

**Union County Educational Services Commission
High School Course Syllabus**

Title: Health/Physical Education I

Timeline: Full Year; 5 Credits

Course Description:

Throughout Physical Education I, students will be participating in physical activities that help all students develop the knowledge, attitude, emotional skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Students will participate in units from the following categories, recreational team sports, individual/lifetime activities, leisure activities, team building and cooperative learning activities, competitive team sports, and physical fitness testing.

Health I covers all aspects of human sexuality. Topics covered include structure and function of the female and male reproductive system, pregnancy, fetal development, stages of labor, overview of sexually transmitted infections (STI), HIV/AIDS, behaviors that place individuals at greater risk for contracting an STI and various birth control methods including abstinence. In addition, CPR and First Aid will be introduced per New Jersey Department of Education Statute.

Scope and Sequence (PE):

- I. Fitness
- II. Team Sports
- III. Individual Sports
- IV. Cooperative Games

Scope and Sequence (Health):

- I. Female Reproductive System
- II. Male Reproductive System
- III. The Beginning of the Life Cycle
- IV. Sexually Transmitted Diseases and Infections
- V. CPR
- VI. First Aid

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

NJ Student Learning Standards - Comprehensive Health and Physical Education

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

June 2024

Union County Educational Services Commission
Curriculum Mapping – Health I

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 10	approx. 10	approx. 10	approx. 10
Topic	Health and Wellness	Relationships/Family Life/Sexuality	Alcohol, Tobacco, and Other Drugs	Community Health Skills
Standards	<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. • 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • 2.1.12.EH.2: Analyze factors that influence the 	<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). 	<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. • 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • 2.1.12.EH.2: Analyze factors that influence the 	<ul style="list-style-type: none"> • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). • 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention,

	<p>emotional and social impact of mental health illness on the family.</p> <ul style="list-style-type: none"> • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). • 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. • 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and 	<ul style="list-style-type: none"> • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. • 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics. • 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information. • 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). 	<p>emotional and social impact of mental health illness on the family.</p> <ul style="list-style-type: none"> • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. • 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this 	<p>breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <ul style="list-style-type: none"> • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting. • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy
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	<p>respect for people of all genders, gender expressions, gender identities, and sexual orientations.</p> <ul style="list-style-type: none"> • 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. • 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence). • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual. • 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this 	<ul style="list-style-type: none"> • 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption. • 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. • 2.1.12.PP.8: Assess the skills needed to be an effective parent. • 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information. • 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • 2.1.12.EH.2: Analyze factors that influence the 	<p>information with individuals who will benefit.</p> <ul style="list-style-type: none"> • 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. • 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. • 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. • 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of 	<p>or unhealthy consequences (e.g., peers, media).</p> <ul style="list-style-type: none"> • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).
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	<p>information with others who can benefit.</p> <ul style="list-style-type: none"> • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 2.1.12.CHSS.8: Investigate how local, state, and global 	<p>emotional and social impact of mental health illness on the family.</p> <ul style="list-style-type: none"> • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness). • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health). • 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. • 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender 	<p>consent and dating violence).</p> <ul style="list-style-type: none"> • 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. • 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship. • 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media. 	
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	<p>agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</p> <ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting). • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully. 	<p>expressions, gender identities, and sexual orientations.</p> <ul style="list-style-type: none"> • 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. • 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. • 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources. • 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies. <p>2.1.12.SSH.8: Describe the human sexual response</p>		
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		<p>cycle, including the role of hormones and pleasure.</p> <ul style="list-style-type: none">• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe		
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		<p>haven, adoption, and prenatal care).</p> <ul style="list-style-type: none">• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).• 2.1.12.CHSS.9: Develop an action plan to assist		
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		<p>individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</p> <ul style="list-style-type: none">• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).• 2.3.12.PS.6: Describe the types of abuse (e.g.,		
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		<p>physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</p> <ul style="list-style-type: none">• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.		
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Content	Overall Health and Wellness: <ul style="list-style-type: none"> ● Health Risks ● Health Behaviors ● Health Triangle Different Types of Health: <ul style="list-style-type: none"> ● Social Health ● Mental Health ● Emotional Health ● Physical Health Social and Emotional Health: <ul style="list-style-type: none"> ● Self Esteem ● Stress ● Mental Illness ● Diagnosis and Treatment of Mental Illness Fitness and Nutrition: <ul style="list-style-type: none"> ● Aerobic Exercise ● Anaerobic Exercise ● Diets (Healthy and Fads) ● Calories (Fats, Carbs, and Protein) ● Food Pyramid/MyPlate ● Food Labels ● Eating Disorders Hygiene/Care Of:	Relationships: <ul style="list-style-type: none"> ● Domestic and Dating Violence Sexual Decision Making ● Sexual Harassment ● Alcohol and Other Drugs Influence on Decision Making, Consent, and Risk for Sexual Assault ● Sexually Transmitted Infections Abstinence ● Contraception Types of relationships: <ul style="list-style-type: none"> ● Dating Relationships ● Family Relationships ● Peer Relationships ● Relationship with Self ● Conflict Resolution Body Systems: <ul style="list-style-type: none"> ● Female Reproductive System ● Male Reproductive System 	Immediate and long-term consequences associated with substance abuse. Drugs Affect: <ul style="list-style-type: none"> ● Person ● Family ● Friends ● Community Medications: <ul style="list-style-type: none"> ● Prescription ● Over-the-Counter ● Medicinal Supplements ● Holistic Illegals Drugs: <ul style="list-style-type: none"> ● Cocaine ● GHB ● Hallucinogens ● Heroin/Opiates ● Inhalants ● Methamphetamine ● Speed ● PCP ● LSD ● Psilocybin Nicotine/Tobacco/Marijuana Vape: <ul style="list-style-type: none"> ● Legality ● Long/Short Term Issues 	Before and After Care: <ul style="list-style-type: none"> ● Consent ● Abandonment ● Negligence ● Duty to Act ● Act of Omission ● Act of Commission ● Confidentiality ● Good Samaritan Laws ● Disease ● Precautions ● Stages of Grieving ● Levels of Consent ● Organ Donation Types of Emergencies: <ul style="list-style-type: none"> ● Breathing ● Choking ● Allergic Reactions ● Heart Emergencies ● Fainting ● Diabetes/Low Blood Sugar ● Stroke ● Seizure ● Shock Bodily Injuries: <ul style="list-style-type: none"> ● Bleeding Emergencies ● Nosebleed ● Eye Injuries ● Tooth Injuries

