



DENVILLE TOWNSHIP SCHOOL DISTRICT
Comprehensive Health Curriculum Guide
Family Life Revisions
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Purpose of Family Life Curriculum

Provide accurate and developmentally and age appropriate information and media to

- 1. Keep students physically and emotionally safe**
- 2. Help students make informed and healthy decisions**
- 3. Feel included and welcome**
- 4. Respect themselves and others**

***There are no Family Life units in Grades K, 2, & 3**

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Grade: 1
Session

Unit: Healthy Habits and Healthy Bodies

Time Frame: 1

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Daily hygiene habits have an effect on personal health. ● Precautions can be taken to avoid illness. ● Parts of a body work together to make it function. 	<ul style="list-style-type: none"> ● What can I do to keep a healthy body? ● What are some precautions I can take to avoid illness? ● What are the parts of the body?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Health-enhancing behaviors contribute to wellness. ● Self-care practices to prevent illness ● The basic external parts of the body. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe self-care practices necessary to prevent illness. (Handle food hygienically, brush your teeth, regular physical activity, adequate sleep) ● Identify the 5 senses ● Understand how our body moves. ● Identify the basic external parts of the body. 	<p>2.3.2.HCDM.2 2.12.PGD.4 2.12.PGD.5</p>
	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
	Brainpop jr.	Worksheets Observation

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Grade: 1 **Unit:** Family Life: (Taught in Science and Social Studies) **Time Frame:** Session

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Families are diverse Living things have the capability to reproduce. 	<ul style="list-style-type: none"> What is a family? What makes my family special? What are ways my family keeps me safe? How do families care for their offspring?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> Families come in many structures: The family unit encompasses the diversity of family forms in contemporary society Family members work together, care for each other, share feelings, and spend time together All living things can reproduce (read about sea turtles, butterflies, puppies and kittens) Reproduction is the process by which new organisms or Living things – "offspring" – are produced from their "parent" or parents. Animal families care for their offspring in different ways. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize a variety of family structures. Identify the roles of trusted adults, school nurse, and school counselor. Identify the roles and responsibilities of different family members. Describe what activities your family likes to do together. Explain how some animal families care for their offspring 	<p>2.1.2.PP.1 & 2 2.1.2.CHSS 1 & 2 2.1.2.SSH.3</p>
<p>Resources and Materials TCI Social Studies lessons 5, 7, & 11</p> <p>Amplify Science: Animal and Plant Defenses: <i>Students advise an aquarium director by helping answer young visitors' questions about Spruce the Sea Turtle, who will soon be released back into the ocean. They investigate how Spruce and her offspring can survive in the ocean, particularly since sharks live in the area. Students obtain information from videos and science books about how plants and animals survive and about parents and offspring.</i></p>		<p>ASSESSMENT/PROJECT</p> <p>Activities Observation Discussion Questioning</p>

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Grade: 4

Unit: Family Life: Introduction to Puberty **Time Frame:** 2 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Physical, emotional, and social changes occur during puberty and adolescence ● There are strategies and behaviors that help maintain one’s personal health during puberty. (adequate sleep, good hygiene, regular physical activity and balanced nutrition) 	<ul style="list-style-type: none"> ● Why is my body changing during adolescence? ● How can I maintain a healthy body during adolescence?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Most significant physical, emotional, and social growth changes occur during puberty and adolescence. ● The onset and progression of puberty varies by individual. ● Strategies and behaviors that help maintain one’s personal health during puberty. (adequate sleep, good hygiene, regular physical activity and balanced nutrition) ● The pituitary gland controls the production of hormones. ● Hormones influence the changes that occur during puberty. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the physical, social, and emotional changes that occur at puberty. ● Identify practices and behaviors to maintain a healthy body during puberty and adolescence ● Explain the role of the pituitary gland on the production of hormones, and how they influence the changes that occur during puberty. ● Identify different feelings and emotions that people may experience and how they might express these motions. (anger, fear, happiness, sadness, anxiety) ● Identify strategies to cope with changes that occur during puberty. ● Identify trusted adults, family members, caregivers, school staff, health care professionals, whom students can talk to about and ask questions regarding puberty and adolescent health. 	<p>2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.5 2.1.5.EH.3</p>

RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Videos: “An Introduction to Puberty (for boys),” Wonderscape, 2017 “Puberty: A Girl’s Journey,” Marsh Media, 2016</p>	<p>Observation Discussion Questioning</p>

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Grade: 5

Unit: Family Life: Puberty Sessions

Time Frame: 2

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Physical, emotional, and social changes occur during puberty and adolescence ● There are strategies and behaviors that help maintain one’s personal health during puberty. (adequate sleep, good hygiene, regular physical activity and balanced nutrition) ● Pregnancy occurs as a result of fertilization ● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. 	<ul style="list-style-type: none"> ● Why is my body changing during adolescence? ● How can I maintain a healthy body during adolescence? ● What is the relationship between sexual intercourse and human reproduction? ● What are gender stereotypes? ● What is the difference between sexual orientation and gender identity?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Physical, emotional, and social changes occur during puberty and adolescence. ● The onset and progression varies by individual. ● Strategies and behaviors that help maintain one’s health during puberty (adequate sleep, good hygiene, regular physical activity, balanced nutrition) ● The relationship between sexual intercourse and human reproduction. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the physical, social, and emotional changes that occur during puberty. ● Identify practices and behaviors to maintain a healthy body during puberty and adolescence ● Define sexual orientation, gender identity, and gender expression, and gender role stereotypes ● Explain how pregnancy occurs. ● Identify trusted adults, family members, caregivers, school staff, health care professionals, whom students can discuss questions regarding puberty and adolescent health. 	<p>2.1.5.PGD.4 2.1.5.PP.1 2.1.5.PP.2 2.1.5.SSH.1 2.1.5.SSH.2 2.1.5.SSH.3 2.1.5.CHSS.1</p>
RESOURCES/MATERIALS		ASSESSMENT/PROJECT
<p>“Straight Talk: About Puberty for Girls,” Marsh Media, 2016 “Straight Talk: About Puberty for Boys,” Marsh Media, 2016</p>		<p>Observation Discussion</p>

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Grade: 6 **Unit:** Family Life: Adolescence and Puberty **Time Frame:** 3 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Intellectual, physical, emotional, and social growth and development occur during adolescence ● Inclusive schools and communities are accepting of all people and make everyone feel welcome and included 	<ul style="list-style-type: none"> ● What are the changes between female and male bodies during adolescence and puberty ● How can we support our peers during adolescence and puberty 	
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates. ● Personal habits, environment, and heredity influence adolescent growth and development. ● The hormones that trigger growth and development during puberty (estrogen, testosterone) ● The basic structures of the male and female reproductive systems ● Strategies to address peer pressure ● Risks of sending or receiving inappropriate social media ● Inclusive schools and communities provide support to adolescents and make everyone feel welcome and included. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Relate how personal habits (sleep, nutrition, exercise), environment, and heredity influence adolescent growth and development. ● Compare growth patterns of males and females during adolescence. ● Identify the structures of the male and female reproductive systems. ● Describe the physical changes that occur in males and females during puberty. ● Summarize the intellectual, emotional, and social growth and development that occur during adolescence ● Identify common health and wellness issues that affect adolescents ● Differentiate between gender identity, gender expression and sexual orientation ● Develop a plan for inclusivity 	<ul style="list-style-type: none"> 2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4 2.1.8.SSH.1 2.1.8.SSH.2
RESOURCES/MATERIALS		ASSESSMENT/PROJECT
<p><u>Essential Health Skills for Middle School, 1st Edition 2019: Chapter 16.3 Adolescence and Puberty</u> <u>Discovery Education, Straight Talk: About Puberty for Girls:</u> Marsh Media <u>Discovery Education, Straight Talk: About Puberty for Boys:</u> Marsh Media</p>		<p>Quiz Class discussions Worksheets Tests</p>

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Grade: 7 **Unit:** Promoting Healthy Relationships

