

HEALTH CURRICULUM

GRADES 5-8

WALTER T. BERGEN MIDDLE SCHOOL

BLOOMINGDALE, NJ

DECEMBER 2008

## PHILSOPHY

The Walter T. Bergen Middle School's Health curriculum is a planned, sequential, 5-8 curriculum that addresses the physical, mental, 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 a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

Comprehensive health education:

- Empower students to make informed decisions about issues that impact their present health, the health of their family and friends, and the health of society at-large.
- Enable students to enact health-enhancing behaviors before damaging patterns are firmly established.
- Enhance students' ability to become cautious and competent consumers.
- Strengthen students' ability to recognize, analyze, and react to unhealthy or dangerous situations in a safe and appropriate manner.
- Strengthen students' ability to focus on learning, academic achievement, and preparation for the world of work.
- Empower students to navigate through and around conflicting messages, risky behaviors, and mounting pressures and to develop dependable support systems.
- Assist students to recognize, understand, and address immediate or chronic health problems in order to prevent long-term health problems.
- Enable students to participate in lifetime activities that promote, support, and maintain wellness.

Health should, whenever possible, be coordinated with other curricular areas (i.e. social studies, science, music, etc.).

## **SCOPE AND SEQUENCE**

The following Scope and Sequence table represents activities, behaviors, health-related concepts, and knowledge and understandings that are considered to be appropriate and valuable components of Physical Education for grades 5 through 8. The suggested levels of instruction for each activity are indicated by the code letter I (Introduce), D (Develop), M (Master), and R (Reinforce).

OBJECTIVES	Grade 5	Grade 6	Grade 7	Grade 8	C.C.S.
<p>Personal Health &amp; Wellness</p> <ul style="list-style-type: none"> <li>• Explain the importance of being healthy</li> <li>• Differentiate between health and wellness</li> <li>• Name and explain the three sides of the health triangle</li> <li>• Give examples of how to maintain a balanced triangle</li> <li>• Importance of a balanced triangle</li> <li>• Describe ways to promote their health and the health of others</li> <li>• Identify places to obtain reliable health information</li> </ul>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p>	<p>2.1 A, B, C, D, E, F 2.2 A, B, C, D, E, F 2.3 A, B, C 2.4 A, B, C 2.6 A, C</p>
<p>Physical Health</p> <ul style="list-style-type: none"> <li>• Identify benefits of regular physical activity</li> <li>• Describe ways to achieve and maintain strength, endurance, and flexibility</li> <li>• Compare and contrast aerobic and anaerobic exercise</li> <li>• Explain what fitness is</li> <li>• Explain how to determine fitness goals</li> <li>• Create a personal fitness plan</li> <li>• Describe ways to avoid injuries and promote safety while exercising</li> </ul>	<p>I/D</p> <p>I/D</p> <p>I/D</p> <p>I/D</p> <p>I/D</p> <p>I/D</p> <p>I/D</p>	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>R</p>	<p>2.1 A, B, C, D, E, F 2.2 A, B, C, D, E 2.5 A, B, C, D, E 2.6 A, B, C</p>

<p>Abuse</p> <ul style="list-style-type: none"> <li>Define abuse and describe the 4 types</li> <li>Discuss cause and effect of abuse</li> <li>Identify signs of abuse</li> <li>Discuss what can be one to prevent and stop abuse</li> <li>Identify different forms of sexual abuse</li> <li>Explain where to go for help if someone has been sexually abused</li> </ul>		<p>I</p> <p>I</p> <p>I</p> <p>I</p>	<p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>R</p> <p>R</p> <p>R</p> <p>R</p> <p>I</p> <p>I</p>	<p>2.1 A, B, E, F</p> <p>2.2 A, B, C, D, E, F</p> <p>2.3 B, C</p> <p>2.4 A, B</p>
<p>Tobacco</p> <ul style="list-style-type: none"> <li>Identify the different substances in tobacco</li> <li>Explain why all forms of tobacco are harmful</li> <li>List the effects of using tobacco on the body</li> <li>Explain reasons why teens begin using tobacco</li> <li>Identify ways to quit smoking</li> <li>Discuss effects of second-hand smoke</li> <li>Discuss the psychological and physiological dependence of nicotine</li> <li>Analyze media messages about tobacco</li> </ul>			<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>2.1 A, B, D, E, F</p> <p>2.2 A, B, C, D, E, F</p> <p>2.3 A, B, C</p>
<p>Alcohol</p> <ul style="list-style-type: none"> <li>Define alcohol</li> <li>Discuss effects of alcohol on body</li> </ul>			<p>I</p> <p>I</p>	<p>D</p> <p>D</p>	<p>2.1 A, B, D, E, F</p> <p>2.2 A, B, C, D, E, F</p> <p>2.3 A, B, C</p>

