

Hillsdale Curriculum Content Area: Health	Grade K-2 Unit 1: Wellness Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>1</b>	Develop and demonstrate an awareness of healthy habits and self-help skills (using utensils, pouring, brushing teeth) that support personal wellness. (gr.K)	(2.1.P.A.1, 2.1.P.C.1, 2.1.2.C.1)	Have the students brainstorm all the ADL's (Activity of Daily Living) they do. Write these activities on the board. Have the students demonstrate how they perform these activities.
<b>2</b>	Demonstrate independence when applying emerging self-help skills (using utensils, pouring, brushing teeth). (gr.K)	(2.1.2.A.1, 2.1.2.A.2, 2.1.P.A.2)	Have the students draw pictures of themselves doing their favorite ADL and share it with the class.
<b>3</b>	Explain why healthy habits and self-help skills support wellness. (i.e. personal hygiene, independent skills) (gr.1)	(2.1.P.A.2, 2.1.2.A.1, 2.1.2.A.2, 2.1.P.C.1, 2.1.2.C.1, 2.1.2.C.2)	Using a large model of the mouth and large tooth brush, demonstrate the three motions of proper tooth brushing. Ask the students to come up and try using proper brushing techniques.
<b>4</b>	Explain how participating in regular physical activity promotes a positive self-concept in relation to overall personal wellness.(gr.1)	(2.1.2.A.2, 2.6.2.A.1)	Brainstorm different physical activities. Then ask the class how they could help one stay healthy. Explain that physical activity helps the body stay healthy physically, mentally and emotionally.

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5	Identify body systems (i.e. muscular, circulatory, respiratory) using correct terminology and explain how they work together in promoting regular physical activity and wellness. (gr.2)	(2.1.2.A.1, 2.1.2.A.2, 2.6.2.A.1)	<p>Students have to create their own song and dance that have to do with eating well and exercising.</p> <p>After playing on the playground, explain how the oxygen gets into the body through the respiratory system. It then gets crossed into the circulatory system where it travels through the blood to the muscles where it is used.</p>
6	Recognize how your feelings and actions affect your personal wellness. (gr.2)	( 2.1.2.C.3)	Heartbreak activity. Have the students sign a large cut out heart. Show them that each time someone says or does a hurtful thing, it damages a piece of the heart by crinkling it up. Then unwrinkled the heart when there is an apology but show that there are still wrinkles in the heart. Explain that we should always think before we speak and try to be as nice as possible to everyone.
7	Identify healthy food choices. (gr.K)	(2.1.2.B.1, 2.1.P.B.2)	Using “My Plate”, differentiate which foods belong in the different groups and why.
8	Investigate different foods and food groups and develop an awareness of nutritional value. (gr.1)	(2.1.P.B.1, 2.1.P.B.2 )	Color the “My Plate” hand out, and identify which foods belong in which food group.

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9	Explain which foods from the food plate are healthier and why they contain more nutritional value through identifying information on nutritional labels. (gr.2)	( 2.1.P.B.1, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)	Hide plastic food on the playground. Once a student finds a food, they need to place it in the appropriate food category.  Classroom cooking activities.
10	Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions. (gr.2)	(2.1.2.C.1, 2.1.2.C.2)	“Happy Birthday” hand washing Go over when and how to wash our hands and the proper way to cover our mouth.  Have students create their own germs out of art supplies.

Hillsdale Curriculum Content Area: Health	Grade K-2 Unit 1 NJ Core Content Standard	Hillsdale Recommended Resources
<u>2.1 Wellness</u>		
A .Personal growth and development	2.1.P.A.1 Develop an awareness of healthy habits	<a href="http://www.njhappysmiles.com">www.njhappysmiles.com</a> <a href="http://www.slimgoodbody.com">www.slimgoodbody.com</a> 
	2.1.P.A.2 Demonstrate emerging self-help skills	My First Manners book set from Sesame Street <a href="http://www.sesamestreetworkshop.org">www.sesamestreetworkshop.org</a>

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C. Diseases and Health conditions	2.1.P.C.1 Develop an awareness of healthy habits. (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	<a href="http://www.kidshealth.org">www.kidshealth.org</a>
	2.1.2.C.1 Summarize symptoms of common diseases and health conditions.	<a href="http://www.cdc.gov">www.cdc.gov</a>
	2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.	<a href="http://www.cdc.gov/flu/protect/stopgerms.htm">http://www.cdc.gov/flu/protect/stopgerms.htm</a>
	2.1.2.C.3 Determine how personal feelings can affect one's wellness.	<u>I'm So Grumpy</u> by Hans Wilhelm

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	2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.	<a href="http://www.slimgoodbody.com">www.slimgoodbody.com</a>
	2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	<a href="http://www.kidshealth.org">www.kidshealth.org</a> <u>Inside Your Heart: The Circulatory and Respiratory Systems</u> by Vicky Willows <u>Bones and Muscles The Skeletal and Muscular System</u> by Christine A. Caputo
B. Nutrition	2.1.P.B.1 Explore foods and food groups.	<u>Early Sprouts: Cultivating Healthy Food Choices in Young Children</u> by Karrie Kalich, PhD, Dottie Bauer, EdD, Deirdre McPartlin, Med
	2.1.P.B.2 Develop awareness of nutritious food choices.	<a href="http://www.myplate.gov">www.myplate.gov</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a>
	2.1.2.B.1 Explain why some foods are healthier to eat than others.	<a href="http://life.familyeducation.com/foods/nutrition-and-diet/44290.html">http://life.familyeducation.com/foods/nutrition-and-diet/44290.html</a>

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	2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.	<a href="http://www.nal.usda.gov/fnic/foodcomp/Data/HG72/hg72_2002.pdf">http://www.nal.usda.gov/fnic/foodcomp/Data/HG72/hg72_2002.pdf</a>
	2.1.2.B.3 Summarize information about food found on product labels.	<a href="http://nutritiondata.self.com/">http://nutritiondata.self.com/</a> <a href="http://www.slimgoodbody.com">www.slimgoodbody.com</a>

Hillsdale Curriculum Content Area: Health	Grade K-2 Unit 2: Alcohol, Tobacco and Other Drugs Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
1	Explain what it means to make a decision. (gr.K)	(2.2.2.B.1)	How did the students decide what they were having for lunch or what they were going to be for Halloween?
2	Identify how certain decisions we make may affect the way we feel (physically/emotionally, socially, etc.). (gr.1)	(2.2.2.B.1)	How would we feel if decisions were made that everyone had to be a vegetable that they hated the most for Halloween?
3	Describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs. (gr. 2)	(2.2.2.B.1, 2.2.2.B.2 )	
4	Explain what medicines are and who the trusted adults are who may administer them. (gr.K)	(2.3.2.A.1)	Explain that medicines should never be referred to as candy. Show the different shapes, colors and bottles they may come in and the people who may administer them.
5	Determine why we use medicines when we are not feeling well. (gr.1)	(2.3.2.A.1)	Explain that medication should never be shared due to allergies and because it is prescribed based on weight.
6	Describe why medicines should be administered by a trusted adult. (gr.2)	(2.3.2.A.2)	Use an enlarged picture of a Rx bottle. Have the students brainstorm what they see on the bottle. Have the students write 3-6 sentences on why there are so many directions on the Rx labels.

