

Verona Public School District Curriculum Overview

Health 5-8



Curriculum Committee Members:

Andrea Jordan
Dan Corrado
Ray Bowes

Supervisor:

Robert Merkler

Curriculum Developed:

March 2012
October 2016
July 2017

Board Approval Date:

March 27, 2012
October 24, 2016
August 29, 2017

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The purpose of the Henry B. Whitehome Health & Physical Education program is to develop the correlation between a healthy mind and a healthy body. We will help our students develop a positive attitude towards healthy living by utilizing and demonstrating the basic principles of physical fitness, muscular strength, endurance, flexibility, and cardiovascular development. Our program consists of units in which students will have the opportunity to learn skills needed to participate in lifelong activities such as personal fitness, team sports, and individual & dual sports. This coeducational program will provide our students with an understanding of strategies, tactics, and techniques to allow them to become competent in their activity and become a more sophisticated athletic spectator at Verona, collegiate, and professional sporting events. In addition, our program will help to develop important social and cooperative skills that are essential to the 21st Century Learner and can be carried on to their adult life to become productive citizens of our global society. The curriculum has been contoured to meet the New Jersey Core Curriculum Content Standards for Physical Education. The Henry B. Whitehome & Physical Education program continues to integrate technology into the classroom to monitor the progress of each student. At the conclusion of our program, our students will have a better understanding of flexibility, strength, and cardiovascular activities that can be used to develop their own fitness plans.

Prerequisite(s): Passing of Previous PE Class

Standard 8: Technology Standards	
8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> x A. Technology Operations and Concepts x B. Creativity and Innovation x C. Communication and Collaboration x D. Digital Citizenship E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation B. Technology and Society x C. Design x D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices	
Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. x CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> x CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating,	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence.

resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers		
<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) x B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. x H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*

- New Jersey Student Learning Standards (NJSLS)
- Board of Education approved materials and equipment that allows the students of Verona to learn the rules and strategies necessary to play team sports & individual sports. Students will also use this equipment to learn lifelong fitness skills that can be applied to their own personal fitness plans both now and in the future.

Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*

- Google Classroom
- YouTube Channels
- Student/Peer Assessment
- Teacher Assessment-verbal, visual, written
- Google Forms
- Google Docs
- Google Sheets
- Guest Speakers
- Grouping Strategies
- Modified Games for Students with Special Needs
- Modified Games for Students of Varying Skill
- Phone Apps
- Weekly/Monthly Reflections
- Student Surveys

Curriculum Scope & Sequence

Subject/Grade Level: PE & HEALTH/GRADE 5

Course: HEALTH 5

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Basic Health Skills: - Self Concept - Goals - Communication - Stress - Conflicts - Feelings - Tolerance	2 Weeks	Wellness 2.1.6.A.2 2.1.6.E.1 2.1.6.E.2 2.1.6.E.3 2.1.4.E.4 2.1.8.E.4 Integrated Skills 2.2.6.A.1 2.2.6.A.2 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.2.6.C.2 2.2.6.C.3 2.2.6.E.2	Students will understand what health means to them and what influences their own personal health. Students will identify several personal traits, skills, or characteristics that could contribute to their own positive self-concept. Students will demonstrate at least one stress management technique that works for them. Students will model several	1. A healthy self-concept and positive attitude can impact all aspects of a person's life. 2. Goal-setting is a process and is a valuable way to make things happen in your life. 3. Your actions can positively/negatively affect others, just as the actions of others can positively/negatively affect you. 4. People can express themselves in many different ways. 5. It is natural to experience uncomfortable feelings, and knowing how to	1. What is Health? 2. How can you maintain a positive self-concept? 3. How does positive thinking affect habits? 4. Why can failure be a good thing? 5. What is the most reliable form of communication? 6. Can stress have a positive effect on a person? 7. What are ways to stay positive when negative things or even tragedies happen?

