6**

SAFETY/INJURY PREVENTION:

2.1E

- 5.8 The student will be able to recognize how proper first aid care can save lives. **2.1E3**
- 5.9 The student will be able to identify potential safety hazards in the bathroom. **2.1E2**
- 5.10 The student will be able to recognize potential safety hazards in the kitchen. **2.1E2**
- 5.11 The student will be able to identify household items that may become fire safety hazards. (i.e., curling irons, etc.) **2.1E2**
- 5.12 The student will be able to discuss the importance of proper behavior when riding on a school bus. **2.1E4**

- 5.13 The student will be able to understand the importance of wearing car seat belts and bicycle helmets. **2.1E2**
- 5.14 The student will be able to identify forms of abuse. **2.1E4**
- 5.15 The student will be able to recognize physical, social and emotional impacts of such abuse. **2.1E4**
- 5.16 The student will be able to identify local agencies and/or persons that will aid a victim of abuse. **2.1E4**

NUTRITION:

2.1C

- 5.17 The student will be able to discuss the importance of expiration dates on perishable foods. **2.1C4**
- 5.18 The student will be able to discuss safe food handling and processing at home. **2.1C4**
- 5.19 The student will be able to discuss food handling processes and proper food storage in restaurants, local stores and during transit. **2.1C4**
- 5.20 The student will be able to discuss food preferences in relation to family or culture. **2.1C1**

GROWTH & DEVELOPMENT/FAMILY LIFE:

2.1B

- 5.21 The student will be able to list physical growth patterns of adolescence. **2.1B2**
- 5.22 The student will be able to discuss physical and emotional adolescent changes and recognize these changes as normal. **2.1B2**
- 5.23 The student will be able to describe the development of the human body. **2.1B1**
- 5.24 The student will be able to discuss the process and function of menstruation. **2.1B3**
- 5.25 The student will be able to discuss the meaning of heredity. **2.1B3**
- 5.26 The student will be able to identify ways in which children resemble parents. **2.1B3**
- 5.27 The student will be able to describe the growth and development related to heredity. **2.1B3**
- 5.28 The student will be able to describe sexual and asexual reproduction. **2.4C1**
- 5.29 The student will be able to discuss male and female sexuality. **2.4B1**

CONSUMER HEALTH/HEALTH SERVICES:

2.1A

- 5.30 The student will be able to define quackery and identify several examples. **2.1A1**
- 5.31 The student will be able to relate how advertising influences people to buy products. **2.1A4**
- 5.32 The student will be able to discuss the fact that false claims are often used to sell a product. **2.1A4**
- 5.33 The student will be able to list some important things to remember when buying any product. (i.e. reading labels, comparison shopping, expiration dates.) **2.1A1**

ALCOHOL/OTHER DRUGS:

The QUEST skills for Adolescence component is utilized at this grade level.

GRADE SIX HEALTH CURRICULUM GUIDE

INTRODUCTION:

The responsibility of the Vineland School District is to provide an opportunity for all students to learn to their fullest potential. In order to accomplish this goal in Grade Six, integration of the health curriculum will enable the student to draw from their individual skills and apply them to real life situations. The health program provides various learning experiences and offers each student a better chance at future success. An emphasis on HIV/AIDS education is presented at this level through the intermediate block system.

DISEASE PREVENTION/HEALTH PROMOTION:

- 6.1 The student will be able to define immunization, vaccine and antibiotic. **2.1A2, 2.1D1,4, 2.2B1, 2.3A2**
- 6.2 The student will be able to discuss the meaning of communicable and non-communicable disease. **2.1D2,3**
- 6.3 The student will be able to identify the virus that causes AIDS. **2.1D3**
- 6.4 The student will be able to explain the differences between HIV and AIDS. **2.1D3**
- 6.5 The student will be able to describe the stages of HIV infection. **2.1D3**
- 6.6 The student will be able to identify some of the behaviors that put a person at risk for HIV infection. **2.1A4, 2.2B1,3, 2.3B7, 2.4B4**
- 6.7 The student will be able to describe how the body defends itself against disease. **2.1A4, 2.1D1,3,4 2.3A2**
- 6.8 The student will be able to define opportunistic diseases. **2.1D2,3**
- 6.9 The student will be able to explain the nature of HIV antibody testing. **2.1D1, 2.2F1,2**
- 6.10 The student will be able to identify the behaviors that will reduce the risk of becoming HIV infected. **2.1D1, 2.2B1,3**
- 6.11 The student will be able to discuss the role of personal responsibility in decisions about sexual behavior. **2.2B1,2,3 2.4B23**
- 6.12 The student will be able to explain the phrase “casual contact” and why HIV cannot be transmitted this way. **2.1D3**
- 6.13 The student will be able to define prejudice and discuss the damages to the person who holds it as well as those against whom the prejudice is directed. (as with PWA) **2.1F2,6 2.2D1, 2.2E5**

