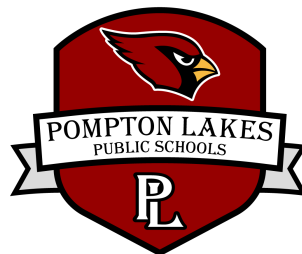


Pompton Lakes School District



Comprehensive Health Curriculum Grade 6-8 2025

Submitted by the CHPE Department:
Tina Brindisi
Anthony Vigorito

Paul Amoroso, Ed.D., *Superintendent*
Jayne Tanis, Ph.D., *Director of Curriculum*

Board Members

Mr. Jared Luciani, President
Mr. Anthony Rodriguez, Vice President
Mrs. Shaylyn Blake, Mrs. Colleen Dawson, Mr. Michael Fasouletos,
Mrs. Susan O'Malley, Mr. Carl P. Padula, Ms. Anne Marie Prezioso,
Mr. Scott SanTERS, Mrs. Dawn Zanetti

*The Comprehensive Health course takes place during one marking period (approximately 40 days) for each grade level.

Ten CHPE Practices

Comprehensive Health and Physical Education Practices

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Practice	Description
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

Practice	Description
Attending to personal health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.

Practice	Description
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

The New Jersey Student Learning Standards for Comprehensive Health and Physical Education (2020) continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, grade 6-8. The standards are based on the [National Health Education Standards](#).

Consent (N.J.S.A. 18A:35)

Mental Health (N.J.S.A. 18A:35-4.39)

Sexting (N.J.S.A. 18A:35-4.33)

Sexual abuse and assault awareness and prevention education (N.J.S.A. 18A:35-4.5a.)

Accident and Fire Prevention (N.J.S.A. 18A:6-2)

Breast Self-Examination (N.J.S.A. 18A:35-5.4) - Grade 7-12

Bullying Prevention Programs (N.J.S.A. 18A:37- 17)

Cancer Awareness (N.J.S.A. 18A:40-33)

Dating Violence Education (N.J.S.A. 18A: 35-4.23a) - Grade 7-12

Domestic Violence Education (N.J.S.A. 18A:35-4.23)

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)

Grief (N.J.S.A. 18A: 35) (New 1/24)

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)

Stress Abstinence (N.J.S.A. 18A:35-4.19-20)

Suicide Prevention (N.J.S.A. 18A: 6-111)

Time devoted to courses in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5)

Amistad Law N.J.S.A. 18A 52:16A-88

Holocaust Law (N.J.S.A. 18A:35-28)

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)

Comprehensive Health Standards Curriculum Crosswalk: 6-8

Core Idea	Performance Expectation	Page(s)
Individual actions, genetics, and family history can play a role in an individual's personal health.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.3	8, 19, 24
Responsible actions regarding behavior can impact the development and health of oneself and others.	2.1.8.PGD.4	14
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	2.1.8.PP.1 2.1.8.PP.2 2.1.8.PP.3	56
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	2.1.8.PP.4 2.1.8.PP.5	56
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	2.1.8.EH.1 2.1.8.EH.2	8, 14, 29
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	2.1.8.SSH.1 2.1.8.SSH.2	50
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.6	24, 50
There are factors that contribute to making healthy decisions about sex.	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	50, 56

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.3 2.1.8.CHSS.4 2.1.8.CHSS.5	44, 50, 56
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	2.1.8.CHSS.6 2.1.8.CHSS.7	8, 14, 24, 44
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8	29
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4	8
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1	50
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5	50
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	2.3.8.PS.6 2.3.8.PS.7	50
Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.	2.3.8.HCDM.1 2.3.8.HCDM.2 2.3.8.HCDM.3	8, 14, 44

	2.3.8.HCDM.4 2.3.8.HCDM.5	
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	2.3.8.HCDM.6 2.3.8.HCDM.7	44
The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5	34
A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.	2.3.8.DSDT.1 2.3.8.DSDT.2	39
The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5	39

GRADE 6

Unit 1 Overview

Content Area: Health and Nutrition

Grade: 6

Unit Title: Wellness

Unit Summary: Students will be able to understand the many facets of wellness. Students will understand the three sides of the health triangle and why it is important to balance all three. Students will understand how genetics can play a part in their overall health. Students will make the connection between nutrition and fitness and how both need to balance each other to lead a healthy lifestyle.