			<p>options to use for resolving conflicts.</p> <p>Students will explain the concept of tolerance in their own words and apply it to real world situations.</p>	<p>recognize and deal with them will help you feel more in control.</p> <p>6. Respecting differences among people will reduce the frequency and severity of conflicts in your life.</p>	<p>8. Why is it important to respect cultural differences?</p> <p>9. Why is tolerance a great trait to develop?</p> <p>10. What would life be like if everyone was the same?</p>
Character Development	2 Weeks	<p>Wellness</p> <p>2.1.6.A.2</p> <p>2.1.6.E.1</p> <p>2.1.6.E.2</p> <p>2.1.6.E.3</p> <p>2.1.4.E.4</p> <p>2.1.8.E.4</p> <p>Integrated Skills</p> <p>2.2.6.A.1</p> <p>2.2.6.A.2</p> <p>2.2.6.B.1</p> <p>2.2.6.B.2</p> <p>2.2.6.B.3</p> <p>2.2.6.B.4</p> <p>2.2.6.C.1</p> <p>2.2.6.C.2</p> <p>2.2.6.C.3</p> <p>2.2.6.E.2</p>	<p>Students will identify six traits of good character and apply them to their own lives.</p> <p>Students generate and participate in citizenship activities.</p>	<p>1. Having good character is something that is important even when no one is watching you.</p> <p>2. Good character is built on trust and respect.</p> <p>3. You are ultimately responsible for yourself and your health..</p> <p>4. Good character helps you develop and maintain healthy relationships.</p>	<p>1. What does good character look like?</p> <p>2. What shapes your character?</p> <p>3. How can you develop good character?</p> <p>4. Who can you truly trust and how do you know?</p> <p>5. What makes something fair?</p> <p>6. How can you make a difference?</p>

<p>Preventing Bullying</p>	<p>2 Weeks</p>	<p>Wellness 2.1.6.A.2 2.1.6.E.1 2.1.6.E.2 2.1.6.E.3 2.1.4.E.4 2.1.8.E.4</p> <p>Integrated Skills 2.2.6.A.1 2.2.6.A.2 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.2.6.C.2 2.2.6.C.3 2.2.6.E.2</p>	<p>Students will identify the different forms of bullying.</p> <p>Students will list reason why someone may bully or be bullied.</p> <p>Students will discuss and practice ways to both prevent and stop bullying from happening.</p>	<ol style="list-style-type: none"> 1. Anyone can experience bullying and harassment. There are effective ways to stop both. 2. It is not a victim's fault if they are being bullied. 3. Cyber bullying can be more harmful and difficult to manage than other traditional forms of bullying. 4. The persons bullying and being bullied are not the only ones affected. 5. Students, teachers, and parents can promote schools that are safe from bullying. 	<ol style="list-style-type: none"> 1. Which type of bullying behavior is the most harmful? 2. Why should bullying victims know they did not do anything to deserve this? 3. How has technology expanded the possibilities and effects of bullying? 4. What are your options if you want to stop yourself or someone else from being bullied?
----------------------------	----------------	--	---	---	--

Subject/Grade Level: PE & HEALTH/GRADE 6

Course: HEALTH 6

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Basic Health Skills: - Health Influences - Self-Concept - Goal Setting - Decisions - Peer Pressure - Sleep	2 Weeks	Wellness 2.1.6.A.2 2.1.6.E.1 2.1.6.E.2 2.1.6.E.3 2.1.4.E.4 2.1.8.E.4 Integrated Skills 2.2.6.A.1 2.2.6.A.2 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.2.6.C.2 2.2.6.C.3 2.2.6.E.2	Students will understand what health means to them and what influences their own personal health. Students will identify several personal traits, skills, or characteristics that could contribute to their own positive self-concept.	1. A healthy self-concept and positive attitude can impact all aspects of a person’s life. 2. Goal-setting is a process and is a valuable way to make things happen in your life. 3. Your choices and decisions can make a major impact on your own life and others’ as well. 4. Your actions can positively/negatively affect others, just as the actions of others can positively/negatively affect you.	1. What is Health? 2. How can you maintain a positive self-concept? 3. What is the relationship between short and long term goals? 4. Why are choices often the most important thing as it relates to all parts of your health and wellness (both now and later)? 4. Which is more powerful - positive or negative peer pressure? 5. How can sleep, a physical health component, affect