SAFETY/INJURY PREVENTION:

- 6.14 The student will be able to recognize home emergency situations and explain how one could safely help. **2.1E1,3 2.2B1**
- 6.15 The student will be able to recognize that a cooperative effort is necessary in keeping a safe home environment. **2.1E1,3 2.2B1**
- 6.16 The student will be able to recognize emergency situations regarding home environment and ways to handle these situations. (falls, fire, electric emergencies, etc.) **2.1E1,3 2.2B1**
- 6.17 The student will be able to discuss the necessary precautions to be taken during electrical storms, snow storms, hurricanes, tornadoes, earthquakes, etc. **2.1E1,3 2.2B1**
- 6.18 The student will be able to discuss safety rules for the beach, the pool, and when boating. **2.1E1,3 2.2B1**

ALCOHOL/OTHER DRUGS:

The QUEST Skills for Adolescence Component is utilized for Alcohol and Other Drugs in Grade Six.

Note: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual, and supplemental instruction.

SKILLS FOR ADOLESCENCE COMPONENT

: BUILDING SELF-CONFIDENCE AND COMMUNICATION SKILLS

- 6.19 The student will be able to build individual self-confidence by learning more about oneself and others. **2.1A1, 2.1B2,3, 2.1F1**
- 6.20 The student will be able to learn and practice effective listening, responding and validation skills. **2.2A3,4**
- 6.21 The student will be able to develop a sense of responsibility and cooperation within a group. **2.2A3, 2.2E2,5**
- 6.22 The student will be able to develop positive decision-making skills. **2.2B1,4**

LIVING HEALTHY AND DRUG-FREE

- 6.23 The student will be able to understand that young people are at risk for harmful physical and psychological effects from drug use. **2.2B1,3, 2.3A4, 2.3C3**
- 6.24 The student will be able to reinforce a norm of nonuse and learn ways to support each other in being drug-free. **2.2B1,3, 2.3C3,4**
- 6.25 The student will be able to learn the harmful effects of alcohol, tobacco, marijuana, crack/cocaine, and other drugs such as inhalants, hallucinogens, steroids, designer drugs and misused medicines. **2.3SA4, 2.3B1,7**
- 6.26 The student will be able to identify specific ways drugs can interfere with a young persons lives and goals. **2.3C3,4, 2.3B8**
- 6.27 The student will be able to understand the harmful effects drugs can have on families and on the community. **2.3B8, 2.3C4**
- 6.28 The student will be able to identify sources of help for drug-related concerns. **2.2F1, 2.3C2**
- 6.29 The student will be able to analyze and counteract pro-drug messages, including advertisements. **2.3C3**
- 6.30 The student will be able to discuss drug-related issues with families and other knowledgeable adults at school and in the community. **2.3B8, 2.3C4**

SETTING GOALS FOR HEALTHY LIVING

- 6.31 The student will be able to plan for the future. **2.2C1,2**

- 6.32 The student will be able to accept responsibility for determining the quality of one's life. **2.2B1, 2.2C2**
- 6.33 The student will be able to learn how to set goals effectively. **2.2C1,2**
- 6.34 The student will be able to understand how one can benefit from the experiences of both success and failure. **2.2D1**

GRADE SEVEN HEALTH CURRICULUM GUIDE

INTRODUCTION:

The responsibility of the Vineland School District is to provide an opportunity for all students to learn to their fullest potential. Within the Grade Seven health curriculum an emphasis is placed on alcohol/drug education.