Student Learning Objectives

<p><u>CHPE</u></p> <p>2.1.8.PGD.1</p> <p>2.1.8.PGD.2</p> <p>2.1.8.PGD.4</p> <p>2.1.8.EH.2</p> <p>2.1.8.CHSS.6</p> <p>2.3.8.HCDM.2</p> <p>2.2.8.N.1</p> <p>2.2.8.N.2</p> <p>2.2.8.N.3</p> <p>2.2.8.N.4</p>	<ul style="list-style-type: none"> ● Explain how appropriate health care can promote personal health. ● Analyze how genetics and family history can impact personal health. ● Analyze the relationship between healthy behaviors and personal health. ● Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. ● Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. ● Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. ● Analyze how culture, health status, age and access to health foods can influence personal eating habits. ● Identify skills and healthy behaviors that can support adolescents in losing, gaining or maintaining healthy weights. ● Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider similarities and differences among the plans. ● Assess personal nutritional health and consider opportunities to improve health and performance.
--	--

21st Century Skills

Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSLS 9:

- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. • 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Computer Science and Design Thinking Performance Expectations NJSLS 8:

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

Climate Change Companion Guide

Interdisciplinary Connections

English Language Arts

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

Media Arts

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

WIDA ELD- Standards (ELL/ML)

- ELD-SI 4-12 Narrate
- ELD-SI 4-12 Inform
- ELD-SI 4-12 Explain
- ELD-SI 4-12 Argue

Social Emotional Learning Competencies

- ☒ Self-Awareness
- ☒ Self-Management
- ☒ Responsible Decision-Making
- ☐ Relationship Skills
- ☐ Social Awareness

Related Vocabulary

wellness
 nutrition
 fitness
 attribute
 resiliency
 genetics
 hygiene
 obesity

Unit Essential Questions

Unit Enduring Understandings

<ul style="list-style-type: none"> • What is wellness? • What are the three sides of the health triangle? • How does each side impact one another? • What are the major factors that impact your health? • What are the components of fitness and can you identify examples for each component? • Can you identify healthy and nutritionally rich foods? • How does a personal commitment to healthy choices reduce one's risk for disease, health conditions and injuries? • How does one's environment, climate change, age or culture impact access to healthy foods? • How does a personal commitment to healthy choices reduce one's risk for disease, health conditions and injuries? • What are examples of good hygiene practices? • What other components make up wellness? (physical, emotional, mental, & social wellness) • How does family genetics factor into one's health? 	<ul style="list-style-type: none"> • Staying healthy is a lifelong process that includes many dimensions of wellness. • Wellness is achieved by balancing all three sides of the health triangle. Social, emotional and physical health. • The components of fitness. Muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition. • How to choose a healthy diet and why your body benefits from it. • The availability of healthy foods in one's environment and other factors can impact nutrition and health conditions, such as climate change. • How and why exercise also promotes good health and longevity. • Recognizing calories and nutrition in carbohydrates, proteins and fats. • How to balance diet and exercise. • The importance of hygiene. • The importance of knowing one's family history.
<p>Student Learning Targets Students will learn that ...</p> <ul style="list-style-type: none"> • Responsible actions regarding behavior can impact the development and health of oneself and others. • Individual actions, genetics, and family history can play a role in an individual's personal health. • Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. • The health triangle represents physical, social and emotional health. • There are 5 components of fitness. • Personal hygiene is a crucial life skill to practice throughout life 	
<p>Evidence of Learning</p>	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Written responses • Class discussions • Class work 	

Summative Assessment <ul style="list-style-type: none"> • Project Alternative Assessment <ul style="list-style-type: none"> • UDL principles for assessment Benchmark Assessment <ul style="list-style-type: none"> • Pre Assessment - Factors that Influence Wellness 	
Resources	
Core Instructional Resources/Supplemental Resources <ul style="list-style-type: none"> • Google SlideDeck • TedTalk • Kids Health • BrainPOP <ul style="list-style-type: none"> ○ Nutrition ○ Fitness ○ Obesity • Jamie Oliver video blogs • Online articles and video resources • Supersize me <ul style="list-style-type: none"> ○ Youtube • CDC • Climate Change Companion Guide 	
Considerations/Scaffolds for Support	
Enrichment/Gifted and Talented	<ul style="list-style-type: none"> • Project-based learning • Flipped Instruction • Multimedia Presentations • Career based learning incorporated into each lesson • Exploration Activities • Student choice
ELL/ML	<ul style="list-style-type: none"> • Sheltered instruction • Consultation with ESL teachers • Words banks • Reduced choice on assessments

	<ul style="list-style-type: none"> • Preferential seating • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide forma • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides

UDL Lesson Plan and Pacing Guide

Lesson	Time Frame (days)
Class and quarter introduction	1
Introduction and pre assessment/ autobiography	1
Health and wellness	1
Family Genetics and role it plays	1
Health triangle and social media	1
Components of fitness	2
Benefits of exercise	1
My plate and nutrition	1
Obesity and Nutrition	1
<u>Understanding Food and Climate Change</u>	1
Fast Food	1
Review - Summative Assessment	1

