

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

**COURSE OUTLINE
FOR
HEALTH GRADE 8**

**APPROVED BY
THE BOARD OF EDUCATION**

January 11, 2007

Approved: November 1988
Revised: November 1990
September 1991
May 1994
December 1998
November 2005

RATIONALE

Health is a state of physical, mental and social well being, not merely the absence of disease. Health is dynamic and always changing. It is influenced by one's heredity, environment and personal care.

The health education program at Parsippany-Troy Hills is aimed at favorably influencing knowledge, attitudes and practices relating to the individual, family and community. In our program we will attempt to take the scientific facts and incorporate them into meaningful and understandable practices to provide healthful living. In addition, we strongly emphasize prevention measures to maintain one's optimum mental and physical health.

BOARD POLICY

This course of study was reviewed by a district advisory committee consisting of administrators, teachers, parents, clergy and concerned citizens. In accordance with State mandate, this course of study emphasizes sexual abstinence as the only totally effective means of preventing HIV/AIDS, STDs and unintended pregnancy.

In compliance with New Jersey Department of Education laws, Parsippany has included grade level curricula in the following subject areas:

1. Instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A. 18A:40)
2. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)
3. Breast Self-Examination (N.J.S.A. 18A:35-5.4)
4. Stress Abstinence (N.J.S.A. 18A:35-4.20)
5. Accident Prevention/Fire Prevention (N.J.S.A. 18A:6.2)
6. Cancer Awareness (N.J.S.A. 18A:40-33)
7. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
8. Bullying Prevention (N.J.S.A. 18A:37-17)
9. Domestic Violence (N.J.S.A. 18A:35-4.23)
10. Family Life and HIV/AIDS (N.J.S.A. 18A:35-4.21)

This revision is aligned with the revised 2004 New Jersey Core Curriculum Content Standards for Health and Physical Education and with the 2004 New Jersey Core Curriculum Content Standards for Technological Literacy.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AIDS CURRICULUM INTEGRATION

The district AIDS education curriculum addresses the questions and fears that children this age have, using very basic, age-appropriate information.

COURSE GOALS

Through an integration of problem-solving skills, decision making, critical thinking, communication and literacy as it applies to real life situations for the students' mental, physical and social well-being, this course of study offers students the opportunity to:

- learn and apply health promotion concepts and skills.
- apply health-enhancing personal and interpersonal life skills.
- make healthy decisions as they pertain to alcohol, tobacco and other drugs and medicines and to understand the consequences of making unhealthy decisions.
- apply concepts relating to family, peer and interpersonal relationships for a healthy lifestyle.
- learn the biological, social, cultural and psychological aspects of human sexuality and family life.
- use goal-setting and decision-making skills to enhance health.

IMPLEMENTATION

The middle school Health curriculum was designed to incorporate the New Jersey Core Curriculum Content Standards for Health, which were revised in 2004. These standards address the following topics: personal health, growth and development, nutrition, diseases and health conditions, safety, social and emotional health (Standard 2.1); communication and decision-making, planning and goal setting, character development, leadership and service, health services and careers (2.2); medicines, alcohol, tobacco, drugs, addiction and treatment (2.3); human relationships, sexuality, pregnancy and parenting (2.4).

The curriculum is intended to acknowledge the role of parents as first teachers in all areas of the Health curriculum, particularly in relation to Standard 2.4 for human relationships and sexuality. This is one of four proficiencies mandated by the State. Selected suggested activities involve communication between student and parent, so that family and cultural values are respected. Teachers ensure that required concepts and skills are taught and assessed in an unbiased way.

Students need accurate information to make good decisions for a healthy lifestyle. The middle school Health curriculum aims to provide such information within the context of State mandates. In the words of Ernest Boyer, "No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved." The middle school Health curriculum aims to make a contribution in this regard so that students have the foundation they need to support their pursuit of all of their life's goals.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES AND ASSESSMENT PROCEDURES

TITLE: HEALTH – GRADE 8

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

Students will:

1. investigate how technology and medical advances impact wellness.
2. investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
3. classify diseases and health conditions as communicable, non-communicable, acute, chronic, or inherited.
4. compare and contrast diseases and health conditions, including hepatitis, STD's, HIV/AIDS, breast cancer, and testicular cancer.
5. analyze local and state public health efforts to prevent and control diseases and health conditions.
6. investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.
7. examine the short- and long-term physical, social, and emotional impacts of all forms of abuse.
8. investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
9. analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.
10. identify the consequences of conflict and violence on the individual, the family and the community.
11. analyze health ideas, opinions, and issues from a variety of reliable health sources.
12. present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.
13. assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
14. assess the use of active and reflective listening.
15. analyze the economic and political purposes and impacts of health messages found in the media.
16. predict social situations and conditions that may require adolescents and young adults to use decision-making skills.
17. evaluate how ethical decision-making requires careful thought and action.
18. critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.
19. analyze factors that support or hinder the achievement of personal health goals.
20. demonstrate the ability to function effectively in both leadership and supportive roles.
21. identify motivational techniques to improve personal and group achievement and develop rewards and sanctions for group accomplishment.
22. develop and articulate a group's goals, shared values, and vision.

Proficiencies (continued)

23. plan and implement volunteer activities to benefit a health organization or cause.
24. develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.
25. compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.
26. compare and contrast preparation and job requirements for health and fitness careers.
27. analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
28. describe “sudden sniffing syndrome” and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
29. compare and contrast the physical and behavioral effects of each classification of drugs.
30. analyze health risks associated with injecting drug use.
31. investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
32. examine how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STD’s.
33. identify how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
34. describe theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.
35. describe the signs of an unhealthy relationship and develop strategies to end it.
36. analyze internal and external pressures to become sexually active.
37. describe the physical, emotional and social benefits of sexual abstinence and develop strategies to resist pressure to become sexually active.
38. analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
39. compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.
40. examine topics regarding sexual orientation.
41. explain the importance of routine healthcare procedures such as breast examination and testicular examination.
42. identify the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
43. analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
44. explain the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
45. describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
46. describe the physical, economic, emotional, social, cultural and intellectual, responsibilities of parenthood.
47. describe effective parenting strategies and resources for help with parenting.
48. analyze the challenges and responsibilities of being a teen mother and/or father.