	<ul style="list-style-type: none"> ● Skin ● Nails ● Hair ● Teeth ● Mouth ● Eyes ● Ears <p>Heredity Environment Behavior Media Decision Making Goals Goal Setting Action Plans</p> <p>Cancer Awareness Months</p> <ul style="list-style-type: none"> ● January- Cervical ● February- Cancer Prevention ● March- Kidney ● April- Testicular ● May- Bladder, Brain, and Skin ● June- Cancer Survivor ● July- Sarcoma, Bone ● August ● September- Childhood, Leukemia, Lymphoma, 	<p>Gender Identity Gender Expression Biological Sex Sexual Orientation</p> <p>Pregnancy:</p> <ul style="list-style-type: none"> ● Fertilization ● Fetal Development ● Prenatal Care ● Birth Process ● Stages of Labor ● Birth Defects ● Adoption/Foster ● Teen Parenting 	<ul style="list-style-type: none"> ● Addiction ● Physical Effects ● Behavioral Effects <p>Alcohol:</p> <ul style="list-style-type: none"> ● Legality ● Long/Short Term Issues ● Addiction ● Physical Effects ● Behavioral Effects <p>Anabolic Steroids:</p> <ul style="list-style-type: none"> ● Legality ● Long/Short Term Issues ● Addiction ● Physical Effects ● Behavioral Effects <p>Peer Pressure Drug Treatment/Rehab Responsible Decision Making</p>	<ul style="list-style-type: none"> ● Amputations ● Internal Bleeding ● Head/Neck/Spinal Injuries ● Fractures ● Dislocations ● Sprains ● Strains ● Ligaments ● Cramps ● Burns ● Poisons ● Bites ● Stings ● Lyme Disease ● Alcohol Intoxication ● Drug Emergencies ● Carbon Monoxide Poisoning <p>Proper Procedures to Perform:</p> <ul style="list-style-type: none"> ● Rescue Breathing ● CPR ● AED ● First Aid ● Tourniquet ● EpiPen ● Heimlich Maneuver ● RICE ● Stop the Bleed ● Packing Wounds
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	<p>Ovarian, Prostate, Thyroid, Uterine</p> <ul style="list-style-type: none"> ● October-Breast, Liver ● November- Lung, Pancreatic ● December <p>Body Systems:</p> <ul style="list-style-type: none"> ● Skeletal System ● Muscular System ● Cardiovascular System ● Respiratory System ● Integumentary System ● Nervous System ● Digestive System <p>School Violence Awareness Week</p> <ul style="list-style-type: none"> ● 3rd Monday of October 			<ul style="list-style-type: none"> ● Recovery Position <p>Fire Safety:</p> <ul style="list-style-type: none"> ● Evacuation Plan ● In the Home ● Outside the Home
Skills	<p>*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues which will have a major impact on their futures.</p>	<p>*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.</p> <p>*The students will be able to brainstorm exit strategies to employ if</p>	<p>*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their correlation to abuse.</p> <p>*The students will be able to relate injected drug use to</p>	<p>*The students will be able to discuss the importance and responsibilities of first responders.</p> <p>*The students will be able to recall opportunities for organ and tissue donation.</p>