Unit 2 Overview	
Content Area: Health	
Grade: 6	
Unit Title: Factors that Influence and Impact Health	
Unit Summary: Students will be able to understand the many influences that media plays on one's health. Students will understand that surrounding themselves with peers that encourage positive healthy choices will influence their choices. Students will recognize their genetic makeup and how their families wellness choices may influence their choices.	
Student Learning Objectives	
<u>CHPE</u> 2.1.8.PGD.4 2.1.8.EH.1 2.1.8.EH.2 2.1.8.CHSS.6 2.3.8.HCDM.2	<ul style="list-style-type: none"> Analyze the relationship between healthy behaviors and personal health. Compare and contrast stress management strategies that are used to address various types of stress induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
21st Century Skills Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSL 9: 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address. 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	
Computer Science and Design Thinking Performance Expectations NJSL 8: 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.	
Interdisciplinary Connections <i>English Language Arts</i>	

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

WIDA ELD- Standards (ELL/ML)

- ELD-SI 4-12 Narrate
- ELD-SI 4-12 Inform
- ELD-SI 4-12 Explain
- ELD-SI 4-12 Argue

Social Emotional Learning Competencies

- ☒ Self-Awareness
- ☒ Self-Management
- ☒ Responsible Decision-Making
- ☒ Relationship Skills
- ☒ Social Awareness

Related Vocabulary

social media
peer group
peer pressure

Unit Essential Questions

- What are the major factors that affect your health?
- What roles do family, peers and media have on choices now and through life?
- How do personal choices impact our health as well as others?
- What personal choices impact overall health?
- How does technology and media today play a role in everyday life?
- How can you surround yourself in a positive environment and why is that beneficial?
- How do communication skills impact health?

Unit Enduring Understandings

- Staying healthy is a lifelong process that requires attention.
- Your heredity comes directly from your family, and you cannot control it.
- Overall health is influenced by genetic factors as well as your environment, media, technology, communication and decision-making skills.
- Technology and media can impact one's life.
- A positive environment can impact one's health.
- Many people have poor health because of various reasons.

Student Learning Targets

Students will learn that ...

- The main factors that influence our health and well-being are heredity, environment, media and technology.
- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- We can control some parts of our health and well-being but cannot control our heredity.
- The media and environment you surround yourself in can impact your decisions.
- Peer groups can influence wellness decisions.

Evidence of Learning**Formative Assessment**

- Teacher observation
- Written responses
- Quizlet
- Kahoot
- Class discussions
- Class work

Summative Assessment

- Project

Alternative Assessment

- UDL principles for assessment

Benchmark Assessment

- Pre Assessment - Social Media Awareness

Resources**Core Instructional Resources/Supplemental Resources**

- Google SlideDeck
- TedTalk
- Kids Health
- BrainPOP
 - Hereditary
 - Genetics
- Online articles and video resources

- CDC

Considerations/Scaffolds for Support

Enrichment/Gifted and Talented	<ul style="list-style-type: none"> • Project-based learning • Flipped Instruction • Multimedia Presentations • Career based learning incorporated into each lesson • Exploration Activities • Student choice
ELL/ML	<ul style="list-style-type: none"> • Sheltered instruction • Consultation with ESL teachers • Words banks • Reduced choice on assessments • Preferential seating • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide forma • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes

	<ul style="list-style-type: none"> • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides •
UDL Lesson Plan and Pacing Guide	
Lesson	Time Frame (days)
Influences on health	2
Genetics	1
Behavior	1
Social Media	2
Reflections and decisions	1
Media Presentations	2

Unit 3 Overview	
Content Area: Health	
Grade: 6	
Unit Title: Body Systems	
Unit Summary: Students will learn the various body systems and how each system supports each other. Students will understand why they grow and change what body system is responsible for that growth. Students will gain a better overall understanding of their body and reinforce the importance of making healthy choices.	
Student Learning Objectives	
CHPE 2.1.8.PGD.2 2.1.8.PGD.3	<ul style="list-style-type: none"> Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. Describe the external and internal body parts and their functions, and the natural variations that exist in human bodies
21st Century Skills Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSLS 9: 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).	
Computer Science and Design Thinking Performance Expectations NJSLS 8: 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.	
Climate Change Companion Guide	
Interdisciplinary Connections <i>English Language Arts</i> RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.	
WIDA ELD- Standards (ELL/ML) <ul style="list-style-type: none"> ELD-SI 4-12 Narrate ELD-SI 4-12 Inform ELD-SI 4-12 Explain ELD-SI 4-12 Argue 	
Social Emotional Learning Competencies	