ASSESSMENT PROCEDURES

Students Grades are based on the following

Test and Quizzes/Journal Responses:	40%
Prompted journal entries	
Open-ended Responses	
Reflection	
Structured Discussions/In Class Assignments:	30%
Debates	
Group sharing activities	
Presentations	
Projects	
Group Work	
Research	
Written Work	
Out of Class Assignments/Assigned Readings:	30%
Projects	
Research	
Written Work	
Homework	
Article/Newspaper Reviews	
Textbook readings	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
PERSONAL HEALTH					
<p>1. investigate how technology and medical advances impact wellness.</p>	<p>2.1.A.4</p>		<ul style="list-style-type: none"> • use pedometers to measure the number of steps taken during an activity. Using these results, students will reflect on their progress and develop goals for the future. • work in small groups and brainstorm a variety of technological advances that impact wellness, e.g., x-rays, blood pressure machines, instant thermometers, scans, etc. • develop a class list. • discuss how medical technology has enhanced wellness. • critique their own work as they respond to teacher-generated questions. 	<p>Students self-assessment</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
GROWTH AND DEVELOPMENT					
<p>2. investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.</p>	<p>2.1.B.2</p>		<ul style="list-style-type: none"> • use a teacher-guided questionnaire to interview their parents/guardians as well as a senior citizen. These questions should focus on changes that have occurred during their life span. • record findings. • create a timeline based on the information they collected. • record their personal timeline in their journal for class discussion, comparing, and analyzing data gathered. 	<p>Journal entry assessed for synthesis of information</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
DISEASES AND HEALTH CONDITIONS					
<p>3. classify diseases and health conditions as communicable, non-communicable, acute, chronic, or inherited.</p>	<p>2.1.D.2</p>		<ul style="list-style-type: none"> • pick a disease card from the brown bag and stand in the correct area that their disease would be classified. Teacher will designate different areas of the classroom as either communicable, non-communicable, acute, chronic, or inherited. • following the kinesthetic activity, take a teacher-generated quiz. 	<p>Teacher observation</p> <p>Teacher-generated quiz</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
DISEASES AND HEALTH CONDITIONS (Continued)					
<p>4. compare and contrast diseases and health conditions, including hepatitis, STD's HIV/AIDS, breast cancer, and testicular cancer.</p>	2.1.D.3	8.1.B.4	<ul style="list-style-type: none"> • conduct research using text and media sources as well as Internet bookmarked sites. • using a teacher-generated worksheet write the definition and the description of diseases identified by the teacher, for example: <ol style="list-style-type: none"> 1. hepatitis 2. STD's 3. HIV 4. AIDS 5. breast cancer 6. testicular cancer • discuss their definitions and descriptions focusing on how these diseases and health conditions are alike and are different. • record their findings in journal. 	<p>Worksheet assessed by teacher for accuracy</p> <p>Scored participation in class</p> <p>Journal entry</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
DISEASES AND HEALTH CONDITIONS (continued)					
5. analyze local and state public health efforts to prevent and control diseases and health conditions.	2.1.D.4	8.1.B.4	<ul style="list-style-type: none"> • use the Internet to find various organizations responsible for the prevention and control of diseases and health conditions, e.g., CDC, health.org (teacher - developed WebQuest). • create a list of sites and information they researched. • write a paragraph outlining their findings and answer open-ended questions generated by the teacher. 	Rubric for open-ended responses	
6. investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.	2.1.D.5	8.1.B.4	<ul style="list-style-type: none"> • research mental disorders through history using sources and resources identified by the teacher, e.g., media, Internet, text, supplemental materials. • answer questions generated by the teacher and write a report. 		

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
SAFETY					
7. discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.	2.1.E.4		<ul style="list-style-type: none"> • compile a list of causes that may contribute to abusive behavior. • speculate as to why they think a person who is abused as a child is likely to be an abusive adult. • create a list of all types of abuse. • come together as a class making a class list. • relate, through guided discussion moving around the room, one short- and long-term impact, they feel the abuse they identified would have on an individual. (Portions of the room will be labeled with various impacts of abuse.) 	<p>Scored participation in class discussion</p> <p>Teacher observation</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
SOCIAL AND EMOTIONAL HEALTH					
8. investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.	2.1.F.3		<ul style="list-style-type: none"> • choose an index card from a box that has teacher-generated conflict, harassment, bullying, vandalism, and violence scenarios written on them. • investigate and list on the reverse side of the card strategies they might use to deal with the situation they selected. • explain to the class their strategies. 	<p>Teacher checks cards for completeness and understanding</p> <p>Teacher-developed presentation checklist</p>	
9. analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.	2.1.F.4	8.1.A.7	<ul style="list-style-type: none"> • create a survey dealing with conflict, harassment, vandalism and violence in their community. • distribute the survey to fellow students in the school. Collect and tally results. Create a written report displaying these results. • create a spreadsheet and graph illustrating their findings. 	<p>Teacher-generated criteria for survey</p> <p>Teacher assessment of graph/-spreadsheet and written report for completeness and accuracy</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
SOCIAL AND EMOTIONAL HEALTH (continued)					
10. debate the consequences of conflict and violence on the individual, the family, and the community.	2.1.F.5		<ul style="list-style-type: none"> • work in groups to create a poster portraying the consequences of conflict and violence. • present their poster to the class supporting the images they used to represent the consequences of violence and conflict. • discuss and critique each presentation. • respond to teacher-generated questions relating to the consequences of conflict and violence, and how they impact the family and community. 	Peer assessment of presentation and poster. Oral presentation rubric Teacher-generated rubric for open-ended responses	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
COMMUNICATION					
11. analyze health ideas, opinions, and issues from a variety of reliable health sources.	2.2.A.1		<ul style="list-style-type: none"> • work in pairs to evaluate pamphlets on the same topic using their review criteria. • select the most effective pamphlet for getting their attention and providing the best information. Groups will justify answers as they present to the class. 	Oral presentation rubric Peer assessment	Topic examples: <ul style="list-style-type: none"> • obesity • eating disorders • drug abuse • chronic health condition
12. present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.	2.2.A.2	8.1.A.8	<ul style="list-style-type: none"> • work in groups to create an advertisement in which they will present a health-related topic. They may choose their source of media to meet the needs of various audiences. Groups will videotape their presentations and present to the class. • use a variety of tools for their presentation: <ol style="list-style-type: none"> 1. PowerPoint 2. skit/role play 3. commercial format 4. visual and audio aids 5. newspaper reporter’s commentary 	Teacher-developed rubric for group presentation.	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
COMMUNICATION (continued)					
13. assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.	2.2.A.4		<ul style="list-style-type: none"> • brainstorm criteria for effective communication. • be divided into six groups and create an effective criterion checklist to rate role-playing for the following interpersonal skills: being assertive vs. being aggressive, clear communication skills, decision-making skills, refusal skills, and negotiation skills. Each group will role-play a given situation using one or more of the skills. • be videotaped for review. 	<p>Teacher-generated checklists</p> <p>Videotape rubric assessment</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
COMMUNICATION (continued)					
14. assess the use of active and reflective listening.	2.2.A.4		<ul style="list-style-type: none"> • work independently then meet in their expert groups made up of all four members of their group. • work in groups of four. Each member of the team will become an expert on a specific aspect of a topic. They will be responsible for teaching the members of their team about their area of expertise regarding their selected health topic. • meet together to listen to the information each team member has investigated and then plan as a group how to teach it to the rest of the class. • listen carefully and participate actively in the group activity. (Jigsaw Strategy) • work together to practice the material so that they will become experts. 	Scored participation in class discussion	Topic examples: <ul style="list-style-type: none"> • first aid • designing a physical fitness plan • setting health goals • resisting peer pressure

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
DECISION MAKING					
16. predict social situations and conditions that may require adolescents and young adults to use decision skills	2.2.B.3		<ul style="list-style-type: none"> • work in groups to create a poster identifying the six steps in the decision-making process. • work in groups and create a situation that would necessitate their using the six steps in the decision-making process. • complete a teacher-generated quiz relating to decision-making skills. 	Teacher created checklist Teacher-generated quiz	The six steps in decision-making: <ol style="list-style-type: none"> 1. State the situation. 2. Identify your choices. 3. Evaluate each choice. 4. Weigh the possible outcomes. 5. Explain what the responsible decision is. 6. Evaluate your decision.
17. evaluate how ethical decision-making requires careful thought and action.	2.2.B.4		<ul style="list-style-type: none"> • discuss the following scenario: “Your best friend did not study for a big test. During the test, he/she leans over and asks for the answer to a problem. You value his/her friendship and don’t want to jeopardize that. You are a loyal friend. On the other hand, you place real importance on being honest and you would feel terrible if you cheated. What should you do?” After exploring this concept, students will explain in their journals about a time they faced a moral conflict. 	Journal entry	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
DECISION MAKING (continued)					
<p>18. critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.</p>	2.2.B.5		<ul style="list-style-type: none"> • respond to a newspaper article dealing with a particular health issue. • Determine if the outcome would have changed if appropriate communication skills were used, e.g., <ol style="list-style-type: none"> 1. the issue of blood transfusions. 2. the issue of extraordinary measures to keep an individual alive. • record findings in health journal. 	Journal entry	<p>Health issue examples:</p> <ul style="list-style-type: none"> • steroid abuse • tobacco abuse