	<p>*The students will be able to determine if physical fitness and good nutrition have a positive relationship and if a healthy diet alone is not enough to maintain proper weight and fitness levels.</p> <p>*The students will be able to learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>*The students will be able to explain the impact of personal health behaviors on the functioning of the human body.</p> <p>*The students will be able to describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>*The students will be able to analyze how family, peers, and community can influence the health of individuals.</p>	<p>involved in an unhealthy relationship.</p> <p>*The students will be able to determine personal responsibilities in the maintenance of positive relationships with family and friends.</p> <p>*The students will be able to discuss the legal ramifications of abusive behaviors.</p> <p>*The students will be able to assess the physical, mental, and emotional effects of abusive behaviors.</p> <p>*The students will be able to compare and contrast theories regarding the incidence of abusive behaviors.</p> <ol style="list-style-type: none"> 1. Genetic Predisposition 2. Peer Pressure 3. Lack of Strong Role Models <p>*The students will be able to summarize the intervention strategies to</p>	<p>the incidence of diseases such as HIV/AIDS and hepatitis.</p> <p>*The students will be able to analyze the societal impact of substance abuse on the individual, family, and community.</p> <p>*The students will be able to compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.</p> <p>*The students will be able to correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>*The students will be able to correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>*The students will be able to make decisions for</p>	<p>*The students will be able to identify ways in which a conscious or unconscious person might be treated in an emergency breathing situation.</p> <p>*The students will be able to differentiate among methods for treating infants, children, and adults.</p> <p>*The students will be able to define the 3 Cs (check, call, care) in the emergency steps sequence.</p> <p>*The students will be able to practice and perform rescue breathing techniques appropriate for infants, children, and adults.</p> <p>*The students will be able to compare and contrast CPR and AED techniques.</p> <p>*The students will be able to perform rescue breathing techniques in simulated emergency situations.</p>
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	<p>*Students will analyze the role of individual responsibility for enhancing health.</p> <p>*The students will be able to recognize hereditary factors that can affect non-communicable diseases related to our health and our reactions to stressful situations.</p> <p>*The students will be able to clearly identify problems related to personal hygiene and sanitation and their causes.</p> <p>*The students will be able to assess personal wellness habits.</p> <p>*The students will be able to analyze the contributions of each nutrient class to good health. (ex: fats, carbs, protein, water, minerals, vitamins)</p> <p>*The students will be able to research the dietary trends of young adults</p>	<p>eliminate high-risk behaviors.</p> <p>*The students will be able to assess the diverse methods of interpersonal communication.</p> <ol style="list-style-type: none"> 1. Verbal 2. Nonverbal 3. Electronic <p>*The students will be able to dramatize appropriate interpersonal communication strategies.</p> <p>*The students will be able to examine factors that impact effective interpersonal communication.</p> <ol style="list-style-type: none"> 1. Peer Pressure 2. Conflict 3. Group Mentality 4. Self-Esteem Issues <p>*The students will be able to identify the consequences technology can have on interpersonal relationships (sexting/texting).</p>	<p>themselves when put in role-play scenarios.</p> <p>*The students will be able to demonstrate strategies for taking care of themselves and others</p> <p>*The students will be able to identify and discuss risk behaviors associated with alcohol and drug use.</p> <p>*The students will be able to discuss the potential health risks of adolescent use of alcohol and drug use on the development of the youth brain.</p> <p>*The students will be able to identify resistance skills to resist pressure and to engage in peer pressure to use and abuse alcohol and drug use.</p> <p>*The students will be able to explain how the brain and body respond to the use of alcohol and drugs.</p> <p>*The students will be able to explain how the body</p>	<p>*The students will be able to demonstrate how to properly use an AED on an individual.</p> <p>*The students will be able to perform manual CPR in simulated emergency situations.</p> <p>*The students will be able to demonstrate techniques mandated by the Red Cross.</p> <p>*The students will be able to assimilate life saving techniques in the performance of Red Cross assessments.</p> <p>*The students will be able to present careers in a health industry project using technology.</p> <p>*The students will be able to identify the basic components of an emergency situation (e.g., bleeding, burns, choking, possible poisoning).</p> <p>*The students will be able to compare and contrast</p>
