

PHILOSOPHY

The Walter T. Bergen Middle School's Health curriculum is a planned, sequential, 5th -8th grade curriculum that addresses the physical, mental and emotional, and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The comprehensive curriculum includes the same four units for each grade level, and covers a number of topics throughout those four years. Students will begin the year with a Wellness unit that teaches general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development. The fifth grade Health curriculum places the focus on wellness, sixth grade on family life, seventh grade on alcohol, tobacco and other drugs, and eighth grade on community health skills and sexual education.

A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Comprehensive Health Education Units:

- I. Wellness
- II. Family Life
- III. Alcohol, Tobacco and Other Drug
- IV. Community Health Skills

Comprehensive Health and Physical Education Standards Learning Progressions

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

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

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

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

2.4 Human Relationships and Sexuality: All students will acquire knowledge about 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

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 and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

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

CONTENT AREA: HEALTH	GRADE: 5	UNIT: I	UNIT NAME: WELLNESS
TEEN HEALTH COURSE 1 GLENCOE 2003		ESSENTIAL QUESTIONS	
Chapter 1: Living a Healthy Life		<ul style="list-style-type: none"> • What is the relationship between health and wellness? • How can you promote your health and the health of others? • What are the steps in the decision-making process and how does this process help you maintain a healthy lifestyle? • Why is it important to set goals? 	
Chapter 4: Personal Health		<ul style="list-style-type: none"> • What is personal hygiene and why is it important? • How can you keep your eyes and ears healthy? • What influences your decisions about health products? • Why are regular checkups important for your health? 	
Chapter 5: Nutrition and Physical Activity		<ul style="list-style-type: none"> • Why are your food choices so important? • What factors influence your food choices? • What are the benefits of physical activity? • How can you set goals and improve your fitness level? 	
Chapter 6: Growth and Development		<ul style="list-style-type: none"> • How do muscles and bones work together to make you move? • How does blood move throughout the body? • How do you breathe? • How can you increase strength, endurance, and flexibility? 	
Chapter 7: Preventing Diseases		<ul style="list-style-type: none"> • How does your body defend against diseases? • What are the most common communicable diseases? • What are some diseases that are not spread by germs? 	

CONTENT AREA: HEALTH

GRADE: 5

UNIT: I

UNIT NAME: WELLNESS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals • Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness 	<ul style="list-style-type: none"> • 2.1.4.A.1: Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • 2.1.4.A.2: Determine the relationship of personal health practices and behaviors on an individual's body systems. • 2.1.6.A.1: Explain how health data can be used to assess and improve each dimension of personal wellness • 2.1.6.A.2: Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. • 2.1.4.B.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • 2.1.4.B.2: Differentiate between healthy and unhealthy eating practices. • 2.1.6.B.1: Determine factors that influence food choices and eating patterns. • 2.1.6.B.2: Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 	<p><i>Suggested length of study:</i> 6 weeks</p> <p>Classroom text</p> <p>Worksheets:</p> <ul style="list-style-type: none"> • Thinking About Good Health • Decision-Making Process • Weekly Exercise Goals <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Heartrate monitors</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p> <p>Computer Lab for Disease Projects</p>

CONTENT AREA: HEALTH	GRADE: 5	UNIT: I	UNIT NAME: WELLNESS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> Identify specific diseases and conditions that are prevalent in adolescents and determine preventative strategies 	<ul style="list-style-type: none"> 2.1.4.C.1: Explain how most diseases and health conditions are preventable. 2.1.4.C.2: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. 2.2.6.C.1: Explain how character and core ethical values can be useful in addressing challenging situations. 2.2.6.C.2: Predict situations that may challenge an individual's core ethical values. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Exit slips</p> <p><i>Summative:</i></p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Disease Projects</p> <p>Worksheets</p>

CONTENT AREA: HEALTH	GRADE: 5	UNIT: II	UNIT NAME: FAMILY LIFE
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TEEN HEALTH COURSE 1 GLENCOE 2003	ESSENTIAL QUESTIONS
Chapter 2: Mental and Emotional Health	<ul style="list-style-type: none"> • How can you build a positive self-concept? • Where can you get help in dealing with your emotions? • How does the body respond to stress?
Chapter 3. Social Health	<ul style="list-style-type: none"> • How do family members care for each other? • What qualities do you look for in a friend? • Why is having friends important? • In what ways do people communicate? • What can you do if you are not getting along with someone?