				5. Sleep should not be overlooked as a main health component.	your mental and social health as well?
<ul style="list-style-type: none"> Leading into the Nutrition and Fitness units, students will spend several days reviewing the body systems and their functions. Students will be able to refer and relate back to this information as they acquire and analyze new knowledge and skills in the following units. 					
Nutrition	2 Weeks	Wellness 2.1.8.A.4 2.1.8.C.1 2.1.8.C.2 2.1.8.C.3 2.1.8.C.4	<p>Students will use an understanding of nutrition to plan appropriate diets for themselves and others.</p> <p>Students will understand their own individual eating patterns and ways in which those patterns may be improved or maintained throughout a lifetime.</p>	<p>1. A balanced diet contributes to physical and mental health and wellness.</p> <p>2. Dietary requirements vary for individuals based on age, activity level, weight and overall health.</p> <p>3. There are many short and long term health benefits and risks associated with nutritional choices.</p> <p>4. There are many purposes and interpretations of food nutrition labels.</p> <p>5. Nutritional choices can be affected by a number of different personal, social, and global factors.</p>	<p>1. How do healthy foods promote a healthy body?</p> <p>2. If we know so much about nutrition, why do we still eat foods that are bad for us?</p> <p>3. What makes a food healthy?</p> <p>4. How do you determine appropriate portion sizes?</p> <p>5. Where can you find well-balanced foods?</p> <p>6. Why do we have food labels?</p> <p>7. Why is the ability to read and</p>

					understand nutrition labels on foods a valuable skill?
Physical Fitness	2 Weeks	<p>Fitness</p> <p>2.6.8.A.1</p> <p>2.6.8.A.3</p> <p>2.6.8.A.4</p> <p>2.6.8.A.5</p> <p>2.6.8.A.6</p>	<p>Students will be able to independently use their learning to understand the principles of physical fitness to implement a personal fitness plan based on the students' assessment of their personal level of fitness and fitness goals in order to improve their health and skill related fitness to maintain a healthy active lifestyle throughout their lifespan.</p>	<p>1. Physical fitness is composed of four parts; strength, endurance (muscular and heart & lung), flexibility and body composition.</p> <p>2. There are physical, mental, emotional and social benefits of exercise.</p> <p>3. The FITT (frequency, intensity, time and type) method of improving your physical fitness will enable students to improve their level of physical fitness throughout their lifespan in an effort to maintain a healthy active lifestyle.</p> <p>4. Checking your pulse rate, being aware of resting heart rate, target heart rate while exercising and recovery</p>	<p>1. How does physical fitness and exercise promote a healthy mind and body?</p> <p>2. How can you keep your body physically fit?</p> <p>3. How do you think you can injure yourself while exercising?</p> <p>4. What strategies could you use to prevent injury while exercising?</p> <p>5. How can a personal physical fitness program improve your academic life?</p>

				<p>rate are skills that will enable students to exercise safely throughout their lifespan.</p> <p>5. It is important to recognize warning signs for injury and understand basic first aid for injury and prevention strategies so that they will maintain a healthy active lifestyle throughout their lifespan.</p>	
--	--	--	--	---	--

Subject/Grade Level: PE & HEALTH/GRADE 7

Course: HEALTH 7

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Diseases	3-4 Weeks	Wellness 2.1.8.A.2 2.1.8.C.1 Human Relationships & Sexuality 2.4.8.B.3 2.4.8.B.6	<p>Students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>Students will use an understanding of disease prevention to maintain lifelong wellness.</p>	<ol style="list-style-type: none"> 1. Habits and choices affect health. 2. There are many differences and similarities among diseases. 3. Disease prevention can be very important to maintaining lifelong wellness. 4. Due to medical and technological advancements, many diseases have been eradicated. However, it is important to continue this trend since in today's society, many new diseases occur all the time. 	<ol style="list-style-type: none"> 1. Who is at risk of catching or developing a disease? 2. What habits and choices affect personal well-being? 3. How do others' habits affect you? 4. Are all habits bad? 5. How does environment affect you? 6. Why is it important to know the differences and similarities of diseases?