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<b>7</b>	Identify the harmful effects that alcohol, tobacco, and other drugs could have on personal hygiene, health and safety. (gr.K)	(2.3.2.B.1)	
<b>8</b>	Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser. (gr.1)	(2.3.2.B.2, 2.3.2.B.3)	After reading the book, <u>Smoking Stinks!</u> By Kim Gosselin, have the students discuss how Maddie and Alex learned the dangers of tobacco and second hand smoke.
<b>9</b>	Demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused. (gr.2)	(2.3.2.B.1)	
<b>10</b>	Describe products in your environment that contain alcohol. (gr.1)	( 2.3.2.B.4 )	
<b>11</b>	Determine what substances should never be inhaled and explain why. (gr.2)	(2.3.2.B.5)	
<b>12</b>	Recognize that people may have difficulty controlling their use of alcohol, tobacco and other drugs and identify health professionals who may provide help. (gr.1)	(2.3.2.C.1, 2.3.2.C.2,2.2.2.E.1)	Talk about the fact that some people may have trouble controlling their use of alcohol, tobacco or other drugs. Use story books to help identify health professionals that may be able to provide help.

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<b>13</b>	Understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed. (gr.2)	(2.3.2.C.1, 2.2.2.E.1)	Discuss how some people may have difficulty controlling their use of alcohol, tobacco or other drugs. Discuss how some churches have meetings for people to go to for support.

Hillsdale Curriculum Content Area: Health	Grade K-2 Unit 2 Alcohol, Tobacco and Other Drugs NJ Core Content	Hillsdale Suggested Resources
<u>2.2 Integrated Skills</u>		
B. Decision- Making and Goal Setting	2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.	<a href="http://www.anuvia.org/gallery.php?cat=73">http://www.anuvia.org/gallery.php?cat=73</a>
	2.2.2.B.2 Relate decision-making by self and others to one’s health.	<u>Give and Take</u> by Jim and Joan Boulden
E. Health and Services Information	2.2.2.E.1 Determine where to access home, school, and community health professionals.	<u>A Very Busy Firehouse</u> by Alyse Sweeney <u>Police Officers on the Go!</u> by Alyse Sweeney <u>To The Rescue</u> by Mercer Mayer <u>Going To The FireHouse</u> by Mercer Mayer
<u>2.3 Drugs and Medicines</u>		
A. Medicines	2.3.2.A.1 Explain what medicines are and when some types of medicines are used.	<a href="http://www.alcohol-and-drug-guide.com/Effects-of-drugs.html">http://www.alcohol-and-drug-guide.com/Effects-of-drugs.html</a>
	2.3.2.A.2 Explain why medicines should be administered as directed.	<a href="http://www.cancer.org/Cancer/CancerCauses/TobaccoCancer/secondhand-smoke">http://www.cancer.org/Cancer/CancerCauses/TobaccoCancer/secondhand-smoke</a>

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B. Alcohol, Tobacco and Other Drugs	2.3.2.B.1 Identify ways that drugs can be abused.	<u>Substance Abuse Prevention Activities For Elementary Children</u> by Timothy A. Gerne, Jr, Ed.D. and Patricia J. Gerne, R.N., C.A.C.
	2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.	<u>Smoking Stinks!</u> by Kim Gosselin
	2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.	<a href="http://www.cdc.gov/tobacco/">http://www.cdc.gov/tobacco/</a>
	2.3.2.B.4 Identify products that contain alcohol.	<a href="http://www.helium.com/items/1382840-what-products-contain-ethanol">http://www.helium.com/items/1382840-what-products-contain-ethanol</a>
	2.3.2.B.5 List substances that should never be inhaled and explain why.	<a href="http://www.inhalants.org/">http://www.inhalants.org/</a> <a href="http://kidshealth.org/teen/drug_alcohol/drugs/inhalants.html">http://kidshealth.org/teen/drug_alcohol/drugs/inhalants.html</a>
C. Dependency, Addiction, and Treatment	2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	<u>My Dad Loves Me, My Dad Has A Disease</u> by Claudia Black, PhD, MSW
	2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.	<a href="http://www.addict-help.com/">http://www.addict-help.com/</a> <a href="http://www.drug-rehabs.org/New_Jersey-Hillsdale-drug-rehab-treatment.htm">http://www.drug-rehabs.org/New_Jersey-Hillsdale-drug-rehab-treatment.htm</a>

Hillsdale Curriculum Content Area: Health	Grade K-2 Unit 3: Family life	NJ Core Content Standards	Hillsdale Suggested Activities
<b>1</b>	Identify what decisions we make as families. (Gr. K)	(2.2.2.B.1)	Talk about who is in your family. Who lives in your house, who comes to visit on holidays; who makes decisions like what is for dinner.
<b>2</b>	Identify when a decision needs to be made to ensure the health of all family members. (Gr. 1)	(2.2.2.B.1)	Discuss who has the responsibility of keeping the house and food on the table and paying the bills.
<b>3</b>	Determine when a decision influences the health on oneself or other family members. (Gr. 2)	( 2.2.2.B.1)	Explain that every family is different and that some may come from different countries.
<b>4</b>	Describe the roles and responsibilities of family members in different types of families both locally and globally. (Gr. K)	( 2.4.2.A.2)	Have the students draw a picture of who is in their family and share it with the class.
<b>5</b>	Identify different roles that family members assume and the responsibilities that are included. (Gr. 1)	( 2.4.2.A.2)	Some families may have different family members living with them.
<b>6</b>	Identify different types of families and distinguish responsibilities family members may assume. (Gr.2)	(2.4.2.A.1, 2.4.2.A.2)	Nuclear, Single-parent, Extended and Couple are the different types of families.

