

**Randolph Township Schools  
Randolph Middle School  
Grade 6 Health Curriculum**

“There is no better exercise for strengthening the heart than reaching down and lifting up another.”

*~Anonymous*

**Department of Health and Physical Education**

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**Randolph Township Schools  
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**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS  
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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**Introduction**

The sixth-grade health education program is designed to develop the skills necessary to evaluate and improve a student's personal wellness. Throughout the course of study, students will utilize personal health data to set goals and make positive decisions concerning their personal wellness. Through skills-based activities, students will expand their understanding of how external factors can affect a person's health. Students will analyze the impact that behaviors can have on someone's overall wellness and will seek ways to improve their health by eliminating unhealthy behaviors from their lives. In sixth grade, students will work on their communication in order to improve refusal and negotiation skills. Students will analyze their personal values to determine how to be an advocate for health and to live a healthy life in all areas. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education. The knowledge section for each unit are created using the national health standards. These standards can be found in the appendix. Also, in the appendix 18A:35-4.34: Financial literacy instruction and 18A:35-4.35 - History of disabled and LGBT persons included in the middle school curriculum.

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Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>3 weeks</b>	<b>I</b>	<b>Personal Growth and Wellness</b>
<b>2 weeks</b>	<b>II</b>	<b>Community Health and Integrated Skills</b>
<b>1 week</b>	<b>III</b>	<b>Alcohol, Tobacco, and Other Drugs</b>
<b>4 weeks</b>	<b>IV</b>	<b>Family Life</b>

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**Unit I: Personal Growth and Wellness**

**TRANSFER:** Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

<b>STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.	Staying healthy is a lifelong process that includes all areas of wellness.	<ul style="list-style-type: none"> <li>• How do we know if we are living a healthy lifestyle?</li> </ul>
2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.	Eating patterns are influenced by a variety of factors.	<ul style="list-style-type: none"> <li>• Why do we choose the foods that we eat?</li> </ul>
2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene products.	The early detection and treatment of diseases and health conditions impact one’s health.	<ul style="list-style-type: none"> <li>• How can we keep ourselves disease free?</li> <li>• What factors have an impact on our mental health?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
2.1.6.B.1 Determine factors that influence food choices and eating patterns.	Data can be used to assess and improve personal wellness.	Assess personal health practices. (6.8.1)
2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	There are many factors that influence growth and development in each life stage.	Analyze how the environment affects personal health. (1.8.3)
2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.	There are various factors that determine the purchase of healthcare products.	Describe how family history can affect personal health. (1.8.4)
2.1.6.B.4 Compare and contrast		Locate valid and reliable health products and services. (3.8.4)

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<b>Unit I: Personal Growth and Wellness</b>		
<p>nutritional information on similar food products in order to make informed choices.</p> <p>2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p>		Analyze the relationship between healthy behaviors and personal health. (1.8.1)
	Factors exist that determine what foods we eat.	Examine how family influences the health of adolescents. (2.8.1)  Describe how peers influence healthy and unhealthy behaviors. (2.8.3)
	The food that we eat can have both positive and negative effects on health.	Examine the relationship between healthy behaviors and personal health. (1.8.1)
	In order to create a balanced meal, nutritional content, value, calories, and cost must be considered.	Explain the importance of assuming responsibility for personal health behaviors. (7.8.1)
	The nutritional information of foods must be analyzed in order to make healthy choices.	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.2)  Access valid health information from home, school, and community. (3.8.2)
	Detection and treatment options must be considered with adolescent health conditions.	Demonstrate behaviors to avoid or reduce health risks to self and others. (7.8.3)



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**Unit I: Personal Growth and Wellness**

	Public health officials have created strategies to help prevent disease and health conditions.	Analyze the validity of health information, products, and services. (3.8.1)
	The purpose of financial literacy is to help people develop a stronger understanding of basic financial concepts.	Discuss the knowledge and skills needed to manage money effectively. (9.1.8.A.2)
	Detection and treatment options exist for mental illnesses.	Explain how school and public health policies can influence health promotion and disease prevention. (2.8.10)  Describe situations that may require professional health services. (3.8.4)
	<b>KEY TERMS:</b> nutrition, nutrients, MyPlate, calorie, body image, physical fitness, muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition, communicable, non-communicable, congenital, immunity, genetics	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Complete a personal wellness analysis checklist
- Log a weekly/daily meal plan
- Create a mental illness informational brochure
- Compare and contrast food labels
- Complete exit ticket