					<p>7. How does heredity influence disease?</p> <p>8. How do you keep yourself disease free?</p> <p>9. How does recognizing symptoms help with disease prevention & treatment?</p> <p>10. Why are many diseases not as threatening as they once were?</p> <p>11. Is there a cure for all diseases?</p>
Family Living	2-3 Weeks	<p>Wellness 2.1.8.C.1</p> <p>Integrated Skills 2.2.8.B.1</p> <p>Human Relationships and Sexuality 2.4.8.B.1 2.4.8.B.1</p>	<p>Students will understand when adolescence takes place.</p> <p>Students will understand the meaning of abstinence.</p> <p>Students will understand the</p>	<p>1. The meaning of adolescence.</p> <p>2. Abstinence is a safe healthy life choice.</p> <p>3. The male and female reproductive systems are different.</p>	<p>1. What is abstinence and why is it the the most effective method of birth control?</p> <p>2. When does adolescence occur?</p> <p>3. Is there a difference in the</p>

		<p>2.4.8.B.1 2.4.8.B.1 2.4.8.C.4</p>	<p>risks involved in premature sexual activity.</p> <p>Students will understand the male and female reproductive organs as they relate to identity.</p> <p>Students will use their acquired knowledge of human sexuality to independently make decisions that support a healthy lifestyle and promote lifelong wellness.</p>	<p>4. Fertilization is difficult</p> <p>5. Ovulation and menstruation affect each other</p> <p>6. The teen years are tricky. Modern humans reach puberty eight to ten years before society considers it acceptable to have sexual intercourse. Teenagers have strong sexual urges and are bombarded with cultural messages about sex. Dealing with sexual desire is the central challenge of adolescence.</p>	<p>male and female reproductive systems?</p> <p>4. What factors allow for fertilization of the egg?</p> <p>5. Why is the menstrual cycle essential to life?</p> <p>6. How does pregnancy occur?</p> <p>7. Why does puberty occur so early in life?</p> <p>8. Why should an adolescent not have a baby?</p>
--	--	--	--	---	--

Subject/Grade Level: PE & HEALTH/GRADE 8

Course: HEALTH 8

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Alcohol	1-2 Weeks	Wellness 2.1.8.A.1 2.1.8.A.2 2.1.8.D.1 2.1.8.D.2 Integrated Skills 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.C.1 2.2.8.C.3 2.2.8.E.1 2.2.8.E.2 Drugs & Medicines 2.3.8.B.1 2.3.8.B.2 2.3.8.B.5 2.3.8.B.6 2.3.8.C.1 2.3.8.C.2	Students will acquire health promotion concepts and skills to support a healthy, active lifestyle. Students will acquire knowledge about the dangers of drunk driving and the consequences that result from this risky behavior. Students will use an understanding of alcohol use and its effects to make healthy choices and maintain lifelong wellness.	1. Alcohol is a drug that can negatively impact your life in a variety of ways, including your physical, social, and mental/emotional health. 2. There are many positive alternatives to drinking. 3. Alcohol use causes both short-term and long-term effects on wellness and the body. 4. Alcoholism and alcohol abuse should not be underestimated as a health concern since they can prevent you from achieving	1. How are the terms Alcohol and Drug related? 2. Why is it against the law for teens to consume alcohol? 3. What are some fun ways to spend time with friends other than drinking alcohol? 4. What are some ways alcohol can affect your daily activities or bodily functions? 5. What might be some factors that contribute to how

				<p>your long terms goals as well as lifelong wellness.</p>	<p>alcohol affects an individual?</p> <p>6. Why is DUI such a major concern for teens?</p> <p>7. What are some possible consequences of binge drinking?</p> <p>8. Why is alcoholism considered a disease?</p> <p>9. How do the costs of alcoholism and alcohol abuse spread beyond the user?</p> <p>10. What types of methods are used to overcome alcoholism?</p>
Tobacco	1-2 Weeks	<p>Wellness</p> <p>2.1.8.A.1</p> <p>2.1.8.A.2</p> <p>2.1.8.D.1</p> <p>2.1.8.D.2</p>	<p>Students will acquire health promotion concepts and skills to support a</p>	<p>1. Tobacco use can negatively impact your life in a variety of ways, including your physical, social, and</p>	<p>1. What are some ways tobacco use can affect your</p>

