

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Health</b>	<b>GRADE: 6-8</b>	<b>UNIT #: IV</b>	<b>UNIT NAME: Community Health Skills</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
<b>1</b>	Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others. 6	(2.2.6.A.2)
<b>2</b>	Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination. 6	(2.2.6.A.2, 2.1.6.E.2, 2.2.6.B.3)
<b>3</b>	Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios. (peer pressure, conflict) 7	(2.2.8.A.2)
<b>4</b>	Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures. 8	(2.2.8.A.1, 2.1.8.E.3)
<b>5</b>	Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds. 6	(2.2.6.C.2)
<b>6</b>	Develop methods and strategies that will promote character development in individual, group, and team environments. 7	(2.2.8.C.1, 2.1.8.E.2, 2.2.8.C.3)
<b>7</b>	Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities. 8	(2.2.6.C.3, 2.2.8.C.2)
<b>8</b>	Identify and develop a position in relation to a health related issue that affects the school community. 6	(2.2.6.D.2)
<b>9</b>	Investigate different opportunities available and implement a plan that motivates volunteerism. 7	(2.2.8.D.1)
<b>10</b>	Role play, mock trial, or debate health and social issues within the community that pique awareness and responsiveness. 8	(2.2.8.D.2)
<b>11</b>	Determine when health situations require support from adults or qualified health professionals.	(2.2.6.E.2)

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	6	
<b>12</b>	Using technology develop a web-based glossary of health products, services, and resources. 7	(2.2.8.E.1, 2.1.8.E.1)
<b>13</b>	Describe situations where an adult or professional intervention is necessary and where to find those services. 8	(2.2.8.E.2, 2.2.8.B.3)
<b>14</b>	Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them. 6	(2.1.6.C.3)
<b>15</b>	Determine the effects that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them. 8	(2.1.8.C.3, 2.1.8.E.4)
<b>16</b>	Describe what steps should be taken if self or other kinds of abuse are suspected. 6	(2.1.6.D.2)
<b>17</b>	Determine the degree of risk of intentional or unintentional injury (to self or others) and identify prevention strategies. 8	(2.1.8.D.1, 2.1.8.D.2)
<b>18</b>	Describe the components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with traffic safety laws. 7	(2.1.6.D.3, 2.1.8.D.3)
<b>19</b>	Demonstrate and describe first aid procedures which would include the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock, and water safety <a href="http://www.nj.gov/education/aps/cccs/chpe/">http://www.nj.gov/education/aps/cccs/chpe/</a> ) as well as basic life support procedures. 8	(2.1.8.D.4)

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Code #	NJCCCS
2.1- Wellness	
C. Diseases and Health Conditions	6 The early detection and treatment of diseases and health conditions impact one’s health.
	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.
	8 The prevention and control of diseases and health conditions are affected by many factors.
	2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. 2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. 2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
D. Safety	6 Applying first-aid procedures can minimize injury and save lives.
	2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective. 2.1.6.D.4 Assess when to use basic first-aid procedures.
	8 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.  8 Applying first-aid procedures can minimize injury and save lives.

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2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.

2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.

2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

E. Social and Emotional Health	<p>6 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>6 Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p>
	<p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>
	<p>8 Social and emotional development impacts all components of wellness.</p> <p>8 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>8 Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p>
	<p>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced</p>

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	situations.
2.2 Integrated Skills	
A. Interpersonal Communication	6 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
	2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
	8 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
	2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
B. Decision Making and Goal Setting	6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.6.B.3 Determine how conflicting interests may influence one's decisions.
	8 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
	2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.
C. Character Development	6 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
	2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.
	2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
	8 Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

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	<p>8 Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p> <p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.</p> <p>2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p>
D. Advocacy and Service	<p>6 Participation in social and health- or service-organization initiatives have a positive social impact.</p> <p>2.2.6.D.2 Develop a position about a health issue in order to inform peers.</p>
	<p>8 Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.</p>
	<p>2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.</p>
E. Health Services and Information	<p>6 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>
	<p>2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals.</p>
	<p>8 Potential solutions to health issues are dependent on health literacy and available resources.</p> <p>8 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>
	<p>2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p>