

Rutherford Public Schools
Rutherford, New Jersey

Health Curriculum

Grade - 8

2004

Approved: 11/8/04

I. Introduction

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

II. Objectives

This course offering will afford each student the opportunity to acquire the knowledge they need to make informed decisions about their health, engage in opportunities to learn and practice life skills for positive health behaviors, and be encouraged to develop thinking skills in order to solve problems and think critically.

Learning activities will enable students to achieve health literacy as defined in The National Health Education Standards. "A health-literate person obtains, interprets, and understands basic health information and services and uses that information and those services in ways that are health-enhancing".

- A. The "National Health Education Standards" were developed by representatives of various health organizations, including the American School Health Association, the Association for the Advancement of Health Education, and the American Cancer Society.

The standards describe what students should know and be able to do in order to be health literate.

National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Student will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

- B. New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators: Student outcomes are based on the New Jersey Core Curriculum Content Standards in Comprehensive Health and Physical Education Standards and cumulative Progress Indicators

Standard 2.1: (Health Promotion) All students will achieve optimal wellness by learning and applying health promotion concepts and skills.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, intellectual, and spiritual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, preventing and treating simple injuries, and eliminating environmental hazards from one's home and workplace. Taking responsibility for one's own health is an important first step towards achieving wellness.

Cumulative Progress Indicators

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

- A. Personal Health and Wellness
1. Discuss the impact of each dimension of wellness on an individual's life.
 2. Describe the appropriate selection and use of healthcare and personal hygiene products (e.g., tanning products, make-up, hair care) commonly used by adolescents.
 3. Evaluate the impact of health behaviors and choices on personal and family wellness.
- B. Growth and Development
1. Differentiate among body systems and their primary and secondary roles and functions and discuss how body systems are interdependent and interrelated.
 2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage.
 3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.
 4. Compare and contrast the impact of various diseases and health conditions on the functioning of body systems.
 5. Discuss the impact of heredity and genetics on human growth and development.
 6. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
- C. Nutrition
1. Analyze personal eating patterns and influences and discuss ways to improve nutritional balance when planning meals and snacks.
 2. Create and justify a healthy eating plan that considers health, cultural, environmental, and social factors.
 3. Describe healthy ways to lose, gain, or maintain weight.
 4. Describe the impact of nutrients on the functioning of human body systems.
 5. 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 by type (e.g., communicable, inherited).
3. Compare and contrast diseases and health conditions commonly occurring in adolescents and young adults, including but not limited to hepatitis: STDs: HIV/AIDS; breast cancer; and testicular cancer.
4. Examine local and state efforts to prevent and control diseases and health conditions.
5. Investigate health problems related to environmental conditions and recommend ways to reduce or eliminate them.
6. Investigate various forms of mental illness including but not limited to impulse disorders (e.g., gambling, shopping), depression, eating disorders, and bipolar disorders.

E. Safety

1. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.
2. Develop and demonstrate strategies to reduce the risk of injuries.
3. Describe and demonstrate first aid procedures, including but not limited to, situation and victim assessment; basic life (CPR, rescue breathing, and choking); and 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 ways to protect against sexual assault and explain what to do if sexually assaulted.
6. Investigate the short-and long-term impacts of injuries on the individual, the family and the community.
7. Describe and demonstrate strategies to increase personal safety while in public places.

F. Social and Emotional Health

1. Examine how personal assets support healthy social and emotional development.
2. Discuss the impact of peer pressure, low self-esteem, and perceived vulnerability on the social and emotional development of adolescents.
3. Discuss the development tasks of adolescence, including the development of mature relationships, gender identification, developing a healthy body image, emotional independence, and the development of life skills.
4. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, and violence and demonstrate strategies to deal with each.
5. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, and violence.
6. Debate the consequences of conflict and violence on the individual, the family, and the community.
7. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.
8. Compare and contrast ways to deal with rejection, separation, and loss.
9. Compare and contrast ways that different cultures and family groups cope with crisis.

Standard 2.2 (Life Skills) All students will achieve optimal wellness by learning and applying personal, interpersonal, and life skills.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. This standard should be integrated into all of the comprehensive Health and Physical Education Standards.

Cumulative Progress Indicators

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

A. Communicating About Health

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. Use health data and information to research a health problem or issue.
6. Analyze the economic and political purposes and impacts of health messages found in the media.

B. Making Decisions About Wellness

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 for Wellness

1. Develop, implement, and evaluate a personal wellness plan that addresses current health status, needs, and interests and recommend strategies to support the achievement of the plan.

D. Developing Character and Leadership

1. analyze how character development can be enhanced and supported by individual, group, and team activities.
2. Analyze the use of competitive and cooperative strategies to meet different kinds of goals.
3. Demonstrate the ability to function effectively in both leadership and supportive roles.
4. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
5. Develop and articulate a group's goals, shared values, and vision.
6. Analyze personal and group adherence to student codes of conduct.
7. Compare and contrast the characteristics of various role models and the core ethical values they represent.
8. Use internal and external monitoring to provide feedback to group members.