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
LEADERSHIP, ADVOCACY AND SERVICE					
20. demonstrate the ability to function effectively in both leadership and supportive roles.	2.2.E.1		<ul style="list-style-type: none"> • work in groups of four. Using an eight-foot string or rope, align students on one side of the rope (single file line). The first, second, and fourth students are blindfolded, while the third student is not and must guide their group through an obstacle course. All students should have an opportunity to be the team leader (non-blindfolded). Only the leader can talk throughout this activity. Class discussion will follow. • rate each group’s performance using a thumbs-up or thumbs-down signal. 	<p>Teacher observation checklist</p> <p>Peer assessment using teacher-generated criteria</p>	
21. identify motivational techniques to improve personal and group achievement and develop rewards and sanctions for group accomplishments.	2.2.E.2		<ul style="list-style-type: none"> • work in small groups to participate in a group challenge, e.g., human knot, turnstyles, etc. • following the activity (within their groups), brainstorm what motivational techniques were used to accomplish their goal. 	<p>Student evaluation of group using a teacher-developed criteria checklist</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
LEADERSHIP, ADVOCACY AND SERVICE (continued)					
23. plan and implement volunteer activities to benefit a health organization or cause.	2.2.E.4	8,1.A.5	<ul style="list-style-type: none"> • plan a hypothetical activity to benefit a health organization or cause. Student will use the computer to create brochures to promote their activity. 	Teacher-developed rubric for brochure	
24. develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.	2.2.E.5	8.1.B.4	<ul style="list-style-type: none"> • use a teacher-approved health issue to investigate and report to the class. • use the Internet, text and related media resources to support their position on the particular issue. • present their findings to the class. • be assessed by their classmates using a teacher-developed criteria. 	Student evaluation of peer presentations using a teacher-developed assessment check-list	Health issue examples: <ul style="list-style-type: none"> • cardiovascular diseases • cancer • stress • second-hand smoke

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
HEALTH SERVICES AND CAREERS					
25. compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.	2.2.F.1	8.1.B.4	<ul style="list-style-type: none"> • work in small groups using the Internet, yellow pages, magazines, etc. to investigate various health and fitness services. • address the following points in their report: <ol style="list-style-type: none"> 1. How would each facility be accessed? 2. What criteria would you consider? 3. Compare the cost of each facility. 4. How convenient is the facility? 5. Does the facility accommodate individuals with disabilities? • submit a written report. 	Teacher-developed rubric for written report	
26. compare and contrast preparation and job requirements for health and fitness careers.	2.2.F.2		<ul style="list-style-type: none"> • choose a fictional career in the health and fitness profession and research the preparation requirements for the career. This will be in the form of a written report, guided by a teacher-created rubric. 	Written report assessed against teacher-generated criteria.	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes									
Students will be able to:			Students will:											
ALCOHOL, TOBACCO, AND OTHER DRUGS (continued)														
29. compare and contrast the physical and behavioral effects of each classification of drugs.	2.3.B.6	8.1.A.7	<ul style="list-style-type: none"> • be given, by the teacher, supplemental material on the physical and behavioral effects of each classification of drug. • work independently to list the physical and behavioral effects of each classification of drugs that the teacher charts on the board. The class will then create the chart on the board. • use a computer-generated chart to complete their own chart based on class discussion. <table border="1" data-bbox="888 914 1352 1052" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">Drug</th> <th style="padding: 5px;">Behavioral Effects</th> <th style="padding: 5px;">Physical Effect</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • take a teacher-generated quiz. 	Drug	Behavioral Effects	Physical Effect							Quiz Accuracy of chart Teacher-generated quiz	
Drug	Behavioral Effects	Physical Effect												

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
ALCOHOL, TOBACCO, AND OTHER DRUGS (continued)					
30. analyze health risks associated with injecting drug use.	2.3.B.7		<ul style="list-style-type: none"> • participate in a class discussion dealing with the health risks associated with IV drug use. • investigate various health providers and their preventative measures when dealing with needles. • respond to their findings in their journal. • answer the question: Why would you not participate in the practice of injected drug use? 	<p>Journal entry</p> <p>Written response assessed for accuracy and knowledge</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
ALCOHOL, TOBACCO, AND OTHER DRUGS (continued)					
31. investigate the legal and financial consequences of the use, sale, and possession of illegal substances.	2.3.B.8		<ul style="list-style-type: none"> • research federal and state statutes related to the use and possession of substances. (media center) • examine the differences based on the age of the offender, quantity of the substance, location, and the involvement of weapons. • in small groups, review legal case studies and predict penalties for the infractions. Reconvene the entire class and have each group present its case study and its “legal opinion.” • create their own penalties for infractions of the law. 	Group presentations assessed against teacher-developed rubric	
32. examine how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.	2.3.B.9		<ul style="list-style-type: none"> • bring articles from the police blotter section into class. • identify which events could have been prevented if they were not under the influence. • discuss in their journals, how alcohol and other drugs had an influence on the situation. • create a different ending for the situation if they were not under the influence. 	Journal entry assessed for accuracy	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
DEPENDENCY/ADDICTION AND TREATMENT					
<p>33. identify how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.</p>	2.3.C.5		<ul style="list-style-type: none"> • be introduced to the concept of synergistic effect. • predict what may happen. Teacher will discuss this example* of synergistic effect and explain antagonistic effects and tolerance. • record their prediction on an index card. 	<p>Teacher assessment of prediction for accuracy and completeness</p>	<p>*Example: A person who drinks alcohol and then takes a sleeping pill will receive a much greater effect than each of these drugs can individually produce. Pour one cup of water into a large glass container. Then pour another cup of water and observe the water level. Explain that one cup of water plus one cup of water produce two cups. Then place one cup of vinegar in a glass. Take two table- spoons of baking soda and dissolve it into one cup of water. Make sure the cups are over a sink or bowl. Add water and baking soda to the vinegar. Tell students one glass represents alcohol the other sleeping pills.</p>

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
DEPENDENCY/ADDICTION AND TREATMENT (continued)					
<p>34. describe theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.</p>	2.3.C.6		<ul style="list-style-type: none"> • engage in a teacher-directed activity showing how addictions are formed. <ol style="list-style-type: none"> 1. one at a time, come to the front of the classroom, put on gloves, and hold their hands out palms facing each other at stomach level. 2. allow the teacher to take sewing thread and wrap it one time around the student's hands. 3. be asked to attempt to break the thread. Repeat this procedure two to three times. 4. be asked to attempt to break the thread after it has been wrapped around their hands multiple times. • listen to an explanation by the teacher on how addiction works; that it is easy to break a habit the first time you do it, but it becomes increasingly more difficult. • discuss how certain risk factors predispose an individual to drug dependency. 	Teacher observation checklist	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
SEXUALITY					
36. analyze internal and external pressures to become sexually active.	2.4.B.2		<ul style="list-style-type: none"> • listen to a scenario describing a party without chaperones. The story describes friends pressuring a student into smoking pot or drinking alcohol as well as engaging in sexual activity. • at the conclusion of the story, work in small groups to list the characters most responsible for forcing “Mary” or “John” into a compromising situation or engaging in a sexual activity. • defend their decision. • reflect on each controlled substance as it relates to impaired decision making and how that might lead to poor choices (sexual activity). 	<p>Rubric for synthesis of information</p>	<p>The teacher consistently emphasizes abstinence as the only effective means of avoiding problems caused by sexual activity.</p>
37. describe the physical, emotional and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	2.4.B.3 2.4.B.4		<ul style="list-style-type: none"> • write an essay supporting sexual abstinence as a personal choice. They will support the position relating to physical, emotional and social benefits using statistics and other supporting evidence. 	<p>Teacher-developed rubric for writing task</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes						
Students will be able to:			Students will:								
SEXUALITY (continued)											
38 (continued)			<ul style="list-style-type: none"> share, discuss and assess the information and conclusions as a group. <table border="1" data-bbox="888 461 1333 623"> <thead> <tr> <th data-bbox="888 461 1108 548">Behaviors/Mode Transmission</th> <th data-bbox="1113 461 1333 548">Ways to Reduce Risk</th> </tr> </thead> <tbody> <tr> <td data-bbox="888 552 1108 581"></td> <td data-bbox="1113 552 1333 581"></td> </tr> <tr> <td data-bbox="888 584 1108 613"></td> <td data-bbox="1113 584 1333 613"></td> </tr> </tbody> </table>	Behaviors/Mode Transmission	Ways to Reduce Risk						
Behaviors/Mode Transmission	Ways to Reduce Risk										
39. compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.	2.4.B.6	8.1.A.5	<ul style="list-style-type: none"> research various methods of contraception. chart the use, cost, method, effectiveness, failure rate and availability of each. discuss how these factors influence the use of contraception. work in groups and be assigned a particular method of contraception. 	Brochure assessed against teacher-developed criteria.	<i>New Jersey State Frameworks,</i> p. 348						