<input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Responsible Decision-Making <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Social Awareness	
Related Vocabulary Digestive system Skeletal system Muscular system Nervous system Respiratory system Circulatory system Excretory system Endocrine system Immune system nutritionist	
Unit Essential Questions <ul style="list-style-type: none"> • What is the main role of each of the following systems? (Digestive, skeletal, muscular, nervous, respiratory, circulatory, excretory, endocrine, immune) • What happens to the food that we eat? • How does a broken bone heal and what are some of the main bones in the body? • How can I develop muscles and what are some of the larger muscle groups? • How do the body systems work together? • Why am I growing so quickly? • What are the main organs in the body? • What is a nutritionist? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Our bodies cannot function properly if one of our systems is not well. • Not one body system is more important than the other. They all have value and use. • The importance of each body system. • How the body systems support each other. • What the human body is made up of, also how it changes over time. • Look up the requirements to become a nutritionist and one other health-related occupation.
Student Learning Targets Students will learn that ... <ul style="list-style-type: none"> • All of the body systems are connected and work together to keep your body healthy and functioning. • The main roles for each of the body systems are unique. 	

- The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Understand the role of a nutritionist and other health-related occupations in assisting people with their dietary decision-making.

Evidence of Learning

Formative Assessment

- Self assessments
- Brain Pop mini-assessments

Summative Assessment

- Project

Alternative Assessment

- UDL principles for assessment

Benchmark Assessment

- Pre Assessment - Body Systems

Resources

Core Instructional Resources/Supplemental Resources

- Google SlideDeck
- Kids Health
- BrainPOP
 - Body Systems
- Skeleton model

Considerations/Scaffolds for Support

Enrichment/Gifted and Talented

- Project-based learning
- Flipped Instruction
- Multimedia Presentations
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELL/ML

- Sheltered instruction
- Consultation with ESL teachers
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities

	<ul style="list-style-type: none"> • Modified time requirements • Modified notes • Modify lesson, assessment and study guide forma • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides

UDL Lesson Plan and Pacing Guide

Lesson	Time Frame (days)
Body systems	3
Skeletal system	1
News relating to the systems and research	1
Body systems research	1
Body systems project and notes	2
Project and slides	2
Health Professions: Nutritionist	1

Unit 4 Overview	
Content Area: Health	
Grade: 6	
Unit Title: Tobacco	
Unit Summary: Students will understand the harm that tobacco does to the body. Students will recognize the role social media and television play in influencing someone to use tobacco. Students will understand the harm secondhand smoke can cause. Students will discuss coping skills they can use to avoid peer pressure when it comes to using tobacco.	
Student Learning Objectives	
<u>CHPE</u> 2.1.8.PGD.1 2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.CHSS.6 2.1.8.CHSS.7	<ul style="list-style-type: none"> ● Explain how appropriate health care can promote personal health. ● Analyze the relationship between healthy behaviors and personal health. ● Demonstrate communication skills that will support healthy relationships ● Develop an advocacy plan regarding a health issue and share this information in an appropriate setting ● Collaborate with other students to develop a strategy to address health issues related to climate change.
<u>21st Century Skills</u> Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSLS 9: 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).	
Computer Science and Design Thinking Performance Expectations NJSLS 8: 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	
<u>Interdisciplinary Connections</u> <i>English Language Arts</i> RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to	

examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
<u>WIDA ELD- Standards (ELL/ML)</u> <ul style="list-style-type: none"> • ELD-SI 4-12 Narrate • ELD-SI 4-12 Inform • ELD-SI 4-12 Explain • ELD-SI 4-12 Argue 	
<u>Social Emotional Learning Competencies</u> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Responsible Decision-Making <input type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Social Awareness 	
Related Vocabulary tobacco addiction vaping	
Unit Essential Questions <ul style="list-style-type: none"> • Why do people use and abuse tobacco despite the warnings and negative health effects? • What are the physical and behavioral effects of tobacco use? Long and short term effects? • How can the effects of secondhand smoke be reduced? • What are strategies on refusing or saying no to tobacco? • How can somebody who is addicted to tobacco reverse their dependency? • How do inhalants through vaping affect the body? • How does climate change impact one's health? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Tobacco can affect the body mentally and physically for short- and long-term health. • The signs and symptoms of tobacco use. • Family and friends are also affected by tobacco use. • Factors like peer pressure, low self-esteem genetics and poor role models affect the use of tobacco use. • Refusal and coping strategies • Climate change may impact one's health
Student Learning Targets Students will learn that ... <ul style="list-style-type: none"> • Tobacco and vaping is negative for a user's health and those around them may also be affected negatively. • Tobacco can be used in different ways, each way has negative short and long term health effects and can lead to terminal illness. 	