E. Health Advocacy and Service

1. Plan and implement volunteer activities to benefit a health organization or cause.
2. Develop and defend a position or opinion on a health issue or problem.
3. Compare and contrast local, state, and national organizations, agencies, laws, and regulations that promote wellness.
4. Educate students and parents about a health issue or cause.
5. Explain how community and public service supports the development of core ethical values.

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 them 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 achieve optimal wellness by learning and applying substance abuse prevention concepts and skills.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make healthy choices.

Cumulative Progress Indicators

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

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. Tobacco

1. Investigate the relationship between tobacco use, respiratory diseases, cancer, heart disease, and stroke, and injuries such as burns or motor vehicle crashes.
2. Investigate the health risks posed to nonsmokers by sidestream/passive smoking.

C. Alcohol

1. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.
2. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
3. Discuss the relationship between the use of alcohol, GHB, Ecstasy, and other related substances and the incidence of date rape and sexual assault.

D. Inhalants

1. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.

E. Other Drug Classifications

1. Categorize commonly abused drugs by their classifications and actions.
2. Compare and contrast the physical and behavioral effects of each classification of drugs.
3. Analyze health risks associated with injecting drug use.
4. Discuss the legal consequences of the use, sale, and possession of controlled substances.

F. 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. Classify drug-taking situations as drug use, abuse, or misuse.
4. Analyze factors that influence individuals to use and abuse alcohol, tobacco, and other drugs.
5. Describe how substance abuse affects the individual, the family, and the community.
6. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
7. Discuss theories about dependency, including but not limited to, genetic predisposition; gender-related predisposition; and multiple risks.

Standard 2.4 (Human Sexuality and Family Life) All students will achieve optimal wellness by learning and applying concepts and skills that support healthy sexuality and positive personal relationships.

Descriptive Statement: This standard seeks to provide students with an understanding of the physical, mental, emotional, social, economic, and psychological aspects of interpersonal relationships and human sexuality. Students learn about human sexual development, pregnancy and childbirth, and the important role of parents and families. In addition, students learn medically-accurate information about both abstinence and contraception, learning safe and healthful behaviors that will reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

Cumulative Progress Indicators

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

A. Relationships

1. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.
2. Discuss factors that enhance and sustain loving, healthy relationships.
3. Describe how various cultures date or select life partners.
4. Discuss the influence of peers on personal growth and relationships.
5. Differentiate among affection, love, commitment, and sexual attraction.
6. Describe the signs of an unhealthy relationship and develop strategies to end it.
7. Develop standards for behavior when in a dating situation (e.g., setting limits, age differences).

B. Families and Parenthood

1. Discuss the current and historical role of marriage and the family in community and society.
2. Describe effective parenting strategies and resources for help with parenting.
3. Discuss changes in family structures and the forces that influence change.
4. Describe the physical, economic, emotional, social, intellectual, and spiritual responsibilities of parenthood.
5. Compare and contrast childcare options.
6. Describe the challenges and responsibilities of being a teen parent and discuss way to deal with them.
7. Investigate routine financial costs incurred by families and design a budget to address those costs.

C. Sexuality

1. Discuss the impact of sexuality at each life stage.
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 greater 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. Compare and contrast how cultural and religious beliefs, trends, and technology influence sexuality and reproductive health.
8. Discuss issues about sexual orientation.
9. Discuss female sexual and reproductive health issues, including but not limited to, menstrual irregularities: breast self-examination: and premenstrual symptoms: and male sexual and reproductive health issues, including but not limited to, nocturnal emissions: hernias: and testicular examination.
10. Discuss how the use of alcohol and other drugs influences sexual decision-making and places one at risk for sexual assault, pregnancy, and STDs.

D. Pregnancy and Childbirth

1. Describe 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. Describe the potential impact of the use of alcohol, tobacco, other drugs, and medicines on pre-natal and post-natal development.
5. Describe the potential impact of diseases and environmental hazards on pre-natal and post-natal development.
6. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.

Standard 2.5 (Movement) All Students will achieve optimal wellness by learning and applying movement concepts and skills.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. In order to meet this standard students must participate in a wide range of games, sports, and lifetime recreational activities that enhance wellness and fitness. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of movement skills, they are more likely to participate in health-enhancing forms of physical activity throughout life.

Cumulative Progress Indicators

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

A. Movement Skills

1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
2. Demonstrate how equilibrium, rotation, and range of motion impact the performance of movement skills.
3. Apply the impact of various applications of force and motion during physical activity.