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
SEXUALITY (continued)					
39 (continued)	2.4.B.6	8.1.A.5	<ul style="list-style-type: none"> • create an informational brochure which contains the cost, method, effectiveness, failure rate and availability of their particular method of contraception. • categorize each method of contraception either reducing the risks or eliminating the risks associated with sexual activity. • build into the brochure how does abstinence as a contraceptive technique compare to their researched method in effectiveness, cost and availability. 		

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
SEXUALITY (continued)					
40. examine topics regarding sexual orientation.	2.4.B.7		<ul style="list-style-type: none"> • respond to three index cards answering the following unfinished statements: <ol style="list-style-type: none"> 1. People are homosexual because... 2. If I found out my best friend was lesbian, gay, bisexual, or transgender, I would... 3. One thing I don't understand about lesbians and gays is... • record their responses in their journal. • share their responses and discuss. 	<p>Journal entry</p> <p>Teacher observation</p>	<p><i>New Jersey State Frameworks, p. 388</i></p>
41. explain the importance of routine healthcare procedures such as breast examination and testicular examination.	2.4.B.8	8.1.B.4	<ul style="list-style-type: none"> • participate in a teacher-designed WebQuest. This WebQuest will focus on routine healthcare procedures and their importance. • discuss the results of the WebQuest. 		

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
SEXUALITY (continued)					
41. (continued)		8.1.B.4	<ul style="list-style-type: none"> • discuss why males are more likely to be reluctant to discuss the male reproductive system and the problems associated with it. • generate a list of reasons that it is important to have regular physical exams. 	Comparison of student work against teacher-generated list	
PREGNANCY AND PARENTING					
42. identify the signs and symptoms of pregnancy and explain how pregnancy is confirmed.	2.4.C.2		<ul style="list-style-type: none"> • interview their parents relating to the signs and symptoms of pregnancy and how it is confirmed. • report their findings as a result of the parent interview in journal. • review in class the fertilization process. • make a chart detailing how a baby develops during pregnancy. • invite a doctor/nurse in to discuss pregnancy, signs, symptoms and confirmation. 	<p>Journal entry</p> <p>Chart assessed for accuracy</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
PREGNANCY AND PARENTING (continued)					
43. analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.	2.4.C.3		<ul style="list-style-type: none"> • work in groups to brainstorm the physical and emotional changes that occur during pregnancy. • record their findings. • illustrate the stages of labor. Upon reviewing the timeline* of the stages of labor, answer the following questions: <ol style="list-style-type: none"> 1. Which stage is the longest? 2. Which stage is the shortest? 3. How much of the whole labor process is taken up by the first stage? 4. What emotions may arise in the first stage as compared to the third? • answer teacher-developed questions. 	Teacher assessment of open-ended questions responses	<p>*Creating the timeline: Draw a timeline on the board and add thick marks (re-presenting hours) numbered 1 to 18. Have a volunteer mark off from 1 to 15 and label it FIRST STAGE. Have another volunteer mark off an hour and a half and label it SECOND STAGE. Ask a third volunteer to mark off half an hour and label that section THIRD STAGE.</p>

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
PREGNANCY AND PARENTING (continued)					
<p>44. explain the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.</p>	2.4.C.4		<ul style="list-style-type: none"> • as a class, list on the board all of the benefits for a woman who identifies her pregnancy early and knows where and how to get help. Stress the importance of early prenatal care. • be divided into small groups and assign one aspect of prenatal care. Each group will research the impact of the behavior on the pregnancy and present a brief report to the class. Include the following topics: exercise, nutrition, use of drugs, safety issues, and protection from STD's. • work in expert teams on one aspect of prenatal care and teach the class that particular aspect. 	<p>Written report assessed using teacher-developed rubric</p> <p>Teacher-generated rubric for oral presentation</p>	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:	Tests and quizzes to be given when appropriate	
PREGNANCY AND PARENTING (continued)					
45. describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.	2.4.C.5	8.1.B.4	<ul style="list-style-type: none"> • use the Internet and supplemental material to research the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development. • in groups, create a flier explaining this information. Group presentations will follow. 	Teacher-generated rubric for flier presentation Journal entry	
46. describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.	2.4.C.6		<ul style="list-style-type: none"> • list four goals they want to achieve in their lifetime; enter into journal. • after compiling their list, answer the question, “How would being a parent affect these goals?” • respond to a list of questions related to parenting. Advise students that for some questions a “yes” answer may have a positive connotation for parenthood; however, for other questions the same response may have a negative connotation. Listed below are sample questions to include as part of the checklist. After answering, students will complete a journal entry summarizing their ideas. 		

Assure students there are no right answers and no grades to be assigned.

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
PREGNANCY AND PARENTING (continued)					
46. (continued)			<p style="text-align: center;">Parenting Checklist</p> <ol style="list-style-type: none"> 1. Is wanting a child enough? Do I regard children as separate, individual human beings? What would I want to teach my child? 2. How much experience have I had with young people, and did I like it? 3. Do I feel good about myself? How do I handle anger? Do I deal effectively with emotion? Do I feel comfortable about giving and receiving? 4. Do I know how to express affection? Could I hug my teenager and could he/she hug me? 5. Am I aiming for perfection? Do I want a child of mine to be a miniature version of me? 6. What do I know about discipline and freedom (e.g., about setting limits and giving space)? 7. How much time am I willing to spend? Am I willing to sacrifice myself physically? Am I willing to accept the trade-offs? Do I want to hold two full-time jobs? 8. Can I imagine life with a teenager? 		

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
PREGNANCY AND PARENTING (continued)					
46. (continued)			9. How do I feel about privacy? 10. Would it matter whether I had a biological or adopted child? Do I think my genes are more special than someone else's? 11. Would I want to compete with my parents and show them I can do a better job than they did with me? If I had a choice, would I go back to my own childhood? What would I want to pass on to my child from my own childhood? What I want to avoid, at all cost, that I experienced myself? 12. Am I willing to share influence over my child? Am I willing to share responsibility for my child? 13. Will I be able to separate myself from by child? 14. Do I enjoy child-centered activities? 15. Have I experienced life in a variety of settings? 16. Am I prepared to spend about \$600 per month to rear my child to age 18? 17. What if my decision turns out to be wrong for me? How good am I at taking risks and living with my mistakes?		