**KEY LEARNING EVENTS AND INSTRUCTION:**

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<b>Unit I: Personal Growth and Wellness</b>	
<ul style="list-style-type: none"> <li>• Research station rotation</li> <li>• Compare/contrast food labels/products</li> <li>• Scavenger hunt for information (Q/A)</li> <li>• Current event Q/A</li> <li>• Health services pros and cons</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>3 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><b>Internet Resources (including but not limited to)</b>  <a href="https://www.thegreatbodyshop.net/">https://www.thegreatbodyshop.net/</a> (The Great Body Shop – Materials and Program Guide/Program Map)  <a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a> (Health Smart)  <a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health) <a href="http://www.cdc.gov">www.cdc.gov</a> (Center for Disease Control)  <a href="http://www.nami.org">www.nami.org</a> (National Alliance for Mental Health) <a href="http://www.myplate.gov">www.myplate.gov</a> (USDA Choose My Plate) <a href="https://www.cdc.gov/healthyschools/sher/standards/index.htm">https://www.cdc.gov/healthyschools/sher/standards/index.htm</a> ( National Health Standards)</p>

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<b>TRANSFER:</b> The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.		
<p><b>STANDARDS:</b></p> <p>2.2.6.B.1 Use effective decision-making strategies.</p> <p>2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.</p> <p>2.2.6.B.4 Apply personal health data and information to support achievement of one’s short-and long-term health goals.</p> <p>2.2.6.D.1 Appraise the goals of various community or service- organization initiatives to determine opportunities for volunteer service.</p> <p>2.2.6.D.2 Develop a position about a health issue in order to inform peers. Apply personal health</p> <p>2.2.6.E.1 Determine the validity and reliability of different types of health resources.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Every health-related decision has short- and long-term consequences.	<ul style="list-style-type: none"> <li>Why is it important to be able to make decisions?</li> </ul>
	Participation in social and health- or service- organization initiatives have a positive social impact.	<ul style="list-style-type: none"> <li>How can we have a positive impact on the wellness of others?</li> </ul>
	Health literacy includes the ability to compare and evaluate health resources.	<ul style="list-style-type: none"> <li>How do you know if health information is accurate?</li> </ul>
	Communicating health needs to trusted adults and professionals is important when dealing with health problems.	<ul style="list-style-type: none"> <li>How can others influence your personal health?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Steps can be taken to improve the chance of making good decisions.	Determine when health-related situations require the application of a thoughtful decision making process. (5.8.2)
	Outcomes may differ depending on the decision that an individual makes	Predict the potential short-term impact of each alternative on self and others. (5.8.5)

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<p>2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.</p>		<p>Choose healthy alternatives over unhealthy alternatives when making a decision. (5.8.6)</p>
<p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p>	<p>Many factors exist that can influence a person's decision making process.</p>	<p>Analyze the outcomes of a health-related decision. (5.8.7)</p> <p>Identify circumstances that can help or hinder healthy decision making. (5.8.1)</p>
	<p>Personal health data can be used to help individuals make and achieve goals.</p>	<p>Assess personal health practices. (6.8.1)</p> <p>Develop a goal to adopt, maintain, or improve a personal health practice. (6.8.2)</p>
	<p>Opportunities exist for individuals to volunteer for health related issues.</p>	<p>Work cooperatively to advocate for healthy individuals, families, and schools. (8.8.3)</p>
	<p>There are many health issues that individuals can use to educate their peers.</p>	<p>State a health-enhancing position on a topic and support it with accurate information. (8.8.1)</p>
	<p>It is important to use health information that is valid and reliable.</p>	<p>Locate valid and reliable health products and services. (3.8.5)</p>
	<p>Sometimes it is necessary to seek the advice of trusted adults on health issues.</p>	<p>Describe situations that may require professional health services. (3.8.4)</p>

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	<p>There are ways to increase earning potential through education, training, and skill acquisition.</p>	<p>Describe different ways in which people becoming more qualified to increase earning potential. (9.1.8.A.3)</p>
	<p>Individuals that have skills / education earn more money and can live more comfortably.</p>	<p>Explain the positives and negatives of earning more money. (9.1.8.A.4)</p> <p>Describe the relationship between quality of life and earning potential. (9.1.8.A.4)</p>
	<p><b>KEY TERMS:</b> Decision, consequences, risk, refusal skills, negotiation, assertiveness, evaluate, values, goal, advocacy, communication, relationship, body language, acronyms including: smart, decide, I tell you, conflict, slide, budget, purchasing power, job skills, trade skills, earning potential</p>	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Create a short video of interpersonal communication evidence
- Log in a SMART goal journal
- Create a decision scenario and think, pair and share
- Create a guidebook or comic book educating peers about health issues
- Complete exit ticket