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	<p>while also analyzing the impact of social media has on dietary habits and choices young adults make.</p> <p>*The students will be able to compare and contrast cultural habits that impact personal nutrition.</p> <p>*The students will be able to demonstrate the relationship between diet and illness.</p> <p>*The students will be able to identify how emotions impact depression, stress, and thoughts of suicide.</p> <p>*The students will be able to understand healthy stress management strategies and how to utilize them.</p> <p>*The students will be able to identify ways to improve or maintain good personal hygiene practices.</p> <p>*The students will be able to anticipate the consequences of the</p>	<p>*The students will be able to demonstrate positive communication skills.</p> <ol style="list-style-type: none"> 1. Refusal 2. Negotiation 3. Assertiveness <p>*The students will be able to compare and contrast positive and negative characteristics of human relationships.</p> <p>*The students will be able to determine values and ethics that contribute to healthy interpersonal relationships.</p> <p>*The students will be able to assimilate the personal attributes of a desired friend and confidante in a visual representation.</p> <p>*The students will be able to summarize significant events that affect familial relationships.</p> <ol style="list-style-type: none"> 1. Divorce 2. Remarriage 3. Pregnancy 4. Loss of a Family Member 	<p>responds to alcohol and drugs.</p> <p>*The students will be able to discuss positive social practices to avoid being around alcohol and drug use.</p> <p>*The students will be able to explain the alternatives to alcohol and drug use.</p> <p>*The students will be able to discuss resistance skills to use anabolic steroids and the long-lasting use of these types of drugs.</p> <p>*The students will be able to explain how alcohol affects the mental and physical abilities needed for driving safely.</p> <p>*The students will be able to define blood-alcohol concentration (BAC).</p> <p>*The students will be able to list and explain the factors that affect blood-alcohol concentration.</p>	<p>emergency situations to non-life-threatening situations.</p> <p>*The students will be able to illustrate the basic First Aid and care involved in an emergency situation, including basic life support.</p> <p>*The students will be able to demonstrate methods for bleeding control.</p> <p>*The students will be able to dramatize care for emergency situations (e.g., bites, broken bone or joint injury, burns, poisoning, stings)</p> <p>*The students will be able to assess the importance of the use of protective barriers in the treatment of victims.</p> <p>*The students will be able to utilize technology to research legislation regarding public safety and responder liability (e.g., The Good Samaritan Law).</p>
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	<p>problem for self, family, and classmates by not practicing good personal hygiene and sanitation.</p> <p>*The students will be able to assess the advantages and disadvantages of personal hygiene and sanitation practices.</p> <p>*The students will be able to identify the best possible solution for him/her based on personal ability and living situation.</p> <p>*The students will be able to clearly and directly state opinions and give good reasons.</p> <p>*The students will be able to ask for help and advice and seek information when needed.</p> <p>*The students will be able to identify personal hygiene and sanitation practices and the need to improve or maintain them.</p>	<p>5. Abuse</p> <p>*The students will be able to develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, obtaining or giving consent, or only dating someone of the same age.</p> <p>*The students will be able to identify and explain the function of the parts of the male and female reproductive systems.</p> <p>*The students will be able to differentiate between gender identity, gender expression, biological sex, and sexual orientation.</p> <p>*The students will be able to identify and compare different types of STIs (Sexually Transmitted Infections), identify signs and symptoms, and describe treatment methods.</p> <p>*The students will be able to understand ways to get STIs and prevent them.</p>	<p>*The students will be able to compare myths and truths about the use of alcohol.</p> <p>*The students will be able to explain the difference between over-the-counter medicine and prescription medicine.</p> <p>*The students will be able to explain how depressants, stimulants, and hallucinogenic drugs affect a person.</p> <p>*The students will be able to describe the effects of combining alcohol with other drugs.</p> <p>*The students will be able to describe zero tolerance levels of impairment and how impairment can be detected and measured.</p> <p>*The students will be able to describe how peer influences and peer pressure might affect a person's decision about drinking and driving.</p>	<p>*The students will be able to summarize and identify proper procedures to prevent and treat Lyme's Disease.</p> <p>*The students will be able to understand the stages of grieving.</p> <p>*The students will be able to analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</p> <p>*The students will be able to analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>*The students will be able to properly administer an epi-pen.</p> <p>*The students will be able to explain how to perform the Heimlich Maneuver and demonstrate properly on a mannequin.</p>
