

Pascack Valley Regional Curriculum Consortium
Hillsdale - Montvale - River Vale - Woodcliff Lake

Office of Curriculum and Instruction

Grade 6 **Health** Curriculum

Unit 1 Wellness	Unit 2 Alcohol, Tobacco and Other Drugs	Unit 3 Relationships
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Born on Date: August 2022

Grade 6 Health Unit 1: Wellness

Unit Title: Wellness Grade Level: 6 Pacing: 5 - 7 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.1.8.EH.1	Compare and Contrast stress management strategies that are used to address various types of stress-induced situations (e.g. academics, family, personal relationships, finances, celebrations, violence).
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis and change
2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g sports drinks, supplements, balance nutrition)
2.3.8.HCDM.6	Explain how the immune system fights disease.
2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies and appropriate medicine use promote health-enhancing behaviors
Physical Wellness Connections	
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels, and monitor health/fitness indicators before, during, and after the workout program.

<u>Interdisciplinary Connections</u>	
6.SP.B.5	Summarize numerical data sets in relation to their context.
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes: A list of factual knowledge to be taught – Students will know...
<ul style="list-style-type: none"> • What external situations may have an impact on mental/emotional health and what can be done to support personal health needs? 	<ul style="list-style-type: none"> • Personal behaviors affect personal health. • Different situations may have an impact on mental/emotional health as well as how to cope/find assistance for these scenarios 	<ul style="list-style-type: none"> • I can understand the current stressors in life and develop strategies to cope with them.
<ul style="list-style-type: none"> • How can setting and monitoring a health goal improve personal health? 	<ul style="list-style-type: none"> • Assessing personal health can improve health behaviors. 	<ul style="list-style-type: none"> • I can identify and respect a variety of cultures and their influence on nutrition. • I can assess personal nutritional habits. • I can identify areas of strength for my personal nutrition. • I can establish a personal nutrition goal to improve a self-selected area.
<ul style="list-style-type: none"> • What behaviors can prevent or contribute to the susceptibility to disease and other health conditions? How does the body fight disease? 	<ul style="list-style-type: none"> • Diseases and other health conditions can be contracted in a variety of ways, including food-borne illness. • The body's immune system helps the body fight disease. • Diseases and health conditions, like food-borne illness, can be prevented with certain precautions. 	<ul style="list-style-type: none"> • I can explain how the immune system develops and protects them from disease. • I can define drug abuse, use and misuse as it relates to medication.

Stage 2 - Evidence of Student Learning Assessment Design

What have you learned?

Assessment:

- **Summative Assessment**

- Storyboard: Students will create a scenario that may lead to feelings of **sadness, anxiety, and/or depression, or stress**. Students will identify at least two management strategies, as well as agencies/community resources where assistance may be available. Students will compare their strategies with another group in class and reflect on their findings.

- **Formative Assessment**

- Food label worksheet
- Personal Nutrition Goal Setting
- Compare-contrast prescribed and over-counter labels task

Student Self-Assessment:

- Self-assessment using skill-based rubrics

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
<p>2.1.8.EH.1 Compare and Contrast stress management strategies that are used to address various types of stress-induced situations (e.g. academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.SSH.6 Examine how culture influences the way families cope with traumatic situations, crisis and change.</p>	<p>This lesson teaches about stress and its effects on emotional health. They identify negative and positive stressors and discuss how people react to stressful situations. Students will read a story about a girl their age in a stressful situation and analyze things she could have done to help keep the situation from becoming so stressful. They will discuss tips for managing their time and being organized that can help prevent stress, and describe how they could apply these skills to reduce stress in their own lives. Students will learn some techniques for managing stress. After identifying their top 5 stressors, they practice the stress-management techniques of deep breathing, progressive muscle relaxation and guided imagery.</p>
<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p>	<p>In this lesson, students learn to analyze influences on their food choices, including the effects of advertising. They analyze influences by identifying examples and how they can be both positive and negative influences on eating habits. Students assess their eating habits against these guidelines and make suggestions for improvement.</p>
<p>2.2.8.N.4 Assess personal nutritional health and consider opportunities to improve health and performance (e.g sports drinks, supplements, balanced nutrition)</p>	<p>In this skills-based lesson, students learn about goal setting and self-management skills. The teacher reviews a series of questions to use in setting a goal, and students practice the steps using a sample goal. Then they review their earlier self-assessments and choose healthy eating or physical activity behavior to work on. They set a specific goal in the area they choose and create a plan to reach it.</p>