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
PREGNANCY AND PARENTING (continued)					
47. describe effective parenting strategies and resources for help with parenting.	2.4.C.7		<ul style="list-style-type: none"> • be arranged in a fishbowl activity with the male students on the inside. Allow the male students 5-10 minutes to discuss effective parenting strategies. When the 5 minutes are up, female students may ask questions of the young men. • reverse the above activity and compare responses. • discuss ways to become a better parent. • investigate resources available for parents (e.g., magazines, websites, books, courses, videos, TV shows). • compare resources and create a resource list on the board. 	Teacher observation	

Proficiencies (Objectives)	NJCCC Standards	NJCCC for Technological Literacy	Suggested Activities	Evaluations and Assessments	Teacher Notes
Students will be able to:			Students will:		
PREGNANCY AND PARENTING (continued)					
48. analyze the challenges and responsibilities of being a teen mother and/or father.	2.4.C.8		<ul style="list-style-type: none"> • find and read magazine articles and news stories about teen pregnancy. • meet in discussion groups to share what they have read responding to the following lead questions: <ol style="list-style-type: none"> 1. What are the particular problems that pregnant teens have to face? 2. How does abstinence allow teens to avoid those problems? • record individual responses in health journal. 	Journal entry	

BIBLIOGRAPHY/RESOURCES

TEXT:

Meeks, Linda and Philip Heit. *Health and Wellness, 8th Grade*. New York, New York. Macmillain McGraw-Hill, 2005.

TEACHER RESOURCES:

Under no circumstances is material from these sources to be duplicated and distributed to students without the approval of the Supervisor.

Act Smart: HIV/AIDS Education Curriculum for Three Age Groups. American Red Cross. New York, New York: Mosby Lifeline, 1995.

AIDS: The Individual and Society.

Abstinence: Pick and Choose Activities Book. The Health Education Connection.

Brick, Peggy and Bill Taverner. *Teaching Abstinence, Contraception and Sexual Health*. Planned Parenthood of Greater New Jersey, Inc.

Brick, Peggy, et. al. *Teaching Safer Sex*. Planned Parenthood of Greater New Jersey, Inc. Center for Family Education, 1998.

Current Health Magazine. Vol. 1, 2. Weekly Reader Corporation.

Gelporin, Nora. *Teaching With Sex, Etc.: Articles & Activities*. 2nd ed. Rutgers University, 2003.

Jackson, Tom. *Activities That Teach*. Red Rock Publishing, 2003.

Meeks, Linda and Philip Heit. *Sexuality and Character Education K – 12*. Chicago, Illinois: Everyday Learning Corporation, 2001.

Meeks, Linda, Philip Heit and Randy Page. *Comprehensive School Health Education*. 2nd ed. Chicago, Illinois: Everyday Learning Corporation, 2001.

---. *Totally Awesome Strategies for Teaching Health*. Chicago, Illinois: Everyday Learning Corporation, 1996.

Merki, Mary Bronson, Ph.D. *Abstinence*. New York, New York: Glencoe Division of Macmillan/McGraw Publishing, 1999.

---. *Developing Responsible Relationships*. New York, New York: Glencoe Division of Macmillan/McGraw Publishing, 1993.

Montfort, Sue and Peggy Brick. *Unequal Partners: Teaching about Power and Consent in Adult – Teen Relationships*. Planned Parenthood of Greater New Jersey, Inc. Center for Family Education.

New Jersey Health Education and Physical Education Curriculum Frameworks, 1999.

BIBLIOGRAPHY (continued)**TEACHER RESOURCES (continued)**

Pógany, Susan Browning. *Sex Smart – 501 Reasons to Hold Off on Sex*. Minneapolis, Minnesota: Fairview Press, 1998.

Purdy, Candice O. and Stan Kenozierski. *Understanding Your Sexuality*. Glenview, Illinois: Scott Forsman and Company, 1980.

Sex, Etc. Network for Family Life Education. Center for Applied Psychology.

Tillman, Kenneth G. and Patricia Rizzo Toner. *How To Survive Teaching Health*. Parker Publishing Co., 1990.

Toner, Patricia Rizzo. *Just For the Health Of It! Units 1-6*. The Center for Applied Research in Education. Professional Publishing, 1993.

Toner, Patricia Rizzo and Marian Milliken.. *The Health Teacher's Book of Lists*. San Francisco, California: Center for Applied Research in Education, 1999.

WEBSITES:

www.americanheart.org

American Heart Association

www.anatomical.com

Anatomical Chart Company

www.ashaweb.org

American Medical Association

www.cancer.org

American Cancer Society

www.cdc.gov

Center for Disease Control and Prevention

www.cjims.org

The Central Jersey Instructional Media Service (online video lending library services)

www.dhhs.gov

U.S. Department of Health and Human Services

www.dole5aday.com

Dole

www.ed.gov/offices/OESE/SDFS

Office of Safe and Drug-Free Schools

www.etr.org

Health videos

www.glencoe.com/sec/health

Glenco supplement to text

www.health.discovery.com

Discovery Health Channel

www.healthfinder.gov

Health Finder

www.healthierus.gov/dietaryguidelines/

Healthier U. S. Government

www.healthteacher.com

Health teacher lesson information

BIBLIOGRAPHY (continued)**WEBSITES (continued)**

www.kidshealth.com

www.mmhhealth.com

www.mypyramid.gov/

www.nih.gov

www.njpep.org

www.njpep.org/classroom/classroomresources/healthpehtml

www.nj.gov/njded/aps/cccs/chpe/

www.nps.k12.nj.us

www.pecentral.com

www.pelinks4u.com

www.sex,etc.org

www.siecus.org

www.state.nj.us/agriculture/modelnutritionpolicy.htm

www.state.nj.us/education

www.surgeongeneral.gov

www.teenhealthFX.com

www.who.gov

Issues relating to kids health

McMillan, McGraw Hill

New Food Pyramid

National Institutes of Health

New Jersey Education port/Lesson ideas

New Jersey Education classroom resources

New Jersey Department of Education/Core Curriculum Content Standards

Internet resources for physical education, health and nutrition - annotated resource list of Internet sites for physical education, health education, HIV education, substance abuse education and athletics.

Lesson ideas for the physical educator and health educator

Lesson ideas for the physical educator and health educator

A website by teens for teens, sponsored by Rutgers

Sexuality information and Education Council of the United States

New Jersey Department of Agriculture

Click on "Educators"

Office of the Surgeon General

Teen health issues – online resource for questions regarding health, relationships and sexuality

World Health Organization

BIBLIOGRAPHY (continued)**ADDITIONAL SITES:****Sexual Assault Prevention**<http://www.acog.com><http://www.ncpc.org/ncpc><http://www.tempe.gov/cpu/sapc.htm><http://www.uwpd.wisc.edu/crimeprv/sexaslt.htm>*Drawing the Line-A Guide to Developing Effective Sexual Assault Program*

National Crime Prevention

Crime Prevention Unit

Sexual Assault Prevention

Abstinence<http://www.siecus.org/pubs/fact/fact0001.html>

Adolescence and Abstinence Fact Sheet

Hepatitis B<http://digestive.niddk.nih.gov/ddiseases/pubs/heps/hepbez/index>

What I need to know about Hepatitis B

<http://cpmcnet.columbia.edu/dept/gi/hepB.html>

Hepatitis B

American Alliance for Health/Physical Education, Recreation and Dance (AAHPERD)info@aaahperd.org; <http://www.aahperd.org>**New Jersey Association for Health, Physical Education, Recreation and Dance (NJAHPERD)**www.njahperd.org

BIBLIOGRAPHY (continued)**SUPPLEMENTAL:**

United States Agencies

Department of Health and Human Services

- Public Health Service – PHS
- Agency for Toxic Substance and Disease Registry
- Centers for Disease Control Prevention – CDC
- Food and Drug Administration – FDA
- Indian Health Service – HIS
- National Institute of Health – NIH
- Substance Abuse and Mental Health Services Administration
- Environmental Protection Agency
- Occupational Safety and Health Administration

VIDEOS:

AIDS. Teens Health Series. Schlessenger Video Productions, 1994. (40 mins.)

