

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
HEALTH/FAMILY LIFE CURRICULUM  
SEPTEMBER 2008**

**INTRODUCTION**

The Health/Family Life Curriculum has been revised to reflect the changes established in the New Jersey Core Curriculum Content Standards. This curriculum differs from others in that some of the topics covered in the standards for health are already included in other curricular areas. This document will serve to give objectives and activities for topics not covered in other curricular areas.

The standards for Health include:

2.1 - Wellness

- A. Personal Health
- B. Growth and Development
- C. Nutrition
- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

2.2 - Integrated Skills

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy and Service
- F. Health Services and Careers

2.3 - Drugs and Medicines

- A. Medicines
- B. Alcohol, Tobacco and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 - Human Relationships and Sexuality

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

Other related topics include:

9.2 - Career Education and Consumer, Family and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

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A checklist of the standards has been incorporated into this document. At each grade level, teachers should utilize this checklist to ensure the standards are being covered. Some of the standards will be covered in this curriculum; others will be covered in other curricular areas.

Some topics will be taught by the classroom teacher, other topics will be taught by the school nurse, the physical education teacher, or the D.A.R.E. officers.

Some topics, such as self-management and interpersonal communication represent skills that are best taught in an integrated manner as students learn to work independently and in cooperative groups.

While the checklists are the most important component of this document, it is hoped that the objectives and activities will assist in providing suggestions for implementation of the standards not covered in other areas.

Additional activities are included in the state curriculum framework, which can be found on the state website at [www.nj.gov/njded/frameworks/chpe](http://www.nj.gov/njded/frameworks/chpe).

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**DISTRICT GOAL**

Through the teaching of Health/Family Life related experiences, the Township of Franklin Public Schools shall give every student the opportunity to:

- Acquire a stock of basic information concerning the principles of the physical, biological and social sciences; the historical record of human achievements and failures; and current social issues.
2. Acquire the capacity for achieving satisfying and responsible roles in family life.
3. Acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.
4. Acquire the understanding of, and the ability to form, responsible relationships with a wide range of other people including, but not limited to, those with social and cultural characteristics different from his/her own.
5. Acquire an understanding of ethical principles and values, and the ability to apply them to his/her own life.
6. Develop an understanding of his/her own worth, abilities, potentialities and limitations.
7. Learn the harmful, physical and emotional effect of drug abuse, i.e., the memory impairment, lack of achievement and poor self-esteem.
8. Develop the ability to make intelligent decisions based on facts and the courage to stand up and say "No" to drugs.
9. Acquire the knowledge that AIDS is a communicable disease which breaks down the immune system, is transmitted and can be prevented.
10. Acquire an understanding of how the AIDS virus affects the body.
11. Acquire a positive attitude towards people with AIDS.
12. Acquire the knowledge and skills presented in the New Jersey Core Curriculum Content Standards.

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**STATEMENT OF PURPOSE**

The purpose of the Health/Family Life Curriculum in the Township of Franklin Public Schools is to develop individuals who have the skills which will enable them to:

1. Understand human growth and development.
2. Exhibit responsible personal behavior.
3. Establish a strong family life.
4. Develop healthy interpersonal relationships.
5. Make informed and acceptable decisions regarding the use of drugs and alcohol.

Students will have the opportunity to learn health/family life concepts through direct instruction in the classroom. They will develop health and family life concepts, strengthen decision making skills and prepare themselves to assume responsible roles as productive citizens in our society.

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**EVALUATION COMPONENTS**

Students will show satisfactory achievement of outcomes by:

Receiving satisfactory grades on tests.

Participating in class activities and projects.

Receiving satisfactory report card grades.

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**SPECIAL EDUCATION MODIFICATIONS**

The special education program in the Township of Franklin services the needs of the elementary school disabled population, ages three through twelve, or grades preschool through six. Programs within the district meet the needs of those students classified as Eligible for Special Education and Related Services due to learning, language, behavioral, or multiple disabilities. Students whose disabilities are so severe that their needs cannot be met within the district are placed into appropriate programs outside of the district.

The Township of Franklin is committed to providing a free and appropriate public education to all disabled children in the least restrictive environment. In an effort to insure that each student reaches his/her potential, an educational plan is designed specifically for each child. The special education program is structured to provide resource center, self-contained, and supported regular education instruction based on the educational needs of the student. The curriculum parallels that of the regular classroom with exceptions made for the individuality of the student.

Student progress in meeting the specific goals and objectives of his/her Individual Education Plan is monitored on an on-going basis by both the teacher and the student's case manager. An annual review is held each year to discuss both academic progress and objectives for the following year. Evaluation of progress may include, but is not limited to, teacher-made and standardized tests, informal observation, homework, classwork, and three-year re-evaluation.

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**HEALTH/FAMILY LIFE CURRICULUM WRITING COMMITTEE**

Grades K - 3..... Donna Harrison

Grade 4 ..... Samantha Shaffer

Grade 5 ..... Christine Rambone

Grade 6 ..... Terri Griffin