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Healthy relationships with others (friends and family) provide an emotional wellness support system ● Effective communication promotes healthy relationships. 	<ul style="list-style-type: none"> ● How do you develop and sustain relationships over time? ● What is a healthy relationship? 	
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Relationships are the connections people have with each other. ● Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. ● Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. ● The values acquired from family, culture, personal experiences, and friends impact all types of relationships ● There are various resources and people available to support healthy relationships ● There are ways to leave an unhealthy friendship. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Distinguish different types of friendships ● Explain how to promote acceptance and celebrate diversity in relationships ● Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. ● Discuss situations that require support from trusted adults or health professionals. ● Describe strategies for building healthy friendships. ● Identify common issues in friendships ● Differentiate between positive and negative types of peer pressure ● Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. ● Discuss situations that require support from trusted adults or health professionals. 	<p>2.1.8.CHSS.8 2.1.8.SSH.1 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.6</p> <p>Domestic Violence Prevention N.J.S.A. 18A:35-4.23</p>
RESOURCES/MATERIALS		ASSESSMENT/PROJECT
<p><u>Essential Health Skills for Middle School, 1st Edition: Chapter 14: Promoting Healthy Relationships</u></p>		<p>Participation in class projects Discussion Activities</p>

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Grade: 7 **Unit:** Family Life: Human Development and Anatomy **Time Frame:** 5 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Humans grow and develop throughout a lifetime. Genetics play a role in an individual's personal growth and development. Males and females have different reproductive systems. 	<ul style="list-style-type: none"> How do humans grow and develop? How do genetics play a role in one's personal development? How do the male and female reproductive systems function? 	
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> Staying healthy is a lifelong process that includes all dimensions of wellness. Personal lifestyle habits and genetics influence overall growth patterns. The stages of pregnancy from fertilization to birth Prenatal practices that support a healthy pregnancy Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others. The self-examination of breast and testicles can be the first step in cancer prevention in these areas. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during one's life Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. Explain how chromosomes determine the sex of the fetus. Differentiate between different types of twins/multiples: fraternal, identical, and conjoined. 	<p>2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.3 2.1.8.PP.1 2.1.8.PP.2 2.1.8.PP.3 2.1.CHSS.1 2.1.CHSS.2 2.1.CHSS.4</p> <p>Breast Self-Examination N.J.S.A. 18A:35-5.4</p> <p>Domestic Violence Prevention N.J.S.A. 18A:35-4.23</p> <p>Sexual Assault Prevention N.J.S.A. 18A:35-4.3</p>
RESOURCES/MATERIALS		ASSESSMENT/PROJECT
<p>Morris Cares JBSW <u>Essential Health Skills for Middle School, 1st Edition: Chapter 16</u> <u>BrainPop: Sex Determination</u> <u>BrainPop: Pregnancy & Fetal Development</u> <u>BrainPop: Babies</u> <u>BrainPop: Twins</u> <u>BrainPop: Reproduction</u></p>		<p>Quizzes Test</p>

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Grade: 8 **Unit:** Family Life: Relationships

Time Frame: 5 Sessions

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> As individuals mature, they seek out different relationships with peers, colleagues, and loved ones. 		<ul style="list-style-type: none"> How do you develop and sustain healthy relationships over time?
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. The values acquired from family, culture, personal experiences, and friends affect all types of relationships. Responsible actions regarding sexual behavior affect the health of oneself and others. <ul style="list-style-type: none"> The similarities and differences between friendships, romantic relationships, and sexual relationships 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify situations that require support from trusted adults or health professionals. Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships. Differentiate between affection, love, and physical attraction. Determine when a relationship is unhealthy and explain effective strategies to end the relationship. Develop acceptable criteria for safe dating in groups, setting limits, or only dating someone of the same age. Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. Define interpersonal abuse and/or neglect. Identify community resources to support those in unhealthy relationships. 	<p>2.3.8.PS.2 2.3.8.PS.3 2.1.8.CHSS.8 2.1.8.SSH.5</p> <p>Domestic Violence Prevention N.J.S.A. 18A:35-4.23</p> <p>Sexual Assault Prevention N.J.S.A. 18A:35-4.3</p> <p>Stress Abstinence N.J.S.A. 18A:35-4.19-20</p>
RESOURCES/MATERIALS		ASSESSMENT/PROJECT
<p>Morris Cares JBWS Comprehensive Health Skills for Middle School, 1st Edition: Unit 15 Understanding Violent Behavior</p> <p>JBWS 24 Hour Helpline 973-267-4763 Boystown National Hotline 800-448-3000 Youth Crisis Hotline 800-448-4663</p>		<p>Participation Discussion Activity/presentation Worksheets</p>