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<b>7</b>	Identify how making decisions can impact healthy relationships. (Gr. 2)	(2.4.2.A.3, 2.2.2.B.2)	Consider people's feelings when making decisions
<b>8</b>	Identify the similarities between boys and girls. (Gr. K)	(2.4.2.B.1)	Explain that boys usually have short hair and girls usually have longer hair.
<b>9</b>	Identify the physical characteristics in both genders. (Gr. 1)	(2.4.2.B.1)	Girls can wear dresses and skirts, but boys are limited to pants and shorts.
<b>10</b>	Describe the physical similarities and differences of the genders. (Gr. 2)	(2.4.2.B.1)	Use hair style and dress to explain.
<b>11</b>	Explain the factors that contribute to a mother having a healthy baby and how the mother's decisions can help or harm the baby. (Gr. 1)	( 2.4.2.C.1, 2.2.2.B.2)	The mother must make healthy decisions and take good care of her body because everything she does will affect her baby's growth and development.
<b>12</b>	Determine how other health related decisions have an impact on a pregnant mother and her unborn baby. (Gr. 2)	(2.4.2.A.3, 2.2.2.B.1, 2.2.2.B.3)	Everything the mother eats and drinks. Her exercise or lack thereof will all directly impact the health of the unborn baby. Compare healthy decision to unhealthy decisions that the mother can make to keep the baby healthy.

2.4- Human Relationships and Sexuality	Grade K-2 Unit 3 NJ Core Content Standards	Hillsdale Recommended Resources
A. Relationships	2.4.2.A.1 Compare and contrast different kinds of families locally and globally.	<a href="http://www.edu.pe.ca/southernkings/familytypes.htm">http://www.edu.pe.ca/southernkings/familytypes.htm</a>
	2.4.2.A.2 Distinguish the roles and responsibilities of different family members.	<u>The Family Book</u> by Todd Parr
	2.4.2.A.3 Determine the factors that contribute to healthy relationships.	<u>I'm Gonna Like Me: Letting Off a Little Self-Esteem</u> by Jamie Lee Curtis and Laura Cornell
B. Sexuality	2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.	<a href="http://www.kidshealth.org">www.kidshealth.org</a>
C. Pregnancy and Parenting	2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.	<u>I Love You as Much...</u> by Laura Krauss <u>Love You Forever</u> by Robert Munsch <u>I Love My Mommy</u> by Sebastien Braun <u>I Love My Daddy</u> by Sebastien Braun
<u>2.2 Integrated Skill</u>		
B. Decision- Making and Goal Setting	2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.	<a href="http://www.kidshealth.org">www.kidshealth.org</a>
	2.2.2.B.2 Relate decision-making by self and others to one's health.	<a href="http://decision-quality.com/intro.php">http://decision-quality.com/intro.php</a>

2.4- Human Relationships and Sexuality	Grade K-2 Unit 3 NJ Core Content Standards	Hillsdale Recommended Resources
	2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.	<a href="http://life.familyeducation.com/decision-making/responsibilities/64308.html">http://life.familyeducation.com/decision-making/responsibilities/64308.html</a>

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 1 Personal Growth & Wellness Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>1</b>	Identify and explain factors (heredity, environment) that may have a positive or negative impact on personal health and fitness. (Gr. 3)	(2.1.4.A.2, 2.6.4.A.4, 2.1.4.B.2 )	Put the class in groups. Give them index cards with home/no home; job/no job; etc. Have them explain how the new environment they were given + or – impacted health/fitness.
<b>2</b>	Identify public health strategies and determine their impact on preventing diseases and health conditions. (Gr. 4)	(2.1.4.C.1, 2.1.4.C.2, 2.1.6.C.1, 2.1.6.C.2)	As the students if they think our school is eating healthier since the school lunch has altered the menu to include fruit, vegetables and whole grain bread?
<b>3</b>	Identify specific diseases and conditions that are prevalent in adolescents and determine preventative strategies.(Gr. 5)	(2.1.4.C.1, 2.1.4.C.2, 2.1.6.C.1, 2.1.6.C.2)	Put the students in pairs and have them brainstorm. Research on the computer and create and pamphlet on the disease or condition they chose.
<b>4</b>	Compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices. (Gr. 3)	(2.1.4.B.2, 2.1.6.B.2)	Write a 3-5 paragraph essay compare/contrast diets that contain healthy and unhealthy eating practices.
<b>5</b>	Create a healthy meal by identifying and analyzing nutritional data. (Gr. 4)	(2.1.6.A.1,2.1.4.B.3, 2.1.4.B.1,2.1.4.B.2, 2.1.4.B.4)	Make a list on the board the positives and negatives about an all vegetarian diet, etc.

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6	Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness. (Gr. 5)	(2.1.4.B.2, 2.1.6.B.2, 2.1.6.B.1, 2.1.4.B.1)	Have the student pick their favorite meal to eat. Then have them analyze what aspect of the meal could be changed to make it healthier and have them decide how to make it healthier. Have the students keep a log of their food intake and activity for 3 days. Then have them eat healthier and exercise more over the next 3 days. Ask them to Compare/Contrast the six experimental days.
7	Identify the physical, social, emotional and intellectual benefits of participating in daily physical activity. (Gr. 3)	(2.1.4.A.2, 2.6.4.A.1, 2.6.4.A.4, 2.6.6.A.1, 2.1.4.C.3)	Have the student not do any type of activity for 3 days. Then just the opposite. Have the student write a 5-8 sentence paragraph of how he felt on all 3 levels.
8	Analyze personal fitness levels to create and implement individualized wellness improvement plan. (Gr. 4)	(2.1.4.A.1, 2.1.4.A.2, 2.6.4.A.1, 2.6.4.A.4)	Have the students set 3 personal health goals to reach by the end of the marking period.
9	Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals. (Gr. 5)	(2.1.4.A.1 , 2.1.4.A.2, 2.1.6.A.2)	Create new meal plan and activity schedule. He should follow through and be able to achieve the goals he set for himself at beginning of unit.

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<u>2.1 Wellness</u>			
A. Personal Growth and Development	2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.		McGraw-Hill, <u>Health,2000</u> Chapters 1-6
	2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.		"Safety Smart Science with Bill Nye the Science Guy: Germs and Your Health" DVD
	2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.		<u>What's On MyPlate?: A Guide to Good Nutrition</u> by Slim Goodbody DVD and book
	2.1.6.A.2 Relate how personal lifestyles habits, environment, and heredity influence growth and development in each life stage.		
B. Nutrition	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.		<u>How to Teach Nutrition to Kids</u> 4 <sup>th</sup> Editin by Connie Liakos Evers, MS, RD
	2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.		<a href="http://www.excellentdiets.com/diet_and_longevity/healthy_lifestyle.php">http://www.excellentdiets.com/diet_and_longevity/healthy_lifestyle.php</a>

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	2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.		<a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a>
	2.1.4.B.4 Interpret food product labels based on nutritional content		<a href="http://fnic.nal.usda.gov/food-labeling">http://fnic.nal.usda.gov/food-labeling</a>
	2.1.6.B.1 Determine factors that influence food choices and eating patterns.		<a href="http://www.webmd.com/a-to-z-guides/healthy-eating-in-children-factors-that-influence-food-choices-topic">http://www.webmd.com/a-to-z-guides/healthy-eating-in-children-factors-that-influence-food-choices-topic</a>
	2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.		
C. Disease and Health conditions	2.1.4.C.1 Explain how most diseases and health conditions are preventable.		<a href="http://www.cdc.gov/DiseasesConditions/">http://www.cdc.gov/DiseasesConditions/</a>
	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.		<a href="http://www.cdc.gov/niosh/topics/bbp/universal.html">http://www.cdc.gov/niosh/topics/bbp/universal.html</a>
	2.1.4.C.3 Explain how mental health impacts one's wellness.		
	2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.		