2.3.8.HCDM.6 Explain how the immune system fights disease.	This lesson teaches about food-borne illness and strategies for keeping foods safe to eat. Students learn steps to take to keep food safe, including a hand-washing demonstration and practice. Then they read a story about a middle school student who gets food poisoning and analyze all of the points in the story where proper safety measures weren't followed. Students will take this information and identify the difference between infectious and noninfectious diseases. They will discuss and practice different ways to prevent disease.
2.3.8.HCDM.1 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.	
2.3.8.HCDM.7 Explain how certain methods of disease prevention, treatment strategies and appropriate medicine use promote health-enhancing behaviors	In this lesson, students continue to explore the idea of practicing healthy behaviors as a path to lifelong health. After briefly reviewing the important functions of sleep, students will be presented with an informational lesson that helps them understand the proper use and misuse, as well as the effects of misuse, of over-the-counter and prescription medicines. Students learn about different types of medicines and the rules for taking medicines. They practice reading label directions and analyze scenarios to distinguish between proper use and misuse.
<p>Unit Resources</p> <ul style="list-style-type: none"> ● HealthSmart ● Interactive Nutrition Facts Label ● Adult Obesity Prevalence Maps Overweight & Obesity CDC ● How the food you eat affects your gut - video ● The Magic School Bus - For Lunch - video ● How your digestive system works - video ● How to Create a Healthy Plate - video ● Food System ● How Sugar Affects the Brain ● Speaking from the Heart - Ch 2: Eating for a Healthy Heart - video ● 10 Rules for Reading a Food Label - video ● Grocery Store Field Trip ● The Immune System Explained - Bacteria Infection - video 	

- How does your body process medicine? - video
- Over the Counter Medicines - What you Need to Know - video
- How to read your prescription label - video
- Safe Medication Disposal - video

Grade 6 Health Unit 2: Alcohol, Tobacco and Other Drugs

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Unit Title: Alcohol Tobacco and Other Drugs Grade Level: 6 Pacing: 5 - 7 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment and memory.
2.3.8.ATD.3	Determine the factors that contribute to different rules, laws and policies in schools, communities and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products and other drugs)
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g home, school, party) can result in positive and/or negative outcomes
Physical Wellness Connections <u>NJSLS Content Area: CHPE</u>	
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
<u>Interdisciplinary Connections</u>	
6.RP.A.1	Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities.
<u>Integration of NJSLS Computer Science and Design Thinking</u>	

8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.
<u>Integration of NJSLs Career Readiness, Life Literacy and Key Skills</u>	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
<u>Career Ready Practices</u>	
Communicate clearly and effectively and with reason.	
Demonstrate creativity and innovation	
Work productively in teams while using cultural global competence	
<u>Social and Emotional Learning Competencies</u>	
Self-Awareness	The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none"> How do alcohol, tobacco and other drugs impact personal health? 	<ul style="list-style-type: none"> Alcohol, tobacco and other drugs impact multiple areas of the body. 	<ul style="list-style-type: none"> I can identify the impact alcohol and other drugs have on the brain, especially when it comes to controlling vision, sleep, reaction time, judgment and memory.

<ul style="list-style-type: none"> • Why are rules and laws surrounding drug use different in different areas of the community? 	<ul style="list-style-type: none"> • Different areas within the community, like schools, have different rules and laws regarding drug and alcohol use. 	<ul style="list-style-type: none"> • I can understand the laws and consequences within communities and schools in regards to alcohol, tobacco, and other drugs
<ul style="list-style-type: none"> • What influences personal decision making? 	<ul style="list-style-type: none"> • Friends, peers and acquaintances can influence personal decisions. • Peer pressure can play a role in personal decisions. • Personal decisions can result in positive and/or negative outcomes. 	<ul style="list-style-type: none"> • I can understand the difference between a peer, and acquaintance and a friend. • I can identify how different social settings and peers can result in positive/negative outcomes.