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	<p>*The students are able to identify how their personal hygiene and sanitation practices may impact others.</p> <p>*The students will be able to recognize the needs of others in terms of their own personal hygiene and sanitation practices.</p> <p>*The students will be able to recognize how maintaining good personal hygiene and sanitation will support good self-esteem.</p> <p>*The students will be able to determine ways in which an individual can take responsibility for ensuring success and wellness.</p> <p>*The students will be able to properly give one's self a breast examination.</p> <p>*The students will be able to identify and explain different types of cancer.</p> <p>*The students will be able to know how to screen/test</p>	<p>*The students will be able to identify different types of contraception and understand how each method works.</p> <p>*The students will be able to explain how to prevent pregnancy and the decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p> <p>*The students will be able to describe fertilization, fetal development, and the birth process and resources available to confirm pregnancy.</p> <p>*The students will be able to compare and contrast the alternatives available to a pregnant teen.</p> <p>*The students will be able to identify the effects and consequences of the use of alcohol, tobacco, and other drugs on the developing fetus.</p>	<p>*The students will be able to list five steps involved in making a responsible decision.</p> <p>*The students will be able to explain the meaning of peer education.</p> <p>*The students will be able to explain why everyone should share the responsibility of preventing friends from drinking and driving.</p> <p>*The students will be able to identify five different ways to say no to peer pressure.</p>	<p>*The students will be able to give first aid steps for eye and tooth injuries.</p> <p>*The students will be able to recognize and care for head, neck, and spinal injuries.</p> <p>*The students will be able to recognize and care for extremity injuries.</p> <p>*The students will be able to recognize and care for burns and electrical injuries.</p> <p>*The students will be able to recognize and care for poisons.</p> <p>*The students will be able to recognize and care for alcohol and drug emergencies.</p> <p>*The students will be able to recognize carbon monoxide poisoning.</p> <p>*The students will be able to learn about fire</p>
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	<p>for multiple types of cancers.</p> <p>*The students will be able to identify the major organs and systems of the human body and explain how they keep us alive.</p> <p>*The students will be able to examine how the human body systems work together.</p> <p>*The students will be able to explain how humans grow, develop, and stay healthy.</p> <p>*The students will be able to discuss how our bodies let us do what we want and keep us alive.</p> <p>*The students will be able to assess how the health of one organ system impacts the health of the other organ systems.</p> <p>*The students will be able to explain how the systems and organs of the human body work</p>	<p>*The students will be able to explain how parental responsibilities change throughout the family life cycle.</p> <p>*The students will be able to evaluate the methods and resources available to confirm a pregnancy.</p> <p>*The students will be able to analyze factors that affect the decision to become a parent.</p> <p>*The students will be able to evaluate different reproductive disorders.</p> <p>*The students will be able to investigate the signs and symptoms that may occur in the body indicating a reproductive disorder.</p> <p>*The students will be able to compare and contrast male and female sterility.</p> <p>*The students will be able to create an action plan of how often individuals should give themselves a</p>		<p>prevention and develop/establish a plan for their household.</p> <p>*The students will be able to evaluate the ways their families use fire and the safety of their homes from fire hazards.</p> <p>*The students will be able to discuss fire safety outside the house.</p> <p>*The students will be able to investigate product warning labels and fire safety.</p>
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	<p>together and individually to support life.</p> <p>*The students will be able to compare and contrast why each of the systems of the body is important.</p> <p>*The students will be able to hypothesize how our lifestyles impact our body systems and organs.</p> <p>*The students will be able to understand how cells are the basic unit of structure and function in the human body.</p> <p>*The students will be able to outline how we can make choices to promote a healthy body.</p> <p>*The students will be able to examine how what we put in our bodies affect the way it works.</p> <p>*The students will be able to identify ways to eliminate cyberbullying and a negative social media imprint.</p>	<p>self-exam or go for screenings by a medical professional.</p> <p>*The students will be able to identify and discuss risk behaviors associated with sexting and a negative social media presence.</p> <p>*Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>*Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence)</p> <p>*Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually</p>		
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	<p>*The students will be able to understand that anxiety and depression are treatable mental health problems.</p> <p>*The students will be able to research mental health professionals and related health agencies that provide treatment and support for people with mental health problems.</p> <p>*The students will be able to explain why professional intervention and support from friends and family can often help prevent suicide.</p>	<p>harassed, abused, assaulted, exploited, or trafficked</p> <p>*Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)</p> <p>*Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence</p>		
Inclusion for Diversity	<p>*Teach LGBTQ</p> <p>*The Jigsaw Classroom</p> <p>*Personal Hygiene and Grooming</p> <p>*Teaching Hygiene to Students with Special Needs</p> <p>*Black hair: Tips for everyday care</p> <p>*The Trevor Project</p>	<p>*Teach LGBTQ</p> <p>*The Jigsaw Classroom</p> <p>*LGBTQ Relationships</p> <p>*LGBTQ+ Relationships</p> <p>*Healthy LGBT Relationships</p> <p>*Fostering Healthy Relationships - Parenting Special Needs Magazine</p> <p>*NYC Anti-Violence Project</p>	<p>*Teach LGBTQ</p> <p>*The Jigsaw Classroom</p>	<p>*Teach LGBTQ</p> <p>*The Jigsaw Classroom</p> <p>*Pride with Heart American Heart Association CPR & First Aid</p>