<ul style="list-style-type: none"> ● Refusal skills, quality decision making and creating a healthy environment is beneficial for your social, emotional and physical health. ● Individual actions, genetics, and family history can play a role in an individual's personal health. ● Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. ● Identify health issues related to climate change. 	
Evidence of Learning	
Formative Assessment <ul style="list-style-type: none"> ● Self assessments ● Brain Pop mini-assessments ● Pair and share assignments ● Entrance and exit tickets Summative Assessment <ul style="list-style-type: none"> ● Project: Poster Alternative Assessment <ul style="list-style-type: none"> ● UDL principles for assessment Benchmark Assessment <ul style="list-style-type: none"> ● Pre Assessment - Tobacco Awareness 	
Resources	
Core Instructional Resources/Supplemental Resources <ul style="list-style-type: none"> ● Catch Program ● Google Classroom/ Google Slide Decks ● Canva.com (poster creator) 	
Considerations/Scaffolds for Support	
Enrichment/Gifted and Talented	<ul style="list-style-type: none"> ● Project-based learning ● Flipped Instruction ● Multimedia Presentations ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice
ELL/ML	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Words banks ● Reduced choice on assessments ● Preferential seating

	<ul style="list-style-type: none"> • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide format • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides

UDL Lesson Plan and Pacing Guide	
Lesson	Time Frame (days)
Introduction to tobacco and vaping - Catch Program	1
Physical and behavioral uses	1
Social media, television influences	1
The effects of tobacco, nicotine & vaping	2
Smoking versus vaping	2
Digital Poster Project	2

GRADE 7

Unit 1 Overview	
Content Area: Health	
Grade: 7	
Unit Title: Mental Health	
Unit Summary: Students will be able to identify and learn self-management skills they can use to cope with different types of mental, psychological, and emotional situations they may find themselves in. Students will gain a greater understanding of resources and tools available to them where they can reach out to individuals or resources within the community they can turn to for assistance.	
Student Learning Objectives	
CHPE 2.1.8.EH.1 2.1.8.EH.2 2.1.8.CHSS.8	<ul style="list-style-type: none"> • Compare and contrast stress management strategies that are used to address various types of stress induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). • Analyze how personal attributes, resiliency, and protective factors support mental and emotional health • Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
21st Century Skills Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSLS 9: 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.). 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
Computer Science and Design Thinking Performance Expectations NJSLS 8: 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	
Interdisciplinary Connections <i>English Language Arts</i> RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<u>WIDA ELD- Standards (ELL/ML)</u> <ul style="list-style-type: none"> • ELD-SI 4-12 Narrate • ELD-SI 4-12 Inform • ELD-SI 4-12 Explain • ELD-SI 4-12 Argue 	
<u>Social Emotional Learning Competencies</u> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Responsible Decision-Making <input checked="" type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Social Awareness 	
Related Vocabulary stress resiliency anxiety depression mental illness stigma	
Unit Essential Questions <ul style="list-style-type: none"> • What is stress? • What are different stress management techniques? • What is the difference between typical sadness and depression? • Where can you get help or depression or anxiety? • What is mental illness? • What is stigma? • What are ways to end the stigma of mental health? • What are specific feelings one might experience from stress? • How can students build relationships with their families to mitigate stressful situations? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Stress is the reaction of the body & mind to everyday challenges & demands. • Different stress management techniques can include but are not limited to exercise, listening to music, gardening, etc. • Typical sadness is a natural human emotion and depression is a chemical imbalance in the brain that lasts long-term. • Students can get help from guidance counselors, health professionals, and help-lines. • Mental illnesses are health conditions involving changes in emotion, thinking or behavior (or a combination of these). • Stigma is perceived shame or guilt associated with something.

	<ul style="list-style-type: none"> Ways to end the stigma of mental health include spreading awareness, educating others, and promoting positive language of mental health
Student Learning Targets Students will learn that ... <ul style="list-style-type: none"> Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. Relationships are influenced by a wide variety of factors, individuals, and behaviors. Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. 	
Evidence of Learning	
Formative Assessment <ul style="list-style-type: none"> Self assessments Brain Pop mini-assessments Pair and share assignments Entrance and exit tickets Summative Assessment <ul style="list-style-type: none"> Self-Care Bingo Alternative Assessment <ul style="list-style-type: none"> UDL principles for assessment Benchmark Assessment <ul style="list-style-type: none"> Pre Assessment - Mental Health Awareness 	
Resources	
Core Instructional Resources/Supplemental Resources <ul style="list-style-type: none"> Google Classroom/ Google Slide Decks EdPuzzle WeVideo Podcast TedTalk Examples BrainPOP Google Classroom YouTube - Stress Management Flocabulary - What is stress? 	