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D. Fitness	2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity		<a href="http://www.activegrand.ca/healthy-living-tips/benefits-regular-activity">http://www.activegrand.ca/healthy-living-tips/benefits-regular-activity</a>
	2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.		<a href="http://www.cdc.gov/physicalactivity/everyone/health/index.html">http://www.cdc.gov/physicalactivity/everyone/health/index.html</a>
	2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.		
	2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.		<a href="http://www.activegrand.ca/healthy-living-tips/seasonal-activities">http://www.activegrand.ca/healthy-living-tips/seasonal-activities</a>

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1	Identify the decision making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs. (Gr. 3)	(2.2.4.B.1)	
2	Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others. (Gr. 4)	(2.3.4.C.3, 2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3)	Read Chapter 6 From <u>An Elephant in the Living Room</u> complete worksheets p.53- top of p.59.
3	Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs. (Gr. 5)	(2.2.6.B.1, 2.3.6.B.1)	Read Chapter 6 from <u>An Elephant in the Living Room</u> complete worksheets p. 59 (Thinking about drinking)- p. 62
4	Interpret a medicine label and identify pertinent information provided for responsible use. (Gr. 3)	(2.3.4.A.1, 2.3.4.A.2)	Google an example of a Rx label displayed on the white board. Have the students list and explain the warning labels and the directions in 5-8 detailed sentences.
5	Identify the possible side effects that medicines may cause even when used appropriately. (Gr. 4)	(2.3.4.A.2)	Have the students think about the paper that comes with the Rx. Many medicines have common side effects even when all the directions are followed. Have the students brainstorm ideas.
6	Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication. (Gr. 5)	(2.3.6.A.1)	Put the students in pairs and have them research an assigned substance and its effects when abused. Have the students create an information sheet or pamphlet.
7	Identify the laws associated with the illegal use of alcohol, drugs and tobacco. (Gr. 3)	(2.3.4.B.1)	Explain why it is illegal to use or possess certain drugs or substances and clarify the possible consequences.

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 2: Alcohol, Tobacco and other Drugs Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>8</b>	Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one’s health. (Gr. 4)	(2.3.4.B.2, 2.3.4.B.4, 2.3.4.B.5)	Read excerpts from the article “Inhaling Helium Seems Like Fun Until Someone Dies” from <a href="http://www.inhalants.org">www.inhalants.org</a> Explain this can happen from a balloon, a helium tank or even from scuba diving if you surface too quickly. It can cause a stroke and death.
<b>9</b>	Describe situations or environments where second hand smoke could impact the health of nonsmokers. (Gr. 4)	(2.3.4.B.3)	Have the students create an eBook using <a href="http://www.bookemon.com">www.bookemon.com</a> to write a story about a situation or environment where second hand smoke impacted the health of a nonsmoker.
<b>10</b>	Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not. (Gr. 5)	(2.3.6.B.3)	Have the students write a 5 paragraph essay explaining whether they believe the laws, policies and procedures we currently have are effective towards those who abuse substances as compared to those who do not.
<b>11</b>	Determine how laws/policies can have an effect on the health of both smokers and nonsmokers. (Gr. 5)	(2.3.6.B.2, 2.3.6.B.3)	Have the students create a new law for either smokers or nonsmokers. Write a paragraph on how their new law will affect each of the groups.
<b>12</b>	Identify the warning signs or symptoms that a person might exhibit if they are abusing alcohol, tobacco, or other drugs. (Gr. 3)	(2.3.4.C.1)	Split the class into three groups and assign topics to brainstorm for signs and symptoms. Bring the groups together and put the ideas on the board.

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 2: Alcohol, Tobacco and other Drugs Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>13</b>	Differentiate between drug use, misuse, and abuse. Determine factors (prescriptions use, not following prescribed direction, addiction) that may lead to each, and identify potential consequences. (Gr. 4)	( 2.3.4.C.2, 2.3.4.C.3)	During Red Ribbon Week, have the class discuss the difference between drug use, misuse and abuse.
<b>14</b>	Summarize the 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. (Gr. 5)	(2.3.6.B.2, 2.3.6.C.1, 2.3.6.C.2)	Have the students write a 5 paragraph descriptive essay on how abusing a particular substance will affect an individual's short term and long term wellness.

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 2: Alcohol, Tobacco and other Drugs NJ Core Content Standards	Hillsdale Recommended Resources
<u>2.2 Integrated Skills</u>		
B. Decision-Making and Goal Setting	2.2.4.B.1 Use the decision-making process when addressing health-related issues.	<u><a href="#">An Elephant in the Living Room: The Children’s Book</a></u> by Jill M Hastings, MS and Marion H. Typpo, Ph.D.
	2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.	<u><a href="#">An Elephant in the Living Room: The Children’s Book</a></u> by Jill M Hastings, MS and Marion H. Typpo, Ph.D.
	2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	<u><a href="#">An Elephant in the Living Room: The Children’s Book</a></u> by Jill M Hastings, MS and Marion H. Typpo, Ph.D.
	2.2.6.B.1 Use effective decision-making strategies.	<u><a href="#">An Elephant in the Living Room: The Children’s Book</a></u> by Jill M Hastings, MS and Marion H. Typpo, Ph.D.
<u>2.3 Drugs and Medicines</u>		
A. Medicines	2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.	<u><a href="#">Focus on Medicines</a></u> by Catherine O’Neill
	2.3.4.A.2 Determine possible side effects of common types of medicines.	<a href="http://www.webmd.com/a-to-z-guides/drug-side-effects-explained">http://www.webmd.com/a-to-z-guides/drug-side-effects-explained</a>
	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.	<a href="http://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs">http://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs</a>
B. Alcohol, Tobacco and other Drugs	2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	<a href="http://www.drugabuse.gov/drugs-abuse/marijuana">http://www.drugabuse.gov/drugs-abuse/marijuana</a>