4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.
 5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
 6. Use information from internal (self-evaluation) and external (peers, teacher) sources to set goals to improve performance.
- B. Movement Concepts
1. Describe how equilibrium, rotation, and range of motion impact the performance of movement skills.
 2. Analyze the application of balance and counterbalance when performing or observing movement skills.
 3. Compare and contrast the use of space and flow in physical activities.
 4. Summarize how movement can be made more interesting, creative, or effective.
 5. Discuss the stages of movement skill development and the importance of practice to improve performance.
- C. Strategy
1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
- D. Sportsmanship
1. Analyze participant and observer behaviors for evidence of good sportsmanship.
- E. Rules and Safety
1. Employ general and activity specific rules and analyze their impact on participation in physical activity.
 2. Analyze the use of safe warm-up strategies and explain the potential impact of unsafe practices.
 3. Discuss and demonstrate the use of innovations that have made participation in physical activity safer and more enjoyable.
 4. Discuss how environmental conditions, such as heat, cold, lightening, or pollen impact participation in physical activity.
- F. Sport Psychology
1. Analyze various techniques used to mentally prepare for participation in physical activity, and use specific strategies, including visualization and positive self-talk, to prepare.

Standard 2.6 (Fitness) All students will achieve optimal wellness by learning and applying fitness concepts and skills.

Descriptive Statement: This standard enables students to understand the components of health-related and skill-related fitness and how each component is developed and measured. Students learn how to design and implement a personal fitness plan and how to modify the plan throughout life to achieve wellness.

Cumulative Progress Indicators

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

A. Fitness and Exercise

1. Summarize the potential short-and long-term physical, social, and emotional benefits of regular exercise.
2. Prioritize activities that enhance specific components of fitness.
3. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
4. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
5. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
6. Describe ways to achieve a healthy body composition through diet and physical activity.
7. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

B. Training

1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
2. Apply the principles of training to improve personal fitness.
3. Investigate the physical, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.
4. Describe and demonstrate various training methods including but not limited to isotonic, isometric, interval, and circuit methods.

C. Achieving and Assessing Fitness

1. Assess and monitor physiological responses before, during and after exercise, and modify exercise appropriately in response.
2. Develop a personal fitness plan, using health data and information from internal and external sources, and use technology to evaluate the implementation and outcomes of the plan.
3. Assess personal level of fitness and demonstrate individual progress towards improving each component of fitness.
4. Modify exercise plan or routine to deal with changing environmental conditions.

5. Compare and contrast ways to determine fitness status.

C. Cross Content Workplace Readiness Standards

The Cross-Content Workplace Readiness Standards apply to all content areas and all grade levels. Teachers will integrate the Cross-Content Workplace Readiness Standards with all subject areas in a content-specific and developmentally appropriate way.

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information, and other tools.
3. All students will use critical thinking, decision-making, and problem-solving skills.
4. All students will demonstrate self-management skills.
5. All students will apply safety principles.

D. Skills

1. Emotional, intellectual and social health
2. Family life, growth and development
3. Personal health and physical fitness
4. Nutrition
5. Disease prevention and control
6. Drug use prevention
7. Injury prevention
8. Community and environmental health
9. Consumer health

E. Content

1. General student outcomes: Students will be introduced to and/or continue to pursue a more in-depth study of:
 - a. understanding how the female reproductive system functions
 - b. understanding how the male reproductive system functions
 - c. increase awareness of the more common sexually transmitted infections:

1. Chlamydia	5. Hepatitis B
2. Gonorrhea	6. HIV/AIDS
3. Genital Herpes	7. Syphilis
4. Genital HPV	8. Trichomoniasis
 - d. understanding what contraception is and how abstinence and contraception work to prevent pregnancy and sexually transmitted infections
 - e. understanding the concept of pregnancy and it progresses from conception to delivery
 - f. understanding the importance, and identifying examples of, the roles of heredity and environment in prenatal development

g. increase awareness of drugs, both legal and illegal, and the effects of the use, misuse or abuse of:

- | | |
|----------------|------------------|
| 1. alcohol | 4. amphetamines |
| 2. tobacco | 5. hallucinogens |
| 3. depressants | 6. inhalants |

h. how optimal wellness may be achieved by:

1. building healthy relationships
2. developing a positive self-image
3. using effective decision-making strategies
4. adopting appropriate long and short term goal setting practices
5. incorporating effective methods of maintaining friendships
6. utilizing effective means of dealing with peer pressure
7. acquiring effective strategies and techniques which help alleviate and cope with stress

i. understanding common non-communicable diseases and their impact on body systems

2. Specific Goals and Objectives

a. Goal - SWDAT (students will demonstrate ability to) describe the structure and functions of the female reproductive system

Objectives:

- understand puberty as it occurs in the female
- recognize the form and function of the organelles of the female reproductive system
- understand the female menstrual cycle
- understand how the female reproductive system functions during pregnancy and non-pregnancy
- understand the events during labor and delivery

b. Goal - SWDAT understand the structure and function of the male reproductive system