This video explains what AIDS and HIV are and how the body's ability to fight off infection eventually becomes weakened once infected by the virus. This program presents emotionally moving portraits of young people who are living with AIDS. Infected as teens, they make it clear that engaging in risky sexual behavior without using a condom puts an individual in danger of contracting the disease.

AIDS Awareness for Teens. Videos for the Classroom, 1997. (22 mins.)

This video frankly and clearly discusses the dangers of AIDS. It discusses at-risk activities with tips on how to avoid the danger. The video assures the students that AIDS is a specific disease that can and should be avoided.

Alcohol and Sex: Prescription for Poor Decision-Making. Human Relations Media, 1998.

This video shows that too many young people are making their most intimate sexual decisions under the influence of alcohol. It provides statistics showing that approximately 80% of first sexual experiences occur under the influence of alcohol, that in two-thirds of unplanned pregnancies the woman was intoxicated during sex and that alcohol is involved in 60% of all cases of sexually-transmitted diseases. Simply put, alcohol often leads to risky sexual behavior.

BIBLIOGRAPHY (continued)**VIDEOS (continued)**

American Red Cross: Emergency Test. Dir. Susan Winston and Dan Funk. Rush/Winston Productions. Thousand Oaks, California: Goldhil Video, 1990. (50 minutes)

This video discusses preparation in everyday situations that include: Home/child safety (fires, falls, accidents, burns, poisons); recreational accidents (jogging, hiking, bicycling, boating, swimming); natural disasters (floods, earthquakes, hurricanes, tornadoes, electrical storms); and public safety (choking, heart attack, severe bleeding, unconsciousness).

Broken Promises. Chariot Productions, 1990. (34 mins.)

This video is about children who grow up in a family with an alcoholic parent or sibling.

Building and Maintaining Healthy Relationships. Jaguar Educational, 2002. (25 mins.)

This video discusses the three stages of love and relationships. It talks about the characteristics of a good relationship and what it should feel like to be in a good relationship. It discusses intimacy and explains how conflict can be healthy and when conflict is unhealthy.

Club Drugs: The Real Deal. Human Relations Media, 2002. (27 mins.)

This video shows that while teen drug use has leveled off in recent years, a new and dangerous menace poses an even greater threat to today's young people: club drugs. Since the drugs are relatively new, their dangers are not widely known. This video provides teens with up-to-date information on the dangers of these drugs, including death from overdose, as well as information on evaluating their options and making responsible choices.

Contraception: Know Your Options. Hosted by Holly Atkinson, M.D. Women's Health Series. West Houston, Texas: American Medical Communications, 1993. (39 mins.)

This video is a review of contraception methods for both men and women, including the benefits and risks of each.

Date Rape Drugs: An Alert. Monmouth Junction, New Jersey: Meridian Education Corporation, 1999.

This video discusses a new danger on the dating scene: date rape drugs. It shows how predators and pranksters can slip the illegal substances into drinks hoping to loosen the victim's inhibitions and erase their memories. Most often the goal is sex. The video covers very useful tips for protecting one's self.

BIBLIOGRAPHY (continued)**VIDEOS (continued)**

Don't Say Yes, When You Really Mean No!! Huntsville, Texas: Educational Video Network, Inc. (58 mins.)

This video deals with saying “no” to unwanted sexual advances.

Drug Uses and Abuses: Steroids. Cambridge Educational Video, 2004.

This video examines the use and abuse of anabolic steroids and GHB, a steroid-like substance and date rape drug. Using case studies and personal experiences, the video probes the abuse and the many side effects of anabolic steroids.

Dying to be Thin. Dir. Larkin McPhee. Narrated by Susan Sarandon. Nova Production by Twin Cities Public TV, Inc. for WGBH BostonVideo, 2000. (DVD, 60 minutes)

This DVD looks at eating disorders: anorexia nervosa, bulimia. There are interviews with students, ballet dancers and fashion models. The video discusses the diagnosis and treatment of the diseases.

Flirting or Hurting: Sexual Harassment in Schools. Dir./Publisher GPN. (58 mins.)

This video deals with the sensitive subject of sexual harassment in a school setting.

Human Reproduction – 100. Pleasantville, New York: Guidance Associates. (slides on carousel)

Eighty drawings on slides using carousel projector.

In a Split Second. Blanki and Bodi Productions. Emergency Action Video, 1994. (48 minutes)

This is a video on emergency situations that includes: cuts, burns, gunshot wounds, electrocution, choking and drowning. Each situation is followed by questions to test knowledge and then the correct response.

Journey Into Life: The Triumph of Creation. Prod. by ABC. Kane Productions International, Inc. for Genesis Films. Chicago, Illinois: Questar Video, Inc., 1990. (30 mins.)

This video is a powerfully moving film that captures the most amazing moments of creation on camera. *Journey Into Life* contains awe-inspiring images from the moment of conception when egg and sperm meet to travel the remarkable journey that ends with the magic of birth. This video received an Academy Award nomination for “Best Documentary Feature” in 1990.

Miracle of Life, The. Nova. New York, New York: Crown Publishers, Inc., 1986. (60 mins.)

This video captures awe-inspiring images of creation.

BIBLIOGRAPHY (continued)**VIDEOS (continued)**

Peace Talks: Handling Dating Pressures and Harassment. Program #6. with Michael Pritchard. Greystone Educational Materials. Scandia, Minnesota: HeartLand Media, 1997. (29 mins.)

This video helps students distinguish between flirting and sexual harassment. It makes students aware of the warning signs of potentially dangerous or abusive relationships. It reaffirms that abusive behavior should never be present in dating or love relationships. It emphasizes the value of positive self-esteem as a guard against involvement in abusive relationships and it identifies the steps victims of harassment or abuse can take to stop these situations before they become harmful.

Perspectives on Abstinence. National Institute of Mental Health, 1998. (30 mins.)

This video is designed to stimulate class discussion on many issues and questions surrounding abstinence, e.g., Is kissing sex?; Is being in love a good reason for having sex?; Who should set the limits? It emphasizes the individual's decision-making and assertiveness techniques.

Problem with Food, The. Exec. Prod. Nancy Lavin. New York, New York: Wellspring Media, 1993. (27 minutes)

This video teaches how to identify warning signs, deal with causes, and cope with anorexia, bulimia or compulsive eating.

Raging Hormones. Huntsville, Texas: Educational Video Network, Inc. (16 mins.)

This video deals with pregnancy avoidance.

Real People – Abstinence: Choosing to Wait. Sunburst Visual Media, 2001. (23 mins.)

This video discusses many reasons for teens to choose to wait for sex. It discusses good decision-making, setting limits and boundaries in relationships. STDs, pregnancies, what happens under the influence of alcohol and drugs, as well as one's reputation.

Real People – Club Drugs: What You Should Know. Sunburst Visual Media, 2002. (20 mins.)

This video's purpose is to steer young people away from club drugs by making the consequences of using any of them abundantly clear. The video helps viewers learn first-hand what the drugs do, the dangers inherent in each of them and strategies for staying safe in social situations that might involve their use.