	*Providing Mental Health First Aid to LGBTQ+ Communities			
Modifications and Accommodations	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p>Special Education</p> <ul style="list-style-type: none"> *Exemplars of Varied Performance Levels *Multimedia Presentations *Sheltered instruction *Consultation with ESL Teachers *Manipulatives *Tiered/Scaffolded Lessons *Mnemonic Devices *Visual Aids *Modeling *Guided Note-Taking *Study Guides *Modified Homework *Differentiated Pre-Typed Class Notes *Manipulatives *Flipped Instruction *Word Banks *Reduced Choice on Assessments 	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p>Special Education</p> <ul style="list-style-type: none"> *Exemplars of Varied Performance Levels *Multimedia Presentations *Sheltered instruction *Consultation with ESL Teachers *Manipulatives *Tiered/Scaffolded Lessons *Mnemonic Devices *Visual Aids *Modeling *Guided Note-Taking *Study Guides *Modified Homework *Differentiated Pre-Typed Class Notes *Manipulatives *Flipped Instruction *Word Banks *Reduced Choice on Assessments 	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p>Special Education</p> <ul style="list-style-type: none"> *Exemplars of Varied Performance Levels *Multimedia Presentations *Sheltered instruction *Consultation with ESL Teachers *Manipulatives *Tiered/Scaffolded Lessons *Mnemonic Devices *Visual Aids *Modeling *Guided Note-Taking *Study Guides *Modified Homework *Differentiated Pre-Typed Class Notes *Manipulatives *Flipped Instruction *Word Banks *Reduced Choice on Assessments 	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p>Special Education</p> <ul style="list-style-type: none"> *Exemplars of Varied Performance Levels *Multimedia Presentations *Sheltered instruction *Consultation with ESL Teachers *Manipulatives *Tiered/Scaffolded Lessons *Mnemonic Devices *Visual Aids *Modeling *Guided Note-Taking *Study Guides *Modified Homework *Differentiated Pre-Typed Class Notes *Manipulatives *Flipped Instruction *Word Banks *Reduced Choice on Assessments