		<p>Integrated Skills</p> <p>2.2.8.A.2</p> <p>2.2.8.B.1</p> <p>2.2.8.B.2</p> <p>2.2.8.B.3</p> <p>2.2.8.C.1</p> <p>2.2.8.C.3</p> <p>2.2.8.E.1</p> <p>2.2.8.E.2</p> <p>Drugs & Medicines</p> <p>2.3.8.B.1</p> <p>2.3.8.B.2</p> <p>2.3.8.B.3</p> <p>2.3.8.B.4</p> <p>2.3.8.C.1</p> <p>2.3.8.C.2</p>	<p>healthy, active lifestyle.</p> <p>Students will acquire knowledge about the dangers of tobacco and the consequences that result from this risky behavior.</p> <p>Students will use an understanding of tobacco use and its effects to make healthy choices and maintain lifelong wellness.</p>	<p>mental/emotional health.</p> <p>2. There are many positive alternatives to tobacco use.</p> <p>3. Tobacco use causes both short-term and long-term effects on wellness and the body.</p> <p>4. Tobacco and smokeless tobacco abuse should not be underestimated as a health concern, since they can prevent you from achieving your long terms goals as well as lifelong wellness.</p>	<p>daily activities or bodily functions?</p> <p>2. What are some fun ways to spend time with friends other than smoking tobacco?</p> <p>3. What role does the media play in the influence of tobacco use amongst teens?</p> <p>4. What are some possible consequences of tobacco use?</p> <p>5. Why do teens try tobacco even though they know how bad it is for their health and wellness?</p> <p>6. How do the costs of tobacco abuse spread beyond the user?</p> <p>7. What are other ways users ingest</p>
--	--	---	---	---	--

					tobacco besides cigarettes?
Drugs	1-2 Weeks	<p>Wellness 2.1.8.A.1 2.1.8.A.2 2.1.8.D.1 2.1.8.D.2</p> <p>Integrated Skills 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.E.1 2.2.8.E.2</p> <p>Drugs & Medicines 2.3.8.A.1 2.3.8.A.2 2.3.8.B.1 2.3.8.B.2 2.3.8.B.5 2.3.8.B.6 2.3.8.B.7 2.3.8.B.8 2.3.8.C.1 2.3.8.C.2</p>	<p>Students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Students will be able to comfortably and confidently refuse dangerous substances when offered to them.</p> <p>Students will acquire knowledge and confidence to promote a drug-free lifestyle for themselves and others.</p> <p>Students will explain the difference between drug misuse and drug abuse.</p>	<p>1. All medicines are drugs, but not all drugs are medicines.</p> <p>2. The effects of drug abuse extend beyond the user.</p> <p>3. Synthetic substances are created with a purpose in mind.</p>	<p>1. Why can all drugs not be OTC?</p> <p>2. How is tolerance related to addiction?</p> <p>3. How can a person's drug addiction impact others?</p> <p>4. What are the benefits of staying drug free?</p> <p>5. Why are club drugs, specifically date rape drugs, so dangerous?</p> <p>6. Is using steroids cheating?</p> <p>7. Can you name examples of different types of drugs including OTC, prescription,</p>

					and doctor prescribed?
Relationships	1-2 Weeks	<p>Wellness 2.1.8.D.1 2.1.8.D.2 2.1.8.E.1 2.1.8.E.2 2.1.8.E.3 2.1.8.E.4</p> <p>Integrated Skills 2.2.8.A.1 2.2.8.A.2 2.2.8.B.1</p> <p>Human relationships & Sexuality 2.4.8.A.4 2.4.8.A.5 2.4.8.A.6 2.4.8.B.2 2.4.8.B.4 2.4.8.B.5 2.4.8.C.4</p>	<p>Students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Students will determine which traits to value for when creating or building all types of relationships.</p> <p>Students will be able to communicate effectively with their peers in several different settings.</p>	<p>1. There are many different types of relationships.</p> <p>2. There is no set age for people to begin dating.</p> <p>3. People who truly care about you will not force you to do something you are not ready for or do not want to do.</p> <p>4. There are many healthy ways of displaying affection.</p>	<p>1. How can relationships change over time?</p> <p>2. How do you know if someone is a good friend?</p> <p>3. What qualities in your friends do you most admire? Why?</p> <p>4. Why is communication vital to any good relationship?</p> <p>5. Why are limits important?</p> <p>6. What are reasons for choosing abstinence?</p>