Objectives:

- understand puberty as it occurs in the male
- recognize the form and function of the organelles of the male reproductive system
- understand how the individual organelles work to carry out reproductive functions

c. Goal - SWDAT recognize the signs and symptoms of the most common sexually transmitted infections and how to prevent contracting them

Objectives:

- understand how sexually transmitted infections are passed from one person to another
 - understand how abstinence can prevent sexually transmitted infections
 - understand the signs, symptoms, and prognosis of the currently common sexually transmitted infections
- d. Goal - SWDAT understand the role abstinence and contraception both play in preventing pregnancy and the contraction of sexually transmitted infections

Objectives:

- increase awareness that abstinence is the only 100% effective method of preventing pregnancy and sexually transmitted infections
 - identify methods of contraception that are effective at preventing pregnancy and sexually transmitted infections
- e. Goal - SWDAT identify the concepts involved in pregnancy from conception to labor and delivery

Objectives:

- understand ovulation, fertilization, and implantation of the egg
 - understand the growth and development of the fetus through three trimesters
 - understand changes in the mother's body and reproductive system during three trimesters
 - understand the process of labor
 - understand the process of delivery
- f. Goal - SWDAT understand the role heredity and environment play in human growth and development

Objectives:

- recognize how characteristics are inherited
 - identify environmental factors that can affect the developing fetus
 - discuss different types of birth defects
 - describe ways a pregnant woman can protect the health of her fetus
- g. Goal - SWDAT define the classifications of drugs and the implications of the use, abuse and misuse of each

Objectives:

- identify the major drug categories and how they affect the body
- identify what alcohol is and what category of drug it is
- understand how alcohol affects the body
- identify what tobacco is and what drug category it fits into
- understand how tobacco use affects the body
- understand what depressants are and how they affect the body
- understand what amphetamines are and how they affect the body
- understand what hallucinogens are and how they affect the body
- identify what inhalants are and how they affect the body

h. Goal - SWDAT describe how to build healthy relationships

Objectives:

- understand what constitutes a healthy self-image
- identify effective strategies to improve decision making skills
- identify how to maintain healthy friendships
- understand how to deal with peer pressure and how it affects relationships
- understand how to set both long and short term goals

i. Goal - SWDAT describe some common non-communicable diseases and their causes

Objectives:

- explain how lifestyle behaviors can contribute to diseases
- discuss how substances in the environment can cause disease
- examine the cause, symptoms, prevention and treatment of various non-communicable diseases

III. Proficiency Level - Students will take this course at the Eighth Grade level

IV. Methods of Assessment

A. Student Assessment

1. teacher observation
2. discussion
3. teacher made worksheets, tests and quizzes
4. individual/group/class reports, projects and activities
5. essays
6. performance tasks
7. student self-assessment
8. homework assignments
9. portfolios

B. Curriculum/Teacher Assessment

Since curriculum development is an on-going process, the teachers will provide the Health/Physical Education Supervisor with suggestions for changes and up-dates as the course requires.

V. Grouping

The students in this course are grouped heterogeneously according to their grade level.

VI. Articulation/Scope

This course is the ninth level in the Elementary school health education program.

VII. Resources

- a. Teacher resource/reference materials
- b. Supplemental readings: newspaper/magazine articles and internet
- c. Current periodicals
- d. Technology: appropriate videos and computers as a research tool

VIII. Methodologies

Students will be engaged in learning activities which are varied. Methods employed will be developmentally and age-appropriate. The unique learning styles of the individual students will be accommodated in order to provide opportunities for each to succeed in the acquisition of desirable attitudes, habits, knowledge and skills. A wide variety of methodologies will be used. The following are suggestions, not limits, as to how the program can be implemented and facilitated.

- Cooperative learning groups
- Differentiated instruction methods
- Workshop Approach
- Individual Assignments
- Whole Class instruction
- Small Group Instruction
- technology aided instruction
- Peer to Peer instruction

IX. Suggested Activities

Incorporating a wide variety of activities which address the learning styles of all students is required. These activities would include:

- a. discussion
- b. demonstration
- c. reading
- d. individual/group projects
- e. individual /group reports
- f. drawings
- g. posters
- h. collages
- i. work sheets
- j. role playing
- k. theme-related projects
- l. traditional tests and quizzes
- m. reflective writing

X. Interdisciplinary Connections

As students achieve “health-literacy” through study of the health education curriculum, they will call upon knowledge and practice skills acquired and developed throughout a variety of disciplines. Studies in the life sciences, mathematics, language arts and social studies will serve to enable the student to formulate opinions and adopt those attitudes and behaviors which, when applied with sound problem-solving and critical thinking skills, are “health-enhancing”.

XI. Professional Development

As per the PIP/100 hours professional development provision: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.