Real True and False About Alcohol, Marijuana and Inhalants, The. Dir. Angelique LaCour. New Orleans, Louisiana: Discover Films Video. (16 minutes)

This video uses statements, then true or false responses by "students" to explain psychological, physiological and social implications of the use of those three substances.

Real True and False About Club Drugs, Rx Drugs and Inhalants, The. Dir. Angelique LaCour. New Orleans, Louisiana: Discover Films Video. (17 minutes)

This video shows the effects of those three categories by using true/false statements. A statement is made about club drugs that they are sometimes used as "date rape" situations and by "sexual predators."

BIBLIOGRAPHY (continued)**VIDEOS (continued):**

Secrets Through the Smoke. Center for Disease Control, 2001.

The purpose of this video is to promote critical thinking and stimulate discussion about how the tobacco industry has used the science of addiction, along with marketing practices, to promote the use of tobacco.

Sexual Harassment. Teen Health Series. Bala Cynwyd, Pennsylvania: Schlessinger Video Productions, 1994. (30 mins.)

This video deals with the topic of sexual harassment in schools.

STD's: The Keys to Prevention. Women's Health Series. Parade Video, 1993.

This video covers transmission, prevention and recognition of sexually transmitted infections. It reviews STDs such as gonorrhea, chlamydia, herpes and syphilis.

Teen Pregnancy. Teen Health Video Series. Bala Cynwyd, Pennsylvania: Schlessinger Video Productions, 1994. (30 mins.)

This video discusses one of the biggest problems facing teens in America today: teen pregnancy. It discusses the realities, biological and psychological, behind teen pregnancies. This video features doctors, counselors, a nurse practitioner, a teen peer counselor, teens and teen mothers. Issues of choice are covered as well as information on teen sexuality, birth control, conception and prenatal care.

Teen Sexuality. Teen Health Video Series. Bala Cynwyd, Pennsylvania: Schlessinger Video Productions, 1994. (30 mins.)

This video helps to sort out some of the questions teens may have about sex and their own sexuality, peer pressure, birth control, teen pregnancy and STDs. It includes discussions on how one can be a sexual person without having sexual intercourse.

Teenage Alcohol Abuse. Huntsville, Texas: Educational Video Network, Inc. (20 mins.)

This video discusses the facts about alcohol and encourages teens to make responsible choices about its use.

Teenage Cocaine Abuse. Huntsville, Texas: Educational Video Network, Inc. (24 mins.)

This matter-of-fact video describes the forms cocaine comes in, how it is used, and the side effects of cocaine use. It describes the destructiveness of the drug, especially to young users.

This is Your Brain on Alcohol. Dir. Angelique LaCour. New Orleans, Louisiana: Discover Films Video. (16 minutes)

This video shows how alcohol affects development, size and function of the brain.

What's Wrong with Marijuana. Mt. Kisco, New York: Human Relations Media, 1999. (28 mins.)

Marijuana is the most widely used illegal drug in the United States. Marijuana is the illegal drug of choice for teens and pre-teens. This video is designed to encourage students to weigh for themselves the risks and dangers of marijuana use and to understand marijuana's potential impact on their health and emotional well-being.

BIBLIOGRAPHY (continued)**GUEST SPEAKERS:**

On appropriate occasions and when the opportunity arises to have a guest speaker address Family Life or Human Sexuality topics in the curriculum, the teacher will seek permission from the building principal and the Supervisor of Health and Physical Education. Parents will be apprised of the guest speaker and have the option of having their child participate in an alternate activity. No penalty will result.

APPENDIX A

SAMPLE AUTHENTIC ASSESSMENT

SAMPLE AUTHENTIC ASSESSMENT

RESISTING PEER PRESSURE

SCENARIO:

You are an eighth grader (13-14 years old) and will be staying home for the weekend while your parents/guardians are away. Your older sibling (age 25) will be responsible for you, but he/she works during the day.

You have come to learn that many of your friends are aware you will be home “alone.” They are text messaging you that they will stop by for a get-together. You understand that some people might bring alcohol. (Your chaperone will be working for most of the day).

TASK:

What decisions and steps would be most appropriate to take to avoid problems of underage drinking, mischievous behavior on the part of friends, as well as the loss of trust in you by your parents?

You will need to record all the steps you would take to avoid being placed in a compromising situation. Create a plan and illustrate how you would follow through with your plan; explain your plan to a close friend and ask that friend for some feedback and guidance. You will need to include the steps in the decision-making process explaining how you would implement each in this situation.

You will present your plan to resist peer pressure to the class orally and develop note cards to follow and hand in to the teacher.

**RUBRIC FOR SAMPLE AUTHENTIC ASSESSMENT
RESISTING PEER PRESSURE**

CRITERIA	EXEMPLARY	PROFICIENT	DEVELOPING	NOVICE
CONTENT/ INFORMATION	<ul style="list-style-type: none"> All critical elements are included. Information is accurate and focused. 	<ul style="list-style-type: none"> Most critical elements are included. Information is generally accurate and somewhat focused. 	<ul style="list-style-type: none"> Some critical elements are included. Information is somewhat accurate and details are missing. 	<ul style="list-style-type: none"> Contains errors Information is not accurate and focused.
PURPOSE	Detailed understanding is evident throughout.	Understanding is evident throughout.	Understanding is vague and lacks coherence.	Does not demonstrate understanding
ORGANIZATION	Oral presentation is sequential and logical.	Oral presentation is for the most part, sequential and logical.	Oral presentation is lacking logical sequence	Oral presentation has no logical sequence
PLANNING FORMAT	Information is organized. A clear plan is evident and followed.	Information is moderately organized demonstrating a few gaps.	Some information is organized. A plan is made, but not followed through.	Information is disorganized. No plan is evident.
APPLICATION OF DECISION-MAKING MODEL	Consistently demonstrates accurate application of the decision-making mode.	Demonstrates accurate application of the decision-making model most of the time.	Demonstrates application of the decision-making model some of the time.	Does not demonstrate application of the decision-making model.
PRESENTATION SKILLS	Consistently makes eye contact with the audience. Demonstrates confidence and is able to articulate all points eloquently and clearly.	For the most part, makes eye contact with the audience. Demonstrates confidence and is able to articulate most points of view clearly.	Eye contact is inconsistent. Presentation lacks self-confidence. Points of view are not clearly expressed.	Rarely makes eye contact with the audience. Presentation is fragmented and poorly delivered. Points of view are not clearly understood nor conveyed to the audience.

APPENDIX B

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR HEALTH AND PHYSICAL EDUCATION**

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION STANDARDS AND PROGRESS INDICATORS

STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8** students:

A. Personal Health

1. describe the appropriate selection and use of healthcare and personal hygiene products.
2. evaluate the impact of health behaviors and choices on personal and family wellness.
3. interpret health data to make predictions about wellness.
4. investigate how technology and medical advances impact wellness.

B. Growth and Development

1. discuss how body systems are interdependent and interrelated.
2. investigate the physical, social, emotional and intellectual changes that occur at each life stage and how those changes impact wellness.
3. discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.

C. Nutrition

1. analyze how culture, health status, age and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
2. describe healthy ways to lose, gain or maintain weight.
3. describe the impact of nutrients on the functioning of human body systems.
4. analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis and other health conditions.

D. Diseases and Health Conditions

1. investigate current and emerging methods to diagnose and treat diseases and health conditions.
2. classify diseases and health conditions as communicable, non-communicable, acute, chronic or inherited.
3. compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer and testicular cancer.
4. analyze local and state public health efforts to prevent and control diseases and health conditions.
5. investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders and bipolar disorders.

NJCCC STANDARDS (2.1 continued)

E. Safety

1. assess situations in the home, school and community for perceived vs. actual risk of injuries.
2. investigate the short- and long-term impacts of injuries on the individual, the family and the community.
3. describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock and poisoning.
4. discuss the short- and long-term physical, social and emotional impacts of all forms of abuse.
5. describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.