- [Passaic County Mental Health and Addiction Services](#)
- [NJDOE SEL Competencies](#)

Considerations/Scaffolds for Support

Enrichment/Gifted and Talented	<ul style="list-style-type: none"> • Project-based learning • Flipped Instruction • Multimedia Presentations • Career based learning incorporated into each lesson • Exploration Activities • Student choice
ELL/ML	<ul style="list-style-type: none"> • Sheltered instruction • Consultation with ESL teachers • Words banks • Reduced choice on assessments • Preferential seating • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide forma • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes

	<ul style="list-style-type: none"> • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides

UDL Lesson Plan and Pacing Guide

Lesson	Time Frame (days)
Pre-Assessment	1
Stress Management strategies/Intro to virtual calm space	1
Virtual Calm Space	2
Peer Project	1
“End the Stigma” Ted Talk project (research, recording, presentations)	4
S.O.S. Team-building/Family Connect program preparation and participation	4

Unit 2 Overview	
Content Area: Health	
Grade: 7	
Unit Title: Medicine, Drugs & Alcohol	
Unit Summary: Students will learn the negative effect that drug use has on one's physical, social, and emotional health. Students will gain a greater understanding of the negative impact alcohol and drugs has on their vision, judgment, reaction time, coordination, sleep, schoolwork, and memory. Students will understand tools they can use to avoid peer pressure and remove themselves from a dangerous situation.	
Student Learning Objectives	
<u>CHPE</u> 2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5	<ul style="list-style-type: none"> Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
<u>21st Century Skills</u> Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSL 9: 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	
Computer Science and Design Thinking Performance Expectations NJSL 8: 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	
<u>Interdisciplinary Connections</u>	

English Language Arts

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Science:

MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

WIDA ELD- Standards (ELL/ML)

- ELD-SI 4-12 Narrate
- ELD-SI 4-12 Inform
- ELD-SI 4-12 Explain
- ELD-SI 4-12 Argue

Social Emotional Learning Competencies

- ☒ **Self-Awareness**
- ☒ **Self-Management**
- ☒ **Responsible Decision-Making**
- ☒ **Relationship Skills**
- ☒ **Social Awareness**

Related Vocabulary

alcohol
e-cigarettes
cannabis
reaction time

Unit Essential Questions

- What is the difference between over-the-counter drugs and prescription drugs?
- What are the classifications of drugs?

Unit Enduring Understandings

- Over-the-counter drugs can be purchased without a doctor's note.
- Prescription drugs can only be obtained with a doctor's note and signature.

<ul style="list-style-type: none"> • What is the difference between drug use, misuse and abuse? • What are the physical and behavioral effects of each classification of drugs? • What effects does alcohol have on the body short term and long term? • What is Blood Alcohol Concentration? • Who can influence decision making in difficult situations? • What are some ways to avoid a difficult situation that may involve drugs? • What are the consequences of choosing to take drugs? 	<ul style="list-style-type: none"> • Drugs can be classified as hallucinogens, stimulants, depressants, or narcotics. • Drug use is using a drug to help symptoms of an illness or injury, drug misuses may involve not following medical instructions, and drug abuse is the use of a medication without a prescription, in a way other than as prescribed, or for the experience or feelings elicited. • The effects that drugs have on an individual will depend on what classification the drug is, and the dose of the drug taken. • The effects that alcohol has on the body differ depending on the individual, the type of alcohol, the amount of alcohol consumed, and the time length of consumption. • Blood Alcohol Concentration is a measurement of alcohol intoxication used for legal or medical purposes.
<p>Student Learning Targets Students will ...</p> <ul style="list-style-type: none"> • Gain an awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. • Learn that the use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs can result in social, emotional, and physical harm to oneself and others. 	
<p>Evidence of Learning</p>	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Self assessments • Brain Pop mini-assessments • Pair and share assignments • Entrance and exit tickets <p>Summative Assessment</p> <ul style="list-style-type: none"> • Drug Research Project <p>Alternative Assessment</p> <ul style="list-style-type: none"> • UDL principles for assessment <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Pre Assessment - Drug and Alcohol Awareness 	
<p>Resources</p>	

Core Instructional Resources/Supplemental Resources	
<ul style="list-style-type: none"> • Google Classroom/ Google Slide Decks • EdPuzzle • Drug Free NJ • Passaic County Mental Health and Addiction Services • Bill S298 	
Considerations/Scaffolds for Support	
Enrichment/Gifted and Talented	<ul style="list-style-type: none"> • Project-based learning • Flipped Instruction • Multimedia Presentations • Career based learning incorporated into each lesson • Exploration Activities • Student choice
ELL/ML	<ul style="list-style-type: none"> • Sheltered instruction • Consultation with ESL teachers • Words banks • Reduced choice on assessments • Preferential seating • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide forma • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems

	<ul style="list-style-type: none"> • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides
UDL Lesson Plan and Pacing Guide	
Lesson	Time Frame (days)
Pre-Assessment	1
BrainPOP: Addiction	1
Google Slide Deck: NJ Bill, Resources, etc	2
Impact of drugs on the human body	2
Individual/Group Research Project	10