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Grade: 8

Unit: Family Life

Time Frame: 4 Sessions

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> Decisions regarding sexual activity can impact one’s overall health and may have lasting effects on one’s future. 	<ul style="list-style-type: none"> How do decisions regarding sexual activity impact one’s health and future? 	
KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> Physical consequences of sexual activity: Pregnancy and Sexually Transmitted Infections (STIs) Emotional and social consequences of sexual activity Abstinence from sexual activity is the only strategy that is 100% effective in preventing pregnancy and STIs, including HIV and AIDS. The importance of consent for sexual activity Use of drugs and alcohol can impact decisions related to sexual activity Different types of STIs STIs can be transmitted through sexual activity Contraception are methods used to prevent pregnancy 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate emerging methods to prevent, diagnose and treat STIs Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. Identify contraception and pregnancy options Identify sexual activities that place one at greater risk for HIV/AIDS, STIs, and unintended pregnancy. Explain the importance of practicing routine healthcare procedures, which may include breast self-examination, testicular examinations, and HPV_vaccine. Summarize strategies to remain abstinent and resist pressures to become sexually active (Refusal strategies and consent) 	<p>2.1.8.PGD.4 2.1.8.PP.1 2.1.8.PP.4 2.1.8.PP.5 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.9 2.1.8.SSH.10 2.1.8.SSH.11 2.1.8.CHSS.3 2.1.8.CHSS.4 2.1.8.CHSS.5 2.3.8.PS.2</p> <p>Cancer Awareness N.J.S.A. 18A:40-33 Breast Self-Examination N.J.S.A. 18A:35-5.433</p> <p>Domestic Violence Prevention & Dating Violence Education N.J.S.A. 18A:35-4.23 and 43.a</p> <p>Sexual Assault Prevention N.J.S.A. 18A:35-4.3 and 4.5a</p> <p>Stress Abstinence N.J.S.A. 18A:35-4.19-20</p>
RESOURCES/MATERIALS		ASSESSMENT PROJECT
<p>Textbook: Comprehensive Health Skills for Middle School, 1st Edition: Unit 8 Chapters 18 & 19</p> <p>Videos: “Sex Facts: Teens and STDs” by Standard Deviants Guidance Systems 2011 “Birth Control: Myths and Methods, Fourth Edition” by Clearvue & SVE 2003</p>		<p>Worksheet Activities Discussions</p>

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Grade: 8

Unit: HIV/AIDS

Time Frame: 1 Session

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> The factors that contribute to the spread of HIV and AIDS. 		<ul style="list-style-type: none"> What are the factors that contribute to the spread of HIV and AIDS? 	
KNOWLEDGE		SKILLS	
<p>Students will know:</p> <ul style="list-style-type: none"> That an awareness of information about AIDS can lead to prevention of the infection. The three stages of HIV infection are the initial, chronic, and late stages. That AIDS has an impact globally. That people who use good decision-making skills are better equipped to resist pressures. 		<p>Students will be able to:</p> <p>Distinguish between HIV and AIDS</p> <ul style="list-style-type: none"> Understand the transmission of HIV Describe the signs and symptoms of HIV/AIDS Explain testing procedures for diagnosing HIV/AIDS Identify treatment methods for HIV/AIDS 	
		NJSLS	
		2.1.8.CHSS.3 2.1.8.CHSS.5 2.1.8.SSH.11 2.3.8.HCDM.3 2.3.8.HCDM.4 2.3.8.HCDM.5 Stress Abstinence N.J.S.A. 18A:35-4.19-20	
RESOURCES/MATERIALS		ASSESSMENT/PROJECT	
Textbook: Comprehensive Health Skills for Middle School, 1st Edition: Chapter 11 Videos: "Aids" by BrainPop "HIV and Aids: Staying Safe" by Noon E 2001		Class activities	