	<ul style="list-style-type: none"> *Preferential Seating *Choice Activities *Modified Time Requirements *Modified Notes *Modified Lesson, Assessment and Study Guide Format *Provide an Enriched Curriculum and Activities *Independent Projects *Contracts/Behavior Support Plans *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Functional Learning *Exploration Activities *Assessment Read Aloud *Small Group Assessments *Organizational Support *Oral Questioning Assessment *Pre-Writing Structural Supports *Ongoing Teacher Feedback *Interactive Study Guides *Multi-Sensory Approach *Written and Spoken *Step-by-Step Directions *Content-Focused Assessment *Non-Verbal Cues to Begin Task/Remain 	<ul style="list-style-type: none"> *Preferential Seating *Choice Activities *Modified Time Requirements *Modified Notes *Modified Lesson, Assessment and Study Guide Format *Provide an Enriched Curriculum and Activities *Independent Projects *Contracts/Behavior Support Plans *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Functional Learning *Exploration Activities *Assessment Read Aloud *Small Group Assessments *Organizational Support *Oral Questioning Assessment *Pre-Writing Structural Supports *Ongoing Teacher Feedback *Interactive Study Guides *Multi-Sensory Approach *Written and Spoken *Step-by-Step Directions *Content-Focused Assessment *Non-Verbal Cues to Begin Task/Remain 	<ul style="list-style-type: none"> *Preferential Seating *Choice Activities *Modified Time Requirements *Modified Notes *Modified Lesson, Assessment and Study Guide Format *Provide an Enriched Curriculum and Activities *Independent Projects *Contracts/Behavior Support Plans *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Functional Learning *Exploration Activities *Assessment Read Aloud *Small Group Assessments *Organizational Support *Oral Questioning Assessment *Pre-Writing Structural Supports *Ongoing Teacher Feedback *Interactive Study Guides *Multi-Sensory Approach *Written and Spoken *Step-by-Step Directions *Content-Focused Assessment *Non-Verbal Cues to Begin Task/Remain 	<ul style="list-style-type: none"> *Preferential Seating *Choice Activities *Modified Time Requirements *Modified Notes *Modified Lesson, Assessment and Study Guide Format *Provide an Enriched Curriculum and Activities *Independent Projects *Contracts/Behavior Support Plans *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Functional Learning *Exploration Activities *Assessment Read Aloud *Small Group Assessments *Organizational Support *Oral Questioning Assessment *Pre-Writing Structural Supports *Ongoing Teacher Feedback *Interactive Study Guides *Multi-Sensory Approach *Written and Spoken *Step-by-Step Directions *Content-Focused Assessment *Non-Verbal Cues to Begin Task/Remain
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	<p>on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p>Gifted & Talented *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p>ELL's *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking</p>	<p>on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p>Gifted & Talented *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p>ELL's *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking</p>	<p>on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p>Gifted & Talented *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p>ELL's *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking</p>	<p>on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p>Gifted & Talented *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p>ELL's *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking</p>
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	<ul style="list-style-type: none"> *Individualized Instruction *Manipulatives *Words Banks *Flipped Instruction *Preferential Seating *Choice activities *Modified Time Requirements *Modified Notes *Modify Lesson, Assessment and Study Guide Format *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Functional Learning *Exploration Activities *Assessment Read Aloud *Small Group Assessments *Organizational Support *Oral Questioning Assessment *Pre-Writing Structural Supports *Ongoing Teacher Feedback *Interactive Study Guides *Multi-Sensory Approach *Written and Spoken *Step-by-Step Directions *Content-Focused Assessment *Non-Verbal Cues to Begin 	<ul style="list-style-type: none"> *Individualized Instruction *Manipulatives *Words Banks *Flipped Instruction *Preferential Seating *Choice activities *Modified Time Requirements *Modified Notes *Modify Lesson, Assessment and Study Guide Format *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Functional Learning *Exploration Activities *Assessment Read Aloud *Small Group Assessments *Organizational Support *Oral Questioning Assessment *Pre-Writing Structural Supports *Ongoing Teacher Feedback *Interactive Study Guides *Multi-Sensory Approach *Written and Spoken *Step-by-Step Directions *Content-Focused Assessment *Non-Verbal Cues to Begin 	<ul style="list-style-type: none"> *Individualized Instruction *Manipulatives *Words Banks *Flipped Instruction *Preferential Seating *Choice activities *Modified Time Requirements *Modified Notes *Modify Lesson, Assessment and Study Guide Format *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Functional Learning *Exploration Activities *Assessment Read Aloud *Small Group Assessments *Organizational Support *Oral Questioning Assessment *Pre-Writing Structural Supports *Ongoing Teacher Feedback *Interactive Study Guides *Multi-Sensory Approach *Written and Spoken *Step-by-Step Directions *Content-Focused Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring 	<ul style="list-style-type: none"> *Individualized Instruction *Manipulatives *Words Banks *Flipped Instruction *Preferential Seating *Choice activities *Modified Time Requirements *Modified Notes *Modify Lesson, Assessment and Study Guide Format *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Functional Learning *Exploration Activities *Assessment Read Aloud *Small Group Assessments *Organizational Support *Oral Questioning Assessment *Pre-Writing Structural Supports *Ongoing Teacher Feedback *Interactive Study Guides *Multi-Sensory Approach *Written and Spoken *Step-by-Step Directions *Content-Focused Assessment *Non-Verbal Cues to Begin