Unit 3 Overview	
Content Area: Health	
Grade: 7	
Unit Title: Addiction and Treatment	
Unit Summary: Students will gain a greater understanding of the signs and symptoms of substance abuse. Students will discuss the social, emotional, and physical changes that occur in someone that is using alcohol and drugs. Students will discuss how substance affects the family. Tools, programs, treatment facilities, school and community resources will be discussed where the user, friend or family member can seek help.	
Student Learning Objectives	
<u>CHPE</u> 2.3.8.DSDT.1 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5	<ul style="list-style-type: none"> Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
21st Century Skills Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSLs 9: 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	
Computer Science and Design Thinking Performance Expectations NJSLs 8: 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	

Interdisciplinary Connections

English Language Arts

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WIDA ELD- Standards (ELL/ML)

- ELD-SI 4-12 Narrate
- ELD-SI 4-12 Inform
- ELD-SI 4-12 Explain
- ELD-SI 4-12 Argue

Social Emotional Learning Competencies

- ☒ Self-Awareness
- ☒ Self-Management
- ☒ Responsible Decision-Making
- ☒ Relationship Skills
- ☒ Social Awareness

Related Vocabulary

alcohol
addiction
reaction time
rehabilitation

Unit Essential Questions

- What is addiction?
- What are some treatment options for someone who is addicted to a drug?
- What is dopamine?
- Where can one go for help to support someone's dependency on drugs?
- How does addiction affect individuals and their families?

Unit Enduring Understandings

- Addiction is a compulsive need for and use of a habit-forming substance, characterized by tolerance and by well-defined symptoms.
- Treatment options include in and out-patient rehab, alcoholics anonymous, etc.
- Dopamine is a neurotransmitter involved in motivation, pleasure and learning.
- People in need of support for dependency on drugs can contact counselors, help-lines, rehab centers

Student Learning Targets Students will ... <ul style="list-style-type: none"> Understand that a variety of factors can contribute to alcohol, tobacco, and drug disorders and a wide variety of treatment options are available depending on the needs of the individual. Understand that the use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. 	
Evidence of Learning	
Formative Assessment <ul style="list-style-type: none"> Self assessments Brain Pop mini-assessments Pair and share assignments Entrance and exit tickets Mini Research Project Summative Assessment <ul style="list-style-type: none"> Drug Classification Test Alternative Assessment <ul style="list-style-type: none"> UDL principles for assessment Benchmark Assessment <ul style="list-style-type: none"> Pre Assessment - Addiction and Treatment 	
Resources	
Core Instructional Resources/Supplemental Resources <ul style="list-style-type: none"> Google Classroom/ Google Slide Decks EdPuzzle Drug Free NJ Passaic County Mental Health and Addiction Services Bill S298 844-ReachNJ video 	
Considerations/Scaffolds for Support	
Enrichment/Gifted and Talented	<ul style="list-style-type: none"> Project-based learning Flipped Instruction Multimedia Presentations Career based learning incorporated into each lesson Exploration Activities

	<ul style="list-style-type: none"> • Student choice
ELL/ML	<ul style="list-style-type: none"> • Sheltered instruction • Consultation with ESL teachers • Words banks • Reduced choice on assessments • Preferential seating • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide format • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels

	<ul style="list-style-type: none"> • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides
UDL Lesson Plan and Pacing Guide	
Lesson	Time Frame (days)
Pre-Assessment	1
Signs and symptoms of substance abuse	1
Connection between substance abuse and addiction	1
Research and design of Rehab Center Website Presentation	4
Alcohol-drug abuse and the effect on the family	1
Addiction	1
School and community agencies available for substance abuse assistance	1-2 days
Assessment	1

GRADE 8

Unit 1 Overview

Content Area: Health

Grade: 8

Unit Title: Communicable and Non-Communicable Diseases

Unit Summary: This unit will focus on non-communicable and communicable diseases. Students will understand the important role a healthy immune system plays in fighting diseases. Students will discuss strategies they can use against peer pressure to avoid contracting a communicable disease. Students will be introduced to STIs/HIV and understand ways to make themselves less susceptible to them. Students will learn the importance of self-care in assisting with early detection when it comes to breast or testicular cancer. Students will be made aware of local agencies that they can turn to if they are in question about their health. Students will also discuss the global implications of travel and how communicable diseases can be spread.

Student Learning Objectives

CHPE

2.3.8.HCDM.1

2.3.8.HCDM.2

2.3.8.HCDM.3

2.3.8.HCDM.4

2.3.8.HCDM.5

2.3.8.HCDM.6

2.3.8.HCDM.7

2.1.8.CHSS.3

2.1.8.CHSS.5

2.1.8.CHSS.7

- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness..
- Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- Explain how the immune system fights disease.
- Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.
- Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care and treatment.
- Identify medically accurate sources of information about STI's.
- Collaborate with other students to develop a strategy to address health issues related to climate change.