Stage 2 - Evidence of Student Learning Assessment Design
What have you learned?
Assessment: <ul style="list-style-type: none"> • Formative Assessment <ul style="list-style-type: none"> ○ Teacher observation • Summative Assessment <ul style="list-style-type: none"> ○ Impacts of Alcohol Task
Student Self-Assessment: <ul style="list-style-type: none"> • Skills rubric self assessment
Modifications and Accommodations: <u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching

strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.3.8.ATD.4 Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment and memory.	In this series of lessons, students will assess their prior knowledge about tobacco, alcohol, marijuana and opioids. They will also learn how alcohol, tobacco and drug use/abuse/misuse can affect their life goals and activities.
2.3.8.ATD.3 Determine the factors that contribute to different rules, laws and policies in schools, communities and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products and other drugs)	In this lesson, students explore the variety of consequences of drug use in multiple areas of life through a group brainstorming activity, examine the potential seriousness of these consequences, and personalize the information by deciding which consequences would have the most influence on their decision to be drug free. Students will explore the school handbook to become familiar with school policies on drug use. They also learn about community laws concerning drug use by minors.
2.3.8.ATD.5 Analyze how the influence of peers and different	In this lesson, students will work in small groups to identify and analyze various internal and external influences in life. Students will have peer to peer interactions to gather and

<p>social settings (e.g home, school, party) can result in positive and/or negative outcomes</p>	<p>analyze information on reasons teens use drugs and suggest healthy alternatives. Students will learn about and practice effective words and actions for saying NO to pressure to vape or use other tobacco products, alcohol or other drugs.</p>
<p>Unit Resources</p> <p>HealthSmart</p> <p>How Your Heart Works</p> <p>How blood pressure works - Wilfred Manzano</p> <p>What happens during a heart attack? - Krishna Sudhir</p> <p>What happens during a stroke? - Vaibhav Goswami</p> <p>How smoking affects your heart</p> <p>Speaking from the Heart - Ch 2: Eating for a Healthy Heart</p> <p>How Your Lungs Work</p> <p>How do lungs work? - Emma Bryce</p> <p>Oxygen's surprisingly complex journey through your body - Enda Butler</p> <p>How does asthma work? - Christopher E. Gaw</p> <p>How do cigarettes affect the body? - Krishna Sudhir</p> <p>How Your Brain Works? - The Dr. Binocs Show Best Learning Videos For Kids Peekaboo Kidz</p> <p>How Your Brain Works</p> <p>How Alcohol Affects Your Developing Central Nervous System</p> <p>How Alcohol Affects Your Developing Medulla</p> <p>How Alcohol Affects Your Developing Cerebral Cortex</p>	

Grade 6 Unit 3: Relationships

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Unit Title: Relationships Grade Level: 6 Pacing: 5 - 7 weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area: CHPE</u>	
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships
2.1.8.SSH.5	Analyze the similarities and differences between friends, romantic relationships and sexual relationships.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g. consent, communication, respect)
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions and sexual orientations in the school community
2.3.8.PS.1	Assess the degree of risk in a variety of situations and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g. digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters and other threats of violence).
2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (eg. suicide prevention, CPR/AED, breast self examination, traumatic stress).
Physical Wellness Connections <u>NJSLs Content Area: CHPE</u>	
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups

	and large teams during physical activities and games.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
<u>Interdisciplinary Connections</u>	
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Responsible Decision Making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:
<ul style="list-style-type: none"> Why are relationships important to personal health? 	<ul style="list-style-type: none"> Healthy and unhealthy relationships have certain characteristics. Adolescents experience a variety of different types of relationships in their daily lives. Communication skills play a role in supporting healthy relationships. 	<ul style="list-style-type: none"> I can explain the difference between healthy and unhealthy relationships I can understand the similarities and differences of friendship, romantic, and sexual relationships I can demonstrate effective communication skills.
<ul style="list-style-type: none"> How can schools support respect for all? 	<ul style="list-style-type: none"> Everyone regardless of gender identity, gender expression, and sexual orientation should be shown respect. 	<ul style="list-style-type: none"> I can describe the difference between gender identify, gender expression, and sexual orientation I can develop a plan within schools and communities to respect all genders, gender identities, gender expressions and sexual orientations.
<ul style="list-style-type: none"> How does risk impact personal health? 	<ul style="list-style-type: none"> Unintended injuries/consequences happen as a result of taking risks. Risks can also impact others. There are trusted adults at home, in school and the community that can assist. 	<ul style="list-style-type: none"> I can assess the degree of risk to myself or others in certain situations. I can identify professionals who can help with emergencies, health conditions or personal support

Stage 2 - Evidence of Student Learning Assessment Design

What have you learned?