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Role playing
- Interviews
- Graphic organizers

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<ul style="list-style-type: none"> <li>• DECIDE model of decision making activities: Scenarios, 4 Corner, Agree/Disagree, etc.</li> <li>• Using data to create short and long term SMART goals (fitness, nutrition, and/or general health)</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Internet Resources (including but not limited to)</p> <p><a href="https://www.thegreatbodyshop.net/">https://www.thegreatbodyshop.net/</a> (The Great Body Shop – Materials and Program Guide/Program Map)</p> <p><a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a> (Health Smart)</p> <p><a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health) <a href="http://www.cdc.gov">www.cdc.gov</a> (Center for Disease Control) <a href="http://www.charactercounts.org">www.charactercounts.org</a> (Character Counts)</p> <p><a href="http://www.common sense media.org">www.common sense media.org</a> (Common Sense Education)</p> <p><a href="https://www.cdc.gov/healthyschools/sher/standards/index.htm">https://www.cdc.gov/healthyschools/sher/standards/index.htm</a> ( National Health Standards)</p>

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**Unit III: Alcohol, Tobacco and Other Drugs**

<b>TRANSFER:</b> Knowledge about drugs and medicines inform decision making related to personal wellness and the wellness of others.		
<b>STANDARDS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.	There is a strong relationship between individuals who abuse drugs and increased health-risk behaviors.	<ul style="list-style-type: none"> <li>How can using drugs make everyday activities dangerous?</li> </ul>
2.3.6.B.2 Relate tobacco use and the incidence of disease.	Substance abuse is caused by a variety of factors.	<ul style="list-style-type: none"> <li>What factors cause people to start using drugs?</li> </ul>
2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.	The ability to interrupt a drug dependency/addiction typically requires outside intervention and a strong support system.	<ul style="list-style-type: none"> <li>Why is it difficult for someone to stop using drugs after they have become addicted?</li> </ul>
2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision- making and can place one at risk.	Understanding the different drug classifications can help prevent substance abuse.	Examine the likelihood of injury or illness if engaging in unhealthy behaviors. (1.8.8)
	Using tobacco products can lead to different diseases.	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. (1.8.9)
2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to	Smoking laws can impact both smokers and	Describe the influence of culture on health beliefs,

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**Unit III: Alcohol, Tobacco and Other Drugs**

<p>dependency/addiction.</p> <p>2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</p> <p>2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free</p>	<p>non-smokers.</p>	<p>practices, and behaviors. (2.8.2)</p>
	<p>Alcohol use and abuse can lead to injury, illness, and disease.</p>	<p>Demonstrate behaviors to avoid reducing health risks to self and others. (7.8.3)</p>
	<p>Using alcohol in certain situations can alter an individual’s decision-making skills causing health risks.</p>	<p>Identify circumstances that can help or hinder healthy decision making. (5.8.1)</p>
	<p>An individual who suffers from substance abuse will demonstrate different signs and symptoms.</p> <p>There are stages of substance abuse.</p> <p>Drug dependency and addiction effect overall wellness.</p> <p>Strategies exist that can help a person stop using drugs.</p> <p>Factors exist that can cause an individual to use and abuse various drugs.</p>	<p>Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. (1.8.2)</p> <p>Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. (1.8.9)</p> <p>Analyze the relationship between healthy behaviors and personal health. (1.8.1)</p> <p>Apply strategies and skills needed to attain a personal health goal. (6.8.3)</p> <p>Analyze how messages from media influence health behaviors. (2.8.5)</p> <p>Describe how peers influence healthy and unhealthy behaviors. (2.8.3)</p>



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**Unit III: Alcohol, Tobacco and Other Drugs**

	<p><b>KEY TERMS:</b> alcohol, drug, dependency, tolerance, abuse, blood alcohol content, peer pressure, nicotine, carbon monoxide, tar, e-cigarette, second hand smoke, smokeless tobacco, addiction, medicine, prescription, dosage, over the counter drugs</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"><li>• Create a PSA tobacco project</li><li>• Role play refusal skills</li><li>• Create a smokers and non-smokers writing prompt</li><li>• Intergrade scenario cards, "The Choice is Yours"</li><li>• Learning stations activity packet</li><li>• Compare/contrast tobacco and other drugs</li><li>• Complete exit ticket</li></ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"><li>• Learning stations</li><li>• Graphic organizers</li><li>• Partner and small group activities</li><li>• Current event research</li><li>• Create your own medicine label</li></ul>		