OBJECTIVES:

MENTAL/EMOTIONAL HEALTH

- 7.1 The student will be able to list the human emotions. **2.1F1**
- 7.2 The student will be able to discuss emotional needs of major concern in meeting a serious crisis. **2.1F6**
- 7.3 The student will be able to recognize that physical illness can develop from emotional problems such as those triggered by fear, rage, anxiety, tension and love. **2.1F6**
- 7.4 The student will be able to discuss emotions as feelings we have about life situations and experiences. **2.1F2**
- 7.5 The student will be able to identify positive and negative emotional reactions. **2.1F1**
- 7.6 The student will be able to discuss emotional maturity as being separate. **2.1F2**
- 7.7 The student will be able to recognize incidences of harassment, bullying, vandalism and violence and demonstrate strategies to deal with each. **2.1F3**
- 7.8 The student will be able to explain how gang activity is related to violence within the schools and community. **2.1F3**

GROWTH AND DEVELOPMENT/FAMILY LIFE

- 7.9 The student will be able to define adolescence and puberty. **2.4B1**
- 7.10 The student will be able to identify the anatomy of the male and female reproductive systems. **2.1B1**
- 7.11 The student will be able to chart the process and function of menstruation. **2.4C2**
- 7.12 The student will be able to tell how human reproduction takes place. **2.4C1, 2.4C3**
- 7.13 The student will be able to distinguish between inherited and acquired features or characteristics. **2.4B1**

ALCOHOL/OTHER DRUGS

- 7.14 The student will be able to discuss the fact that drug products and chemical substances, when misused or abused, can cause serious problems, even permanent physical/mental damage and death. **2.3C1**
- 7.15 The student will be able to understand that people misuse and abuse drugs for many reasons. **2.3C3**
- 7.16 The student will be able to list reasons for misuse and abuse of drugs. **2.3C3**
- 7.17 The student will be able to identify commonly misused over-the-counter (OTC) and prescription drugs. **2.3A1**
- 7.18 The student will be able to compare and contrast the physical and behavioral effects of each classification of drugs, for example, club drugs. **2.3B6**
- 7.19 The student will be able to recognize the damages of controlled substances and anabolic steroids. **2.3A4**
- 7.20 The student will be able to discuss the need for drug laws and enforcement. **2.3C4**
- 7.21 The student will be able to discuss potential social and psychological effects of smoking. **2.3C1**
- 7.22 The student will be able to classify substances by their actions on the body and describe the short and long term effects of their use. **2.3B6**
- 7.23 The student will be able to discuss laws pertaining to the use, sale and possession of alcohol, tobacco and other drugs. **2.3B8**

SAFETY/INJURY PREVENTION

- 7.23 The student will be able to discuss how an individual might recognize the need for help. **2.1E1**
- 7.24 The student will be able to describe the first aid skills necessary to manage a situation until qualified help arrives. **2.1E3**
- 7.25 The student will be able to recognize the dangers of improper use of sharp and/or pointed implements. **2.1E5**
- 7.26 The student will be able to demonstrate the process to activate Emergency Medical Services- 911. **2.1E3**
- 7.27 The student will be able to understand the harmful results of handling firearms. **2.1E5**
- 7.28 The student will be able to describe safe procedures to be taken when one finds a firearm. **2.1E5**
- 7.29 The student will be able to describe the physical and financial outcomes of judiciary of not wearing safety restraints while operating or riding in motor vehicles. **2.1E2**

7.30 The student will be able to recognize the dangers associated with West Nile Virus, its transmission and treatment. **2.1D3**

GRADE EIGHT CURRICULUM GUIDE

INTRODUCTION

The responsibility of the Vineland School District is to provide an opportunity for all students to learn to their fullest potential. In order to accomplish this goal in Grade Eight, integration of the health curriculum will enable the student to draw from their individual skills, and then apply them to real life situations. An emphasis on growth and development and family life concepts is presented in relationship to disease prevention/health promotion.

OBJECTIVES:

GROWTH & DEVELOPMENT/FAMILY LIFE

- 8.1 The student will be able to discuss inherited and acquired traits, as well as, environmental and family relationships a factors which influence personality. **2.1B3**
- 8.2 The student will be able to explain conception, prenatal stages of development and the birth process. **2.4C1,3**
- 8.3 The student will be able to discuss appropriate health care during the stages of pregnancy. **2.4C4**
- 8.4 The student will be able to identify several birth defects and their causes, if determined. **2.4C5**
- 8.5 The student will be able to list the various methods of family planning. **2.4B6, B3**
- 8.6 The student will be able to identify the mental, physical and social factors that influence the sex drive. **2.4B4, 2.4B2**
- 8.7 The student will be able to analyze conflicts between sex impulses and codes of behavior. **2.4B2, 2.4B4**
- 8.8 The student will be able to identify physical health and emotional problems developing from premarital sex. **2.4B4**
- 8.9 The student will be able to distinguish between love and infatuation. **2.4A6**
- 8.10 The student will be able to analyze the influences of obscenity and pornography. **2.2B3**
- 8.11 The student will be able to analyze sexual messages, images and stereotypes presented in the media, and discuss their impact on sexual behavior. **2.4B2**
- 8.12 The student will be able to describe how various cultures date and select life partners. **2.4A5**
- 8.13 The student will be able to describe signs of an unhealthy relationship and develop strategies to end it. **2.4A7**
- 8.14 The student will be able to develop standards for dating situations such as dating in groups, setting limits, or only dating someone of the same age. **2.4A8**