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	Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies	Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies	*Active Reading Strategies	Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies
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<p>Reliable/ Suggested Materials</p>	<p>*Health Education / SEL Crosswalk</p> <p>*The health. moves. minds.® Fundraiser</p> <p>*CATCH</p> <p>*Discovery Education</p> <p>*High School HealthSmart</p> <p>*Kids Health</p> <p>*Newsela</p> <p>*Quizlet</p> <p>*Kahoot!</p> <p>*Quizizz</p> <p>*Poll Everywhere</p> <p>*Socrative</p> <p>*Mentimeter</p> <p>*Padlet</p> <p>*CASEL</p> <p>*FDA</p>	<p>*Health Education / SEL Crosswalk</p> <p>*The health. moves. minds.® Fundraiser</p> <p>*CATCH</p> <p>*Discovery Education</p> <p>*High School HealthSmart</p> <p>*Kids Health</p> <p>*Newsela</p> <p>*Teens (for Teens) - Nemours KidsHealth</p> <p>*Centers for Disease Control and Prevention</p> <p>*Be Real. Be Ready.</p> <p>*Sex Education is a Critical Component of School Health Education</p> <p>*Resources NJCASA</p> <p>*Search & Selection Tool – Advocates for Youth</p> <p>*Amaze.org</p> <p>*Amaze.org JR</p>	<p>*Health Education / SEL Crosswalk</p> <p>*The health. moves. minds.® Fundraiser</p> <p>*CATCH</p> <p>*Discovery Education</p> <p>*High School HealthSmart</p> <p>*Kids Health</p> <p>*Newsela</p> <p>*Teens (for Teens) - Nemours KidsHealth</p> <p>*Centers for Disease Control and Prevention</p> <p>*Catch My Breath – A Nicotine Vaping Prevention Program</p> <p>*The Real Cost of Vaping Scholastic</p> <p>*Toolkit for Schools - Make Smoking History</p> <p>*Commercial Tobacco Prevention and Control</p>	<p>*Health Education / SEL Crosswalk</p> <p>*The health. moves. minds.® Fundraiser</p> <p>*CATCH</p> <p>*Discovery Education</p> <p>*High School HealthSmart</p> <p>*Kids Health</p> <p>*Newsela</p> <p>*Teens (for Teens) - Nemours KidsHealth</p> <p>*Centers for Disease Control and Prevention</p> <p>*Red Cross</p> <p>*Basic First Aid Choice Board</p> <p>*Performing Hands-Only CPR Using an AED First Aid for Choking</p> <p>*CPR on Television. Who did it right?</p>
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	<ul style="list-style-type: none"> *Teens (for Teens) - Nemours KidsHealth *Centers for Disease Control and Prevention *School Workshops On Body Image: Confident Me – Dove *The Health Triangle *UNICEF *National Institute of Mental Health *Physical Activity Basics *CalorieKing *FitnessGram *MyPlate *USDA *How to Get SMART About Goal Setting *Creating Your Personal Stress-Management Plan *Bullying Survey *National Suicide Prevention Lifeline 	<ul style="list-style-type: none"> *StopBullying.gov *PACER's National Bullying Prevention Center *GLSEN *Love is Respect *Preventing Teen Dating Violence *Sophia's Secret - CBS News *Life's Greatest Miracle NOVA PBS *Birth Control Methods & Options *Types of Sexually Transmitted Infections *HECAT: Module SH - SEXUAL HEALTH CURRICULUM *Answer, Rutgers *Gender & Sexual Identity Learning for Justice *National Institute of Mental Health *Resources for GSAs 	<ul style="list-style-type: none"> *Educator Resources Youth Now *Presentation for Youth Electronic Cigarettes Smoking & Tobacco Use CDC *Prescription Drugs Prezi *The Abuse Of Prescription Drugs. *Top 10 Prescription Facts about Drug Abuse Video *Substance Abuse Treatment Programs TN Addiction Rehab TN *Teen Substance Use Disorder Treatment Los Angeles CA *Rx foRUndeRstanding: - Preventing Prescription Drug Abuse *Welcome to Herointown, New Jersey's 4th-largest city *Alumni In Recovery 	<ul style="list-style-type: none"> *CPR In Television *CPR/AED Slide Show *Types of Disasters American Red Cross *EPA Poison Checklist *Department of Health Communicable Disease Service Fight the Bite, NJ! *Lifesavers Inc *American Heart Association *The Stages of Grief: How to Understand Your Feelings *Stop The Bleed
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	<p>*Psychiatry.org - Suicide Prevention</p> <p>*NIMH » Help for Mental Illnesses</p>	<p>*What are the different types of contraception? NICHD - Eunice Kennedy Shriver National Institute of Child Health and Human Development</p> <p>*Ally's Story: Second Thoughts on Sexting</p> <p>*Staying healthy and safe Office on Women's Health</p> <p>*Everybody Loves Raymond - The Angry Family</p> <p>*"Modern Family" Trailer</p> <p>*Rights, Respect, Responsibility</p> <p>*NJ LGBTQ Inclusive Curriculum - Make It Better for Youth</p> <p>*The Harbor TV</p> <p>*What Consent Looks Like RAINN</p> <p>*Information on Risk Behaviors for Parents with Teens (Ages 12-19) CDC</p>	<p>*Commonly Used Drugs Charts National Institute on Drug Abuse (NIDA)</p> <p>*National Institute on Drug Abuse</p> <p>*Parents & Educators National Institute on Drug Abuse (NIDA)</p> <p>*Alcohol Facts and Statistics</p>	
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		<ul style="list-style-type: none"><u>*SEXUAL BEHAVIOR: TYPICAL or PROBLEMATIC?</u><u>*Recognize Human Trafficking - SAFE Center</u><u>*Child Safety Laws In Your State Safe Kids Worldwide</u><u>*State-by-State Differences in Sexting Laws Bark</u><u>*Protections from Sexual Harassment in Employment Under New Jersey Law</u><u>*Protections from Sexual Harassment Under New Jersey Law</u><u>*Civil Statute of Limitations for Sexual Assault NJCASA</u><u>*6 Different Types of Abuse - REACH</u><u>*Recognize Human Trafficking - SAFE Center</u><u>*A Teens Guide to Social Media Safety Safe Search</u>		
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		*Sexting and the Impacts on Young People Kids Helpline		
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