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 2: Alcohol, Tobacco and other Drugs NJ Core Content Standards	Hillsdale Recommended Resources
	2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.	<a href="http://www.drugabuse.gov/drugs-abuse/tobacco-addiction-nicotine">http://www.drugabuse.gov/drugs-abuse/tobacco-addiction-nicotine</a>
	2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	<a href="http://www.cancer.org/Cancer/CancerCauses/TobaccoCancer/seconddhand-smoke">http://www.cancer.org/Cancer/CancerCauses/TobaccoCancer/seconddhand-smoke</a>
	2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.	<a href="http://drugabuse.com/library/get-the-facts-on-alcohol-abuse/">http://drugabuse.com/library/get-the-facts-on-alcohol-abuse/</a>
	2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.	<a href="http://www.inhalants.org/pdf/12%20FINAL_inhalants_%20press_release.pdf">http://www.inhalants.org/pdf/12%20FINAL_inhalants_%20press_release.pdf</a>
	2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.	<a href="http://www.drugs.com/drug-classes.html">http://www.drugs.com/drug-classes.html</a>
	2.3.6.B.2 Relate tobacco use and the incidence of disease.	<a href="http://www.cdc.gov/tobacco/basic_information/health_effects/index.htm">http://www.cdc.gov/tobacco/basic_information/health_effects/index.htm</a>
	2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.	<a href="http://www.state.nj.us/health/ctcp/smokefree/index.shtml">http://www.state.nj.us/health/ctcp/smokefree/index.shtml</a>
C. Dependency, Addiction and Treatment	2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.	<a href="http://www.helpguide.org/mental/drug_substance_abuse_addiction_signs_effects_treatment.htm">http://www.helpguide.org/mental/drug_substance_abuse_addiction_signs_effects_treatment.htm</a>
	2.3.4.C.2 Differentiate between drug use, abuse, and misuse.	<a href="http://www.ehow.com/about_5474373_drug-misuse-vs-drug-abuse.html">http://www.ehow.com/about_5474373_drug-misuse-vs-drug-abuse.html</a>

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 2: Alcohol, Tobacco and other Drugs NJ Core Content Standards	Hillsdale Recommended Resources
	2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.	<u>An Elephant in the Living Room: The Children’s Book</u> by Jill M Hastings, MS and Marion H. Typpo, Ph.D.
	2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	<a href="http://www.ncadd.org/index.php/learn-about-drugs/signs-and-symptoms">http://www.ncadd.org/index.php/learn-about-drugs/signs-and-symptoms</a>
	2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.	<a href="http://www.ncadd.org/index.php/learn-about-drugs/signs-and-symptoms">http://www.ncadd.org/index.php/learn-about-drugs/signs-and-symptoms</a>

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 3: Family Life Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>1</b>	Describe the qualities that form healthy family relationships and what factors may influence changes in a family. (Gr. 3)	(2.4.4.A.1, 2.4.6.A.1)	Write a 4-8 sentences describing what qualities it takes to form healthy family relationships and how it may change over time.
<b>2</b>	Explain how qualities are fostered and may influence family members. (Gr. 4)	(2.4.4.A.1, 2.4.4.A.2)	Write 2 paragraphs explaining how personality traits are fostered may influence family members.
<b>3</b>	Distinguish types of relationships experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. (Gr. 5)	(2.4.6.A.2, 2.4.6.A.3)	List the different types of relationships experienced by adolescents. Determine healthy characteristics that may influence each relationship. Pick one relationship and write 3-5 paragraphs on that topic.
<b>4</b>	Identify the characteristics and traits of adolescent development. (Gr. 3)	(2.4.4.B.1)	
<b>5</b>	Explain why puberty begins and ends at different times for each individual person. (Gr. 4)	(2.4.4.B.1)	
<b>6</b>	Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females. (Gr.5)	(2.4.6.B.1)	
<b>7</b>	Identify strategies that adolescents may employ to resist pressure to become sexually active and remain abstinent. (Gr. 5)	(2.4.6.B.2)	

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 3: Family Life Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>8</b>	Identify how the health of the mother directly affects the health of the fetus. (Gr. 3)	( 2.4.4.C.2)	
<b>9</b>	Describe the fundamental stages of fetal development during pregnancy. (Gr. 4)	(2.4.4.C.1, 2.4.4.C.2,)	
<b>10</b>	Identify signs of pregnancy. (Gr. 5)	(2.4.6.C.2)	
<b>11</b>	Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. (Gr. 5)	(2.4.4.C.1, 2.4.6.C.1, 2.4.4.C.2)	

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 3: Family Life NJ Core Content Standards	Hillsdale Recommended Resources
<u>2.4- Human Relationships and Sexuality</u>		
A. Relationships	2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.	<a href="https://www.usaaedfoundation.org/Family/family_562_family_values_building_a_legacy#CharacterInAction">https://www.usaaedfoundation.org/Family/family_562_family_values_building_a_legacy#CharacterInAction</a>
	2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.	
	2.4.6.A.1 Compare and contrast how families may change over time.	
	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.	
B. Sexuality	2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.	
	2.4.6.B.1 Compare growth patterns of males and females during adolescence.	
	2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.	
C. Pregnancy and Parenting	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.	“Having a Healthy Baby: Diet & Nutrition” pamphlet from Planned Parenthood

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 3: Family Life NJ Core Content Standards	Hillsdale Recommended Resources
	2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.	Brain pop video
	2.4.6.C.2 Identify the signs and symptoms of pregnancy.	

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 4: Community Health Skills Student Learning Objectives	NJ Core Content Standards	Hillsdale Suggested Activities
1	Identify criteria on which you should analyze situations to determine when a health related decision should be made independently or with the help of others. (Gr. 3)	(2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3)	Give the class different situations and ask them how they would deal with them.
2	Demonstrate effective decision making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment. (Gr. 4)	(2.2.6.B.1, 2.2.6.B.2, 2.1.4.E.2)	Read <u>The Bully Blockers Club</u> by Teresa Bateman and have the students write a paragraph about what to do if this happened to them.
3	Identify effective interpersonal communication skills (verbal/non-verbal) in health and safety situations. (Gr.3)	(2.2.4.A.1)	Give the students situations and ask them what they should do if they were in those situations.
4	Demonstrate effective interpersonal communications skills in response to disagreements or conflicts with others. (Gr. 4)	(2.2.4.A.2)	Use 2 q-tips, a piece of clay, a small paper cup, a piece of paper and put the students in groups. Have them create a project.
5	Demonstrate how of the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (Gr. 5)	(2.2.6.A.1)	
6	Determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, social). (Gr. 3)	(2.2.4.C.1, 2.2.4.C.2, 2.2.4.C.3)	Write a paragraph how you have changed as a person from preschool until now.
7	Explain personal character traits that promote wellness and their importance in the local and world community. (Gr. 4)	(2.2.4.C.1, 2.2.4.C.2)	