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**Unit III: Alcohol, Tobacco and Other Drugs**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>1 week</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<b>Internet Resources (including but not limited to)</b> <a href="https://www.thegreatbodyshop.net/">https://www.thegreatbodyshop.net/</a> (The Great Body Shop – Materials and Program Guide/Program Map) <a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a> (Health Smart) <a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health) <a href="http://www.cdc.gov">www.cdc.gov</a> (Center for Disease Control) <a href="http://www.drugfree.org">www.drugfree.org</a> (Partnership for Drug-Free Kids) <a href="https://www.cdc.gov/healthyschools/sher/standards/index.htm">https://www.cdc.gov/healthyschools/sher/standards/index.htm</a> ( National Health Standards)

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**Unit IV: Family Life**

<b>TRANSFER:</b> Changes during adolescence affect social, mental, emotional, and physical wellness with an impact on lifelong health.		
<b>STANDARDS / GOALS:</b> 2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence. 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active. 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. 2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. 2.4.6.C.2 Identify the signs and symptoms of pregnancy.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Healthy relationships require a mutual commitment.	<ul style="list-style-type: none"> <li>• What does it mean to be in a committed relationship?</li> </ul>
	Responsible actions regarding sexual behavior impact the health of oneself and others.	<ul style="list-style-type: none"> <li>• How do the decisions that we make affect our health?</li> </ul>
	A healthy environment should be provided for a pregnant mother.	<ul style="list-style-type: none"> <li>• What factors can lead to a healthy pregnancy?</li> </ul>
	Adolescent parents may have difficulty adjusting to emotional and financial responsibility of parenthood.	<ul style="list-style-type: none"> <li>• What are the challenges of parenthood?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	There are appropriate behaviors when dating.	Demonstrate behaviors to avoid or reduce health risks to self and others. (7.8.3)

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**Unit IV: Family Life**

2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy.	Strategies exist that allow students to resist pressure and remain abstinent.	Demonstrate refusal and negotiation skills that avoid or reduce health risks. (4.8.2)
	Specific behaviors exist that put individuals at risk for HIV/AIDS, STIs, HPV, and unintended pregnancies.	Analyze the outcomes of a health-related decision. (5.8.7)
	Choosing to be sexually active has physical, social, and emotional consequences.	Explain the importance of assuming responsibility for personal health behaviors. (7.8.1)
	There is a sequence in the process of fertilization.	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. (1.8.2)
	Embryonic growth and fetal development occur in various stages.	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.2)
	There are signs and symptoms involved with pregnancy.	Describe situations that may require professional health services. (3.8.4)
	Prenatal care is important for a healthy pregnancy.	Explain how appropriate health care can promote personal health. (1.8.6)
	Challenges exist for adolescent parents and their families.	Examine how the family influences the health of adolescents. (2.8.1)

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**Unit IV: Family Life**

<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b>	
<ul style="list-style-type: none"> <li>• Create dating behaviors poster</li> <li>• Evaluate an abstinence public service announcement</li> <li>• Complete abstinence current event analysis</li> <li>• Develop a fetal development timeline</li> <li>• Write a pregnancy development – "Letter to the Baby"</li> <li>• Complete exit ticket</li> </ul>	
<b>KEY LEARNING EVENTS AND INSTRUCTION:</b>	
<ul style="list-style-type: none"> <li>• Scenarios</li> <li>• Graphic organizers</li> <li>• Jigsaw activities</li> <li>• Learning stations</li> <li>• Vocabulary card activities</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>4 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><b>Internet Resources (including but not limited to)</b>  <a href="https://www.thegreatbodyshop.net/">https://www.thegreatbodyshop.net/</a> (The Great Body Shop – Materials and Program Guide/Program Map)  <a href="https://www.etr.org/healthsmart/">https://www.etr.org/healthsmart/</a> (Health Smart)  <a href="http://www.kidshealth.org">www.kidshealth.org</a> (Kids Health) <a href="http://www.cdc.gov">www.cdc.gov</a> (Center for Disease Control)  <a href="http://www.pgschoolprograms.com">www.pgschoolprograms.com</a> (Proctor and Gamble School Programs)  <a href="http://www.plannedparenthood.org/learn/parents">www.plannedparenthood.org/learn/parents</a> (Planned Parenthood) <a href="http://www.babycenter.com">www.babycenter.com</a> (Baby Center) <a href="https://www.cdc.gov/healthyschools/sher/standards/index.htm">https://www.cdc.gov/healthyschools/sher/standards/index.htm</a>        ( National Health Standards)</p>

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**APPENDIX A**

**A. SHAPE America National Health Standards**

<https://www.shapeamerica.org/standards/health/>

**B. Section: 18A:35-4.34: Financial literacy instruction**

1.The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

**C. Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum**

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

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