Assessment:

- **Formative Assessment**
 - Risk Assessment Task
 - Classroom observation
- **Summative Assessment**
 - Healthy vs. unhealthy relationships

Student Self-Assessment:

- Self assessment on skills rubric

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
<p>2.1.8.SSH.4 Compare and contrast the characteristics of healthy and unhealthy relationships</p> <p>2.1.8.SSH.5 Analyze the similarities and differences between friends, romantic relationships and sexual relationships.</p>	<p>In this lesson, students learn about the variety of relationships adolescents may experience including friends, romantic relationships, and sexual relationships. They learn about the qualities of healthy and unhealthy relationships. They practice identifying healthy qualities (e.g. balance, responsibility for self, flexibility, trust, respect, communication) and unhealthy qualities (e.g. jealousy, overdependence, selfishness, control, lack of respect, abuse) in some relationship scenarios.</p>
<p>2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships.</p> <p>2.3.8.PS.7 Evaluate the impact of technology and social media on relationships (e.g. consent, communication, respect)</p>	<p>In this lesson, students learn and practice skills for effective communication to support healthy relationships and emotional health. They review skills that promote effective communication and discuss how poor communication and communicating via social media can hurt a relationship. After seeing the skills modeled, student groups practice these communication skills as both speakers and listeners.</p>
<p>2.1.8.SSH.1 Differentiate between gender identity, gender expression and sexual orientation</p> <p>2.1.8.SSH.2 Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions and sexual orientations in the school community</p>	<p>Students will differentiate between gender identity (how people see themselves in relation to being a man/boy, a woman/girl, a blend of both, or neither), gender expression (how people present or show their gender to the world through such things as clothing, hairstyle, and how they act), and sexual orientation (a person's feelings of sexual attraction toward others) so that they can understand the impact of a negative school environment on students in the LGBTQ+ community. Students will collaborate to identify how schools can promote dignity and respect for all.</p>
<p>2.3.8.PS.1: Assess the degree of risk in a variety of situations and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g. digital safety, sexting, dating violence,</p>	<p>In this lesson, students will learn about good and unsafe risks. Students will explore a variety of images that depict common experiences for adolescents (e.g. riding a bike without a helmet, attending a party where alcohol is being consumed, being in a relationship with someone who is</p>

<p>domestic violence, gang violence, human trafficking, nonconsensual sexual encounters and other threats of violence).</p>	<p>controlling, giving out personal information on social media/chats). They will decide if there is any risk associated with the behavior and what strategies can reduce their risk. Students will also identify who is available at home, school and in the community to assist them.</p>
<p>2.1.8.CHSS.1 Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (eg. suicide prevention, CPR/AED, breast self examination, traumatic stress).</p>	
<p>2.1.8.SSH.4 Compare and contrast the characteristics of healthy and unhealthy relationships</p> <p>2.1.8.SSH.5 Analyze the similarities and differences between friends, romantic relationships and sexual relationships.</p>	<p>In this lesson, students learn about the variety of relationships adolescents may experience including friends, romantic relationships, and sexual relationships. They learn about the qualities of healthy and unhealthy relationships. They practice identifying healthy qualities (e.g. balance, responsibility for self, flexibility, trust, respect, communication) and unhealthy qualities (e.g. jealousy, overdependence, selfishness, control, lack of respect, abuse) in some relationship scenarios.</p>
<p>Unit Resources</p> <ul style="list-style-type: none"> ● HealthSmart 	

<u>Professional Learning Resources</u>
<ul style="list-style-type: none"> ● HealthSmart ● <i>Lesson Planning for Skills-Based Health Education</i> by Sarah Benes and Holly Alperin ● SHAPE ● SHAPE NJ ● Open Phys Ed.