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 4: Community Health Skills Student Learning Objectives	NJ Core Content Standards	Hillsdale Suggested Activities
8	Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. (Gr. 5)	(2.2.6.C.1, 2.1.4.E.1)	Analyze a commercial and write a journal entry.
9	Identify the impact that participating in different types of service projects may have on community wellness (environmental, social). (Gr. 4)	(2.2.4.D.1)	Complete a community project and write a paragraph about how this project affected you as a person.
10	Analyze ones values and community needs, determine the potential impact on participating in community and service projects on self and others. (Gr. 5)	( 2.2.4.C.1, 2.2.4.C.2, 2.2.4.C.3, 2.2.6.D.1)	As a class decide what community project you would like to participate in and write a journal entry on how it affected you and why you decided this project was a good choice.
11	Identify specific health services in school and community, and explain how these services assist people in addressing health emergencies and needs. (Gr. 3)	(2.2.4.E.1)	List different places in the community you could go to help.
12	Describe how and when to seek the proper help when oneself or others are experiencing a health emergency. (Gr. 4)	(2.2.4.E.2)	
13	Identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help. (Gr. 3)	(2.1.4.D.2, 2.1.6.E.1)	Make a list of different forms of abuse and list the different people and places one can get help.
14	Determine safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, traffic safety) and strategies to reduce the risk of injury. (Gr. 3)	(2.1.4.D.1, 2.1.4.D.3)	

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 4: Community Health Skills Student Learning Objectives	NJ Core Content Standards	Hillsdale Suggested Activities
15	Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning. (Gr. 4)	(2.2.4.E.1, 2.1.4.D.4)	
16	Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and community. (Gr. 5)	( 2.1.6.D.1, 2.1.6.D.2, 2.2.6.D.1)	

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 4: Community Health Skills NJ Core Content	Hillsdale Recommended Resources
<u>2.1 Wellness</u>		
C. Safety	2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.	
	2.1.4.D.2 Summarize the various forms of abuse and ways to get help.	
	2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.	
	2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.	
	2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.	
	2.1.6.D.2 Explain what to do if abuse is suspected or occurs.	
D. Social and Emotional Health	2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	
	2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	
	2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.	
	2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.	
<u>2.2 Integrated Skills</u>		
A. Interpersonal Communication	2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.	

Hillsdale Curriculum Content Area: Health	Grade 3-5 Unit 4: Community Health Skills NJ Core Content	Hillsdale Recommended Resources
	2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	
	2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	
B. Decision Making and Goal Setting	2.2.4.B.1 Use the decision-making process when addressing health-related issues.	
	2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.	
	2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	
	2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.	
C. Character Development	2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health.	
	2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	
	2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	
	2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.	
D. Advocacy and Service	2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.	

E. Health Services and Information	2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	
	2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.	
	2.2.6.E.1 Determine the validity and reliability of different types of health resources.	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 1 Health and Wellness Student Learning Objectives	NJ Core Content Standards	Hillsdale Suggested Activities
1	Describe how effective decision making can impact choices made by individuals or groups in regards to personal wellness. (Gr.6)	(2.2.6.B.1,2.2.6.B.2)	
2	Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness. (Gr.7)	(2.2.8.B.2,2.2.8.B.3)	
3	Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifespan. (Gr.8)	(2.2.8.B.1, 2.2.8.B.3)	
4	Examine how to analyze foods nutritional value in relation to an individual's needs. (Gr.6)	(2.1.6.A.2, 2.1.6.A.3, 2.1.8.A.3, 2.1.8.A.4)	
5	Determine how culture/family history influences impacts one's personal growth and health. (Gr.6)	(2.1.8.A.1,2.1.8.A.2, 2.1.8.B.1)	
6	Investigate different case scenarios and how food choices/supplements impact total well- being. (Gr.7)	(2.1.6.A.2, 2.1.6.A.3, 2.1.8.A.1, 2.1.8.B.1, 2.1.8.B.4)	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 1 Health and Wellness Student Learning Objectives	NJ Core Content Standards	Hillsdale Suggested Activities
7	Evaluate the marketing and reliability of new nutritional products and supplements. (Gr.7)	(2.1.6.A.2, 2.1.6.A.3, 2.1.8.A.4, 2.1.6.B.4, 2.1.8.B.1)	
8	Research and design a meal plan for a special case study (family background, special needs, dietary restrictions, etc) implementing new products or supplements. (Gr.8)	( 2.1.8.B.1, 2.1.8.B.3, 2.1.8.B.4)	
9	Examine different methods to utilize a technological application to track and evaluate one’s basal metabolic rate.(Gr. 8)	(2.1.8.A.4,2.1.8.B.2, 2.6.8.A.4)	
10	Examine different methods to utilize a technological application to track and evaluate one’s basal metabolic rate. (Gr.8)	(2.1.8.A.2, 2.1.8.A.3, 2.1.8.A.4,2.1.8.B.2, 2.6.8.A.1, 2.6.8.A.4)	
11	Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one’s physical, social, emotional wellness. (Gr.7)	(2.1.8.C.3)	
12	Evaluate methods to justify professional intervention for different mental illnesses, physical disabilities or emotional distress. (Gr.8)	(2.1.8.C.2, 2.1.8.C.3)	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 1 Health and Wellness NJ Core Content Standards	Hillsdale Recommended Resources
2.1 Wellness		
A. Personal Growth and Development	2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.	
	2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	
	2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.	
	2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.	
	2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.	
	2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	
B. Nutrition	2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.	
	2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.	
	2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	
	2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	
	2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	
	2.1.8.B.4 Analyze the nutritional values of new products and supplements.	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 1 Health and Wellness NJ Core Content Standards	Hillsdale Recommended Resources
C. Diseases and Health Conditions	2.1.8.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.	
	2.1.8.C.3 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.	
<u>2.2 Integrated Skills</u>		
B. Decision Making and Goal Setting	2.2.6.B.1 Use effective decision-making strategies.	
	2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.	
	2.2.8.B.1 Predict social situations that may require the use of decision-making skills.	
	2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.	
	2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.	
<u>2.6 Physical Fitness</u>		
A. Fitness and Physical Activity	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.	
	2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 2: Alcohol, Tobacco and Other Drugs Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
1	Identify and compare information that is contained on the bottle of over the counter and prescription drugs. (Gr.6)	(2.3.6.A.2)	
2	Describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements. (Gr.7)	(2.3.8.A.1)	
3	Analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals. (Gr.8)	( 2.3.8.A.1, 2.3.8.C.1, 2.3.8.A.2)	
4	Examine data on how drugs/alcohol effect decision making the potential for illness, injury, disease, and risky health behaviors. (Gr.6)	( 2.2.6.B.1, 2.3.6.B.4)	
5	Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings. (Gr.6)	(2.2.6.B.1, 2.3.6.B.5, 2.2.8.B.1, 2.3.6.B.6)	
6	Summarize the effects of alcohol/drug use on the body systems. (Gr.7)	(2.3.6.B.6, 2.3.8.B.3, 2.3.8.B.5, 2.3.8.B.7)	
7	Identify the factors; such as peer pressure, that influence teen alcohol/drug use. (Gr.8)	(2.3.6.B.5, 2.3.6.C.4, 2.3.8.B.7)	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 2: Alcohol, Tobacco and Other Drugs Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>8</b>	Describe the different stages of alcoholism and drug addiction. (Gr.6)	(2.3.6.B.4)	
<b>9</b>	Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people. (Gr.7)	(2.3.8.A.1, 2.3.8.B.1, 2.3.8.B.5)	
<b>10</b>	Investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs. (Gr. 8)	(2.3.8.B.1, 2.3.8.B.2, 2.3.8.B.8)	
<b>11</b>	Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. (Gr.8)	( 2.3.6.B.7)	
<b>12</b>	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. (Gr. 8)	(2.3.6.B.6)	
<b>13</b>	Identify treatment options for substance abusers and evaluate one’s ability to recognize and overcome negative risk factors in order to support a substance free lifestyle. (Gr.7)	(2.3.8.C.1, 2.3.8.C.2)	
<b>14</b>	Research school district policy/local/state laws governing drug and alcohol use. (Gr.8)	( 2.3.8.B.4, 2.3.8.C.2)	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 2: Alcohol, Tobacco and Other Drugs NJ Core Content Standards	Hillsdale Suggested Resources	
<u>2.2 Integrated Skill</u>			
B.Decision- Making and Goal Setting	2.2.6.B.1 Use effective decision-making strategies.		
	2.2.8.B.1 Predict social situations that may require the use of decision-making skills.		
<u>2.3 Drugs and Medicines</u>			
A. Medicines	2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.		
	2.3.8.A.1 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.		