CONTENT AREA: HEALTH	GRADE: 5	UNIT: II	UNIT NAME: FAMILY LIFE
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine health characteristics (trust, communication, honesty) that may influence each relationship • Compare and contrast changes that occur during puberty (physical, social, and emotional) in both males and females 	<ul style="list-style-type: none"> • 2.4.6.A.2: Analyze the characteristics of healthy friendships and other relationships. • 2.4.6.A.3: Examine the types of relationships adolescents may experience. • 2.4.6.B.1: Compare growth patterns of males and females during adolescence. 	<p><i>Suggested length of study:</i> 2 weeks</p> <p>Classroom text</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p>

CONTENT AREA: HEALTH

GRADE: 5

UNIT: II

UNIT NAME: FAMILY LIFE

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent • Identify possible signs of pregnancy • Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus 	<ul style="list-style-type: none"> • 2.4.6.B.2: Summarize strategies to remain abstinent and resist pressures to become sexually active. • 2.4.6.C.2: Identify the signs and symptoms of pregnancy. • 2.4.4.C.1: Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy. • 2.4.4.C.2: Relate the health of the birth mother to the development of a healthy fetus. • 2.4.6.C.1: Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Thumbs up/thumbs down</p> <p><i>Summative:</i></p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Disease Projects</p>

CONTENT AREA: HEALTH**GRADE: 5****UNIT: III****UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS**

TEEN HEALTH COURSE 1 GLENCOE 2003	ESSENTIAL QUESTIONS
Chapter 8: Tobacco	<ul style="list-style-type: none">• How can using tobacco damage your health?• What are the dangers of secondhand smoke?• Why do people start using tobacco?
Chapter 9: Alcohol and Other Drugs	<ul style="list-style-type: none">• What are some short-term and long-term risks of using alcohol?• How do medicines help you when you are sick?• Why do medicines have warning labels?• What are the dangers of illegal drugs?• How can you avoid using alcohol and drugs?

CONTENT AREA: HEALTH	GRADE: 5	UNIT: III	UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Determine effective decision-making strategies that would assist in choices involving alcohol, tobacco, and other drugs • Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication • Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not 	<ul style="list-style-type: none"> • 2.2.6.B.1:Use effective decision-making strategies. • 2.3.6.C.3:Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models • 2.3.6.A.1:Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements. • 2.3.6.B.3:Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. 	<p><i>Suggested length of study:</i> 2 weeks</p> <p>Classroom text</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p>

CONTENT AREA: HEALTH	GRADE: 5	UNIT: III	UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Determine how laws/policies can have an effect on the health of both smokers and nonsmokers • Summarize signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs, and determine how it affects personal wellness both short term and long term 	<ul style="list-style-type: none"> • 2.3.6.B.2:Relate tobacco use and the incidence of disease. • 2.3.6.B.3:Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. • 2.3.6.B.2:Relate tobacco use and the incidence of disease. • 2.3.6.C.1: Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. • 2.3.6.C.2: Explain how wellness is affected during the stages of drug dependency/addiction. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Peer assessments</p> <p><i>Summative:</i></p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Disease Projects</p>

CONTENT AREA: HEALTH**GRADE: 5****UNIT: IV****UNIT NAME: COMMUNITY HEALTH SKILLS**

TEEN HEALTH COURSE 1 GLENCOE 2003	ESSENTIAL QUESTIONS
Chapter 10: Safety and the Environment	<ul style="list-style-type: none">• Why is it important to make safety a habit?• How can you prevent unintentional injuries?• What safety precautions do you need to take at home? At school?• How can you be prepared for weather emergencies?• How can you help someone who is bleeding? Choking? Burned?• What happens to garbage after it is thrown away?• What can you do to protect the environment?

CONTENT AREA: HEALTH

GRADE: 5

UNIT: IV

UNIT NAME: COMMUNITY HEALTH SKILLS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Demonstrate how the use of verbal and nonverbal interpersonal communication may impact the health of oneself or others we come into contact with • Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors 	<ul style="list-style-type: none"> • 2.2.6.A.1: Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. • 2.2.6.C.1: Explain how character and core ethical values can be useful in addressing challenging situations. • 2.1.4.E.1: Compare and contrast how individuals and families attempt to address basic human needs. 	<p><i>Suggested length of study:</i> 2 weeks</p> <p>Classroom text</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p>

CONTENT AREA: HEALTH	GRADE: 5	UNIT: IV	UNIT NAME: COMMUNITY HEALTH SKILLS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Analyze one’s values and community needs, determine the potential impact on participating in community and service projects on self and others • Summarize the common causes on intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school and community 	<ul style="list-style-type: none"> • 2.2.6.D.1: Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. • 2.2.6.D.1: Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. • 2.1.6.D.1: Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. • 2.1.6.D.4: Assess when to use basic first-aid procedures 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Exit slips</p> <p>Thumbs up/thumbs down</p> <p><i>Summative:</i></p> <p>Chapter Review</p> <p>Unit Test</p> <p>Disease Projects</p>