F. Social and Emotional Health

1. analyze how personal assets, resiliency and protective factors support healthy social and emotional development.
2. discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.
3. investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
4. analyze the effectiveness of home, school and community efforts to prevent conflict, harassment, vandalism and violence.
5. debate the consequences of conflict and violence on the individual, the family, and the community.
6. describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.
7. analyze how culture influences the ways families and groups cope with crisis and change.

STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Building upon knowledge and skills gained in the preceding grades by the end of **Grade 8**, students:

A. Communication

1. analyze health ideas, opinions and issues from a variety of valid and reliable health sources.
2. present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.
3. assess the use of refusal, negotiation and assertiveness skills and recommend strategies for improvement.
4. assess the use of active and reflective listening.
5. analyze the economic and political purposes and impacts of health messages found in the media.

B. Decision-Making

1. demonstrate and assess the use of decision-making skills in health and safety situations.
2. compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
3. predict social situations and conditions that may require adolescents and young adults to use decision-making skills.
4. discuss how ethical decision making requires careful thought and action.
5. critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

C. Planning and Goal Setting

analyze factors that support or hinder the achievement of personal health goals.

D. Character Development

1. analyze how character development can be enhanced and supported by individual, group and team activities.
2. compare and contrast the characteristics of various role models and the core ethical values they represent.
3. explain how community and public service supports the development of core ethical values.
4. analyze personal and group adherence to student codes of conduct.

NJCCC STANDARDS (2.2 continued)

E. Leadership, Advocacy and Service

1. demonstrate the ability to function effectively in both leadership and supportive roles.
2. discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
3. develop and articulate a group's goals, shared values and vision.
4. plan and implement volunteer activities to benefit a health organization or cause.
5. develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.

F. Health Services and Careers

1. compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.
2. compare and contrast preparation and job requirements for health and fitness careers.

STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO AND OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Building upon knowledge and skills gained in the preceding grades by the end of **Grade 8**, students:

A. Medicines

1. compare and contrast commonly used over-the-counter medicines.
2. classify commonly administered medicines and describe the potential side effects of each classification.
3. recommend safe practices for the use of prescription medicines.
4. compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics and supplements.

B. Alcohol, Tobacco and Other Drugs

1. investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke and injuries.
2. investigate the health risks posed to non-smokers by second-hand/passive smoke.
3. investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease and injuries.
4. analyze how the use and abuse of alcohol impacts thinking, reaction time and behavior.
5. describe sudden sniffing syndrome and the resultant brain, nerve and vital organ damage that can result from the use of inhaled substances.
6. compare and contrast the physical and behavioral effects of each classification of drugs.
7. analyze health risks associated with injecting drug use.
8. investigate the legal and financial consequences of the use, sale and possession of illegal substances.
9. discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy and STDs.

C. Dependency/Addiction and Treatment

1. analyze the physical, social and emotional indicators and stages of dependency.
2. discuss ways to quit using substances and discuss factors that support the ability to quit.
3. analyze factors that influence the use and abuse alcohol, tobacco and other drugs.
4. describe how substance abuse affects the individual, the family, and the community.
5. discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
6. discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Building upon knowledge and skills gained in the preceding grades by the end of **Grade 8**, students:

A. Relationships

1. compare and contrast the current and historical role of marriage and the family in the community and society.
2. discuss changes in family structures and the forces that influence change.
3. analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
4. discuss factors that enhance and sustain loving, healthy relationships.
5. describe how various cultures date or select life partners.
6. differentiate among affection, love, commitment and sexual attraction.
7. describe the signs of an unhealthy relationship and develop strategies to end it.
8. develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

B. Sexuality

1. discuss the influence of hormones, heredity, nutrition and the environment on the physical, social and emotional changes that occur at puberty.
2. analyze internal and external pressures to become sexually active.
3. describe the physical, emotional and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
4. discuss the potential short- and long-term physical, emotional and social impacts of adolescent sexual activity.
5. analyze how certain behaviors place one at risk for HIV/AIDS, STDs and unintended pregnancy.
6. compare and contrast methods of contraception, risk reduction, and risk elimination; and explain how reliability, religious beliefs, age, gender, health history and cost may influence their use.
7. discuss topics regarding sexual orientation.
8. discuss the importance of routine healthcare procedures such as breast self-examination and testicular examination.

NJCCC STANDARDS (2.4 continued)

C. Pregnancy and Parenting

1. describe fertilization and each stage of embryonic and fetal development.
2. discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
3. analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
4. discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
5. describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases and environmental hazards on prenatal and postnatal development.
6. describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
7. describe effective parenting strategies and resources for help with parenting.
8. analyze the challenges and responsibilities of being a teen mother and/or teen father.

APPENDIX C

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR TECHNOLOGICAL LITERACY**

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR TECHNOLOGICAL LITERACY

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Basic Computer Skills and Tools

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data using touch keyboarding with proper technique.
4. Input and access data and text efficiently and accurately through proficient use of other input devices such as the mouse.
5. Create documents with advanced text formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.
11. Choose appropriate electronic graphic organizers to create, construct or design a document.
12. Create, organize and manipulate shortcuts.

B. Application of Productivity Tools

Social Aspects:

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice “etiquette” when using the Internet and electronic mail.

NJCCC STANDARDS FOR TECHNOLOGICAL LITERACY (8.1B continued)

Information Access and Research:

6. Choose appropriate tools and information resources to support research and solve real-world problems, including, but not limited to:
 - On-line resources and databases
 - Search engines and subject directories
7. Evaluate the accuracy, relevance and appropriateness of print and non-print electronic information sources.

Problem-Solving and Decision-Making:

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

NJCCC STANDARDS FOR TECHNOLOGICAL LITERACY (continued)

<p>STANDARD 8.2 (TECHNOLOGY EDUCATION) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY AND THE ENVIRONMENT.</p>
--

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

B. Design process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Use hands-on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing and construction technologies.
2. Explain reasons why human-designed systems, products and environments need to be monitored, maintained and improved to ensure safety, quality, cost efficiency and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climate control and communication.

STATE MANDATES PERTAINING TO HEALTH

18A:35-4.19 Short title

1. This act shall be known as the “AIDS Prevention Act of 1999.”
L.2001,c.303,s.1.

18A:35-4.20 Sex education programs to stress abstinence

2. Any sex education that is given as part of any planned course, curriculum or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program or goal of education, and any materials including, but not limited to, handouts, speakers, notes or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.
L.2001,c.303,s.2.

18A:35-2.1 Abstinence from sexual activity stressed in curriculum

3. The Board of Education shall include in its Family Life and HIV/AIDS curriculum instruction on reasons, skills and strategies for remaining or becoming abstinent from sexual activity. Any instruction concerning the use of contraceptives or prophylactics such as condoms shall also include information on their failure rates for preventing pregnancy, HIV and other sexually transmitted diseases in actual use among adolescent populations and shall clearly explain the difference between risk reduction through the use of such devices and risk elimination through abstinence.
L.2001,c.303,s.3.

STATE MANDATES (continued)

18A:35-4.22 Avoidance of IV drug use stressed

4. In addition, any course, program or material concerning methods for the prevention of HIV/AIDS shall stress the importance of avoiding intravenous drug use.

L.2001,c.303,s.4.

18A:35-4.7 Parent's statement of conflict with conscience

5. Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in Health, Family Life Education or Sex Education is in conflict with his conscience or sincerely-held moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.

L.1979,c.428,s.2, eff. Feb. 11, 1980.