8.15 The student will be able to discuss topics regarding sexual orientation. **2.4B7**

8.16 The student will be able to discuss the importance of routine healthcare procedures such as breast self examination and testicular examination. **2.4B8**

MENTAL/EMOTIONAL HEALTH

8.17 The student will be able to distinguish between desirable and undesirable personality traits and characteristics. **2.1F1, F2**

8.18 The student will be able to discuss how attitudes influence behavior. **2.1F2**

8.19 The student will be able to express values, attitudes, purposes and standards in discussion groups. **2.1F2**

8.20 The student will be able to discuss how behavior patterns influence present and future health. **2.1F2**

8.21 The student will be able to discuss the consequences of negative behavior. **2.2A3, 2.1F3,4,5**

8.22 The student will be able to give examples of assertive behavior techniques. **2.1F6**

8.23 The student will be able to recognize potential source of violence and risk of personal safety. **2.2B3**

ALCOHOL/OTHER DRUGS

8.24 The student will be able to discuss the effects of alcohol and other drugs, including anabolic steroids, on fetal development. **2.3B4,9**

8.25 The student will be able to relate the effects of “second-hand smoke” on a developing fetus. **2.4C5**

8.26 The student will be able to compare the birth weight of a child born to a non-smoker versus that of a mother who smoked during pregnancy. **2.4C5**

8.27 The student will be able to discuss the neurological complications of cocaine ingested by a pregnant woman on her unborn child. **2.4C5**

8.28 The student will be able to list the physical side effects of contraceptive drugs. **2.3B6**

8.29 The student will be able to discuss the consequences of drug use in relation to the transmission of sexually transmitted diseases. **2.3B9**

DISEASE PREVENTION/HEALTH PROMOTION

8.30 The student will be able to discuss trends in communicable disease rates. **2.1D2**

8.31 The student will be able to explain how promiscuity can lead to sexually transmitted diseases/infections. **2.4B5**

8.32 The student will be able to identify the local agency that will aid someone who has contracted a sexually transmitted disease/infection. **2.1D4**

8.33 The student will be able to relate how sexually transmitted diseases/infections can be spread if undetected and untreated. **2.1D3**

NOTE: This course will be modified to meet the needs of students in special education, English as a Second Language (ESL)/Bilingual, and supplemental instruction.

FAMILY LIFE – WORK SHEET

PUBERTY

Puberty begins for a girl when one of her ovaries first releases an egg cell. She now experiences her first menstrual period and is sexually mature. This usually happens between eleven and fourteen years of age.

A boy enters puberty when the testes produce sperm, usually some time between the ages of thirteen to sixteen. A boy is sexually mature when semen is first ejaculated. Semen is a whitish, viscid fluid that contains millions of sperm cells. It leaves the penis when the organ becomes hard and erect.

The body's year or two of preparation before puberty is called pubescence. The pituitary gland in the brain signals hormone production in the sex glands. Sex glands are also called gonads. The ovaries of females produce the hormones estrogen and progesterone. The testicles of males produce the hormones testosterone and androsterone.

During the time of pubescence many changes occur. Girl's voices become more modulated, breast development occurs, the female body becomes more rounded, menstruation begins and underarm and pubic hair growth. Boy's voices become lower pitched, shoulders broaden, nocturnal emissions (wet dreams) occur, and underarm, pubic and facial hair grow. The sex organs of the male, the testicles and penis, become larger. The skin of both boys and girls is coarser now and has more oil.

- No two individuals grow or develop at exactly the same time. Much depends on heredity.
- As you learn about the changes in your own body, it will help you to feel more comfortable about growing up.