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 2: Alcohol, Tobacco and Other Drugs NJ Core Content Standards	Hillsdale Suggested Resources	
	2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.		
	2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.		
	2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.		
	2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.		
	2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.		

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 2: Alcohol, Tobacco and Other Drugs NJ Core Content Standards	Hillsdale Suggested Resources	
	2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.		
	2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.		
	2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.		
	2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.		
	2.3.8.B.5 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.		
	2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.		
	2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.		

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 2: Alcohol, Tobacco and Other Drugs NJ Core Content Standards	Hillsdale Suggested Resources	
	2.3.8.B.8 Analyze health risks associated with injected drug use.		
C. Alcohol, tobacco, and other Drugs.	2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.		
	2.3.8.C.1 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.		
	2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	<u>Parent Training Is Prevention: Preventing Alcohol And Other Drug Problems Among Youth In The Family</u> by US Dept. of Health and Human Services	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>1</b>	Identify how conflicts may be resolved between individuals in relationships. (Gr.6)	(2.4.6.A.4)	Pair up students and assign a “problem” that may arise in different types of relationships. Have them explain 2 ways that they may choose to resolve it.
<b>2</b>	Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents. (Gr.6)	(2.4.6.A.5)	Create a brochure on the importance of dating behaviors such as communication and honesty. Describe the role that dating and the above behaviors play in the lives of adolescents.
<b>3</b>	Evaluate how affection, love, and commitment relate to healthy relationships and the effect on one’s wellness. (Gr.7)	(2.4.8.A.4, 2.4.8.A.5, 2.4.8.A.6)	Write a 5 paragraph essay on affection, love and commitment. How they relate to healthy relationships and to one’s wellness.
<b>4</b>	Demonstrate through role play different scenarios which would express healthy dating situations and the proper strategies to end unhealthy relationships. (Gr.8)	(2.4.8.A.5, 2.4.8.A.6)	Compare and contrast TV shows from 2 decades ago to TV shows from today.
<b>5</b>	Research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, and reproductive health. (Gr.8)	(2.4.8.A.3 , 2.1.8.C.1, 2.4.8.C.1, 2.4.8.C.3)	Break the students into groups and assign a topic. Have them research the topic and create a brochure about the types of services that are available to adolescents.

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
6	Identify various strategies that will assist adolescents in resisting pressure and remaining abstinent. (Gr.6)	(2.4.6.B.2)	Give each student an index card and have them list 3 ways they feel would be beneficial in resisting pressure and remaining abstinent. Collect the cards randomly read responses and have the students pick one response to write about.
8	Determine how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs and unintended pregnancy. (Gr.8)	(2.4.8.B.4, 2.4.6.B.3, 2.1.8.C.1)	Break the class into groups and have them research HIV/AIDS, different STDs and unintended pregnancy. Have them create an awareness flyer for their assigned topic.
9	Evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions. (Gr.8)	(2.4.8.B.2)	
10	Analyze the influences that hormones, nutrition, environment, and heredity play on the physical, social, and emotional aspects of the adolescent years. (Gr.7)	(2.4.8.B.1)	Break the class into groups and assign each person in the group a topic. Have the students research their topic and the affects. Compile the writing to form a complete article.

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
11	Demonstrate sensitivity and respect when discussing topics regarding sexual identity, gender roles, and sexual orientation. (Gr.8)	(2.4.8.B.5)	Have the students write 10 questions that a reporter may ask a movie star if their sexual identity/orientation were questionable. Then have the student answer their own questions as if they were the movie star in question.
12	Identify the challenges faced by adolescent parents and their families. (Gr.6)	( 2.4.6.C.4)	Watch an episode of the “Brady Bunch”. Have the students compare some of the difficulties adolescents and their parents face today compared to the teens and parents in the TV show.
13	Discuss being a teenage parent and the effect it has on academic, social, family, life. (Gr.7)	(2.4.8.C.4)	Set up an Excel chart to include a “baby” budget. Have the students “purchase” the necessary items within their assigned budget. Have them write a paragraph on the difficulty of staying within the budget, and how the financial strain will affect their social life, academic and family life.

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
<b>14</b>	Summarize the signs and symptoms of pregnancy and correlate prenatal care to the prevention of complications during pregnancy and childbirth.(Gr. 7)	(2.4.8.C.1, 2.4.8.C.5, 2.4.6.C.2)	Have the students create a poster of the developmental growth stages.
<b>15</b>	Research the different stages during pregnancy, labor, childbirth and the impact that it has on one’s physical, social, and emotional state. (Gr.8)	(2.4.8.C.1, 2.4.8.C.2, 2.4.8.C.4, 2.4.8.C.5)	Collect baby items and donate them to needy parents in the Hillsdale area. Work with the Language Arts department to use this assignment as a possible topic for a journal entry.