List the changes that occur at puberty on the lines below:

Male:

Female:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Rearrange letter of a scrambled word in the sentences below:

1. Another name for the sex glands is sdanog. _____
2. Ovaries and testicles produce ornehoms. _____
3. The tyarputii gland is located in the brain. _____
4. At puberty a boy or girl is said to be sexually rutema. _____
5. Every boy and girl evpoelds at his own rate. _____

HEALTH EDUCATION RESOURCES-GRADES K-4

Professional Resources:

NJAHPERD

AAHPERD

Center for Disease Control

NJ Department of Education www.state.nj.us/NJDED

Instructional Resources:

Larry K. Olsen, Jan M. Ozias, Ph.D., R.N., Richard W. St. Pierre, *Being Healthy*, Harcourt Brace and Company, 1994.

Larry K. Olsen, Jan M. Ozias, Ph.D., R.N., Richard W. St. Pierre, *Being Healthy Learning Packet*, Harcourt Brace and Company, 1994.

Lions-Quest, *Skills for Growing*, Second Edition, Quest International, 1984.

Lions-Quest, *Working It Out, Teacher Resources*, Quest International, 1984.

NJPEP

(New Jersey Professional Education Port)

NJ Department of Education

Online Health and Physical Education Resources

Classroom Resources

- Health and Physical Education Classroom Resources webpage from NJPEP
http://www.njpep.org/classroom/classroom_resources/health_pe.html
Activities, games, lesson plans, information related to professional organizations and adapted phys. Ed., and other online resources.

Professional Development

- Health and Physical Education Professional Development webpage from NJPEP
http://www.njpep.org/pd/content_news/health_physical_education.html
Content news, journals, and research for teachers to renew and enhance their learning.

Workshop Opportunities

- Health and Physical Education Professional Development workshop opportunities webpage from NJPEP
<http://www.njpep.org/workshops/opps/health.html>

New Jersey Department of Education

- Office of Academic and Professional Standards
 - *Comprehensive Health and Physical Education*
<http://www.njgov/njded/aps/cccs/chpe/>

HEALTH EDUCATION RESOURCES- GRADES 5-8

Internet Websites

www.school.discovery.com
www.pecentral.org
www.digitalcurriculum.com

Texts

Larry K. Olsen, Jan M. Ozias, Ph.D., R.N., Richard W. St. Pierre, *Being Healthy*, Harcourt Brace and Company, 1994.

Carol Bershad, Deborah S. Haber, *Human Sexuality*, Prentice Hall, Inc., 1997.

Barbara Branca, David C. King, Cathryn J. Long, *AIDS, What You Need To Know*, Weekly Reader, 1999.

Colette Portal, *The Beauty of Birth*, Scholastic Inc., 1971.

Linda A. Berne, *Human Sexuality*, Scoot, Foresman and Company, 1995.

Supplemental Text

Patricia Rizzo-Toner, *Diet and Nutrition Activities*, The Center for Applied Research in Education, 1993.

Patricia Rizzo-Toner, *Sex Education Activities*, The Center for Applied Research in Education, 1993.

Patricia Rizzo-Toner, *Stress Management and Self Esteem Activities*, The Center for Applied Research in Education, 1993.

Patricia Rizzo-Toner, *Substance Abuse Prevention Activities*, The Center for Applied Research in Education, 1993.

Linda Meeks, Philip Heit and Randy Page, *Comprehensive School Health Curriculum*, MeeksHeit, 1996.

Newspapers

Philadelphia Inquirer
Atlantic City Press
Daily Journal

Videos

Miracle of Life
Journey Into Life
Blurred Lines
Just Call Me Crash
Smoking: Truth or Dare
Puberty: It's A Change Thing
Sexual Harassment-It's Hurting People
Talking about SEX-A Guide for Families
Hepatitis B Prevention-Get the Facts Then Get the Vax
Not My Kid
Kevin Tunnell Story "Dead Drunk"
Healthward Bound
Emergency Test
Straight Talk About STD's-The Unprotected Truth
The AIDS Epidemic: Is Anyone Safe?
AIDS, The Family, and The Community
What You Don't Know Can Kill You: Sexually Transmitted Diseases and AIDS
"You Would If You Love Me": Making Decisions About Sex
The Steroid Trap: Turning Winners Into Losers
The Dangers Of Drugs and Alcohol
Safety Belts: For Dummies or People/The Game of Your Life
Dying To Be Thin
My Mom's Having A Baby
Changing
I Got It!
Bill Cosby-Sexual Readiness
Boys Will Be Boys
What's Happening to My Body