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life NJ Core Content Standards	Hillsdale Recommended Resources	
<u>2.4 Human Relationships and Sexuality</u>			
A. Relationships	2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.	Glenco/McGraw-Hill, <u>Teen Health</u> 1999 Chapter 5	
	2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.		
	2.4.8.A.1 Predict how changes within a family can impact family members.		
	2.4.8.A.2 Explain how the family unit impacts character development.		
	2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.		
	2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.		
	2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.		

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life NJ Core Content Standards	Hillsdale Recommended Resources	
	2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.		
B. Sexuality	2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.	Glenco/McGraw-Hill, <u>Teen Health</u> 1999 Chapters 3 & 4	
	2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.		
	2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.		
	2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.		
	2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	<a href="http://www.plannedparenthood.org/">http://www.plannedparenthood.org/</a>	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life NJ Core Content Standards	Hillsdale Recommended Resources	
	2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.		
	2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.		
	2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	<a href="http://www.apa.org/pi/lgbt/resources/just-the-facts.aspx">http://www.apa.org/pi/lgbt/resources/just-the-facts.aspx</a>	
	2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.	<a href="http://www.plannedparenthood.org/">http://www.plannedparenthood.org/</a>	
C. Pregnancy and Parenting	2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.		
	2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	<a href="http://www.plannedparenthood.org/">http://www.plannedparenthood.org/</a>	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life NJ Core Content Standards	Hillsdale Recommended Resources	
	2.4.8.C.2 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.	<a href="http://www.babycenter.com/pregnancy#band1">http://www.babycenter.com/pregnancy#band1</a>	
	2.4.8.C.3 Determine effective strategies and resources to assist with parenting.	<a href="http://www.cdc.gov/Features/TeenPregnancy/">http://www.cdc.gov/Features/TeenPregnancy/</a>	
	2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.	Glenco/McGraw-Hill, <u>Teen Health</u> 1999 Chapter 4	
	2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.	<a href="http://www.plannedparenthood.org/">http://www.plannedparenthood.org/</a>	
	2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.	Glenco/McGraw-Hill, <u>Teen Health</u> 1999 Chapter 7	
	2.4.6.C.2 Identify the signs and symptoms of pregnancy.	<a href="http://www.webmd.com/baby/guide/pregnancy-am-i-pregnant">http://www.webmd.com/baby/guide/pregnancy-am-i-pregnant</a>	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 3: Family Life NJ Core Content Standards	Hillsdale Recommended Resources	
	2.1.8.C.1 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.	<a href="http://www.plannedparenthood.org/">http://www.plannedparenthood.org/</a>	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 4: Community Health Skills Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
1	Describe how the use of negotiation, refusal, and assertiveness skills play an important role in being able to communicate with others. (Gr.6)	(2.2.6.A.2)	
2	Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination. (Gr.6)	(2.2.6.A.2, 2.1.8.E.2, 2.2.6.B.3)	
3	Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios. (peer pressure, conflict) (Gr.7)	(2.2.8.A.2)	
4	Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures. (Gr.8)	(2.2.8.A.1, 2.1.8.E.3)	
5	Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds. (Gr.6)	(2.2.6.C.2)	
6	Develop methods and strategies that will promote character development in individual, group, and team environments. (Gr.7)	(2.2.8.C.1, 2.1.8.E.2, 2.2.8.C.3)	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 4: Community Health Skills Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
7	Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities. (Gr.8)	(2.2.6.C.3, 2.2.8.C.2)	
8	Identify and develop a position in relation to a health related issue that affects the school community. (Gr.6)	(2.2.6.D.2)	
9	Investigate different opportunities available and implement a plan that motivates volunteerism.(Gr. 7)	(2.2.8.D.1)	
10	Role play, mock trial, debate health and social issues within the community that pique awareness and responsiveness. (Gr.8)	(2.2.8.D.2)	
11	Determine health situations that would require support from adults or qualified health professionals. (Gr.6)	(2.2.6.E.2)	
12	Using technology develop a web-based glossary of health products, services, and resources for purposes of intervention.(Gr. 7)	(2.2.8.E.1, 2.1.8.E.1)	
13	Describe situations when an adult or professional intervention is necessary and where to find those services. (Gr.8)	(2.2.8.E.2, 2.2.8.B.3)	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 4: Community Health Skills Student Learning Objectives	Corresponding NJ Core Content Standards	Hillsdale Suggested Activities
14	Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them. (Gr.6)	(2.1.6.C.3)	
15	Determine the effect that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them. (Gr.8)	(2.1.8.C.3, 2.1.8.E.4)	
16	Describe what steps should be taken if self or other kinds of abuse are suspected. (Gr.6)	(2.1.8.D.2)	
17	Determine the degree of risk of intentional or unintentional injury (to self or others) and identify strategies to help prevent them. (Gr.8)	(2.1.8.D.1, 2.1.8.D.2)	
18	Describe the components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws. (Gr.7)	(2.1.6.D.3, 2.1.8.D.3)	
19	Demonstrate and describe first aid procedures which would include the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock) as well as basic life support procedures. (Gr.8)	(2.1.6.D.4, 2.1.8.D.4)	

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 4: Community Health Skills NJ Core Content Standards		Hillsdale Recommended Resources
<u>2.1 Wellness</u>			
C.Diseases and Health Conditions	2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.		
	2.1.8.C.1 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.		
	2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.		
	2.1.8.C.3 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.		
	2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.		
	2.1.6.D.4 Assess when to use basic first-aid procedures.		

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 4: Community Health Skills NJ Core Content Standards		Hillsdale Recommended Resources
	2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.		
	2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.		Have a professional come for an assembly or demonstration on self-defense.
	2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.		
	2.1.8.D.4 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.		
E. Social and Emotional Health	2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.		
	2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.		
	2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.		

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 4: Community Health Skills NJ Core Content Standards		Hillsdale Recommended Resources
	2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.		
A. Interpersonal Communication	2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.		
	2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.		
	2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.		

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 4: Community Health Skills NJ Core Content Standards		Hillsdale Recommended Resources
B. Decision-Making and Goal Setting	2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.		
	2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.		
C. Character Development	2.2.6.C.2 Predict situations that may challenge an individual’s core ethical values.		
	2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.		
	2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.		
	2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.		
	2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.		
D. Advocacy and Service	2.2.6.D.2 Develop a position about a health issue in order to inform peers.		

Hillsdale Curriculum Content Area: Health	Grade 6-8 Unit 4: Community Health Skills NJ Core Content Standards		Hillsdale Recommended Resources
	2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.		
	2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.		
E. Health Services and Information	2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.		
	2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.		
	2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.		