21st Century Skills

Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSL 9:

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>	
<p>Computer Science and Design Thinking Performance Expectations NJSL 8:</p> <p>8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>	
<p><u>Interdisciplinary Connections</u></p> <p><i>English Language Arts:</i></p> <p>W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p> <p>SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
<p><u>WIDA ELD- Standards (ELL/ML)</u></p> <ul style="list-style-type: none"> • ELD-SI 4-12 Narrate • ELD-SI 4-12 Inform • ELD-SI 4-12 Explain • ELD-SI 4-12 Argue 	
<p><u>Social Emotional Learning Competencies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Responsible Decision-Making <input checked="" type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Social Awareness 	
<p>Related Vocabulary</p> <p>communicable disease</p> <p>non-communicable disease</p> <p>lyme disease</p> <p>breast cancer</p> <p>abstinence</p>	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • To what extent can we keep ourselves disease free? • What is a communicable disease? • What is a noncommunicable disease? • What are the different types of pathogens that cause 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. • Pathogens contribute to infection. • There are four major pathogens that cause disease.

<p>disease?</p> <ul style="list-style-type: none"> • In which ways are communicable diseases spread? • How does the immune system protect the body from disease? • What makes up the immune system? • Why is it important to perform a self-breast exam or self-testicular exam? • In what way has society contributed to communicable diseases? • What are ways to prevent contracting Lyme Disease? • Why are regular health screenings important? • How are STIs transmitted? • What are the permanent health risks involved with STI transmission? • How can STIs be prevented? • What is the HIV virus? • How is HIV related to AIDS? • What are the signs of STIs? • 	<ul style="list-style-type: none"> • There are multiple ways that diseases are transmitted. • The immune system is important in preventing and fighting off disease. • There are specific transmission, symptoms, and treatment of some communicable diseases. • Knowing your body and changes that may occur may signal an early warning sign. • Global influences may impact decisions one makes in regard to their sexual health. • Wearing protective clothing may help avoid a tick bite. • Regular health screenings may pick up an issue at an early stage. ie: cancer. • There are medical assessments that can be utilized if someone is exposed to an STI. • STIs can have lifelong implications. • STIs are preventable by making educated, healthy decisions such as choosing abstinence, and or being in a monogamous relationship. • Using contraception during sexual activity is an option but not a 100% guarantee
<p>Student Learning Targets</p> <ul style="list-style-type: none"> • Students will be able to differentiate between communicable and non-communicable diseases. • Students will understand that diseases can be contracted from a variety of sources. • Students will understand that choices they make may contribute to or prevent them from being susceptible to a disease. • Students will understand that physical, mental and emotional health all play a part in their decision making. • Students will understand what Lyme Disease is and measures to prevent it. • Students will be able to make educated decisions about their sexual health. • Students will be able to make informed choices to prevent contracting STIs (HIV). • Students will understand the importance of self-exams when it comes to breast or testicular cancer screening. • Students will understand the degree to which an individual may be impacted by a health condition or disease and how their immune system plays an integral role. 	
<p>Evidence of Learning</p>	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Self assessments 	

<ul style="list-style-type: none"> • Brain Pop mini-assessments • Pair and share assignments • Entrance and exit tickets • Quizlet activities <p>Summative Assessment</p> <ul style="list-style-type: none"> • Individual Disease Research Project <p>Alternative Assessment</p> <ul style="list-style-type: none"> • UDL principles for assessment <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Pre Assessment - Types of Diseases 	
Resources	
<p>Core Instructional Resources/Supplemental Resources</p> <ul style="list-style-type: none"> • Google Classroom/ Google Slide Decks • EdPuzzle • The Great Body Shop • KidsHealth • Google Classroom • Netflix - “The Ryan White Story” (Interdisciplinary Connection to ELA 7) • Youtube - Communicable Diseases” What? Why? How? • YouTube - Human Health and Disease • YouTube - Microorganisms 	
Considerations/Scaffolds for Support	
Enrichment/Gifted and Talented	<ul style="list-style-type: none"> • Project-based learning • Flipped Instruction • Multimedia Presentations • Career based learning incorporated into each lesson • Exploration Activities • Student choice
ELL/ML	<ul style="list-style-type: none"> • Sheltered instruction • Consultation with ESL teachers • Words banks • Reduced choice on assessments

	<ul style="list-style-type: none"> • Preferential seating • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide forma • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides

UDL Lesson Plan and Pacing Guide

Lesson	Time Frame (days)
Pre-Assessment	1
The Immune System	2
Non-Communicable Diseases	2
Self-Exams/Regular Health Screenings	1
Influences on decision making	2
Communicable Diseases	1
STI's and HIV	3 days
Treatment and Prevention	1
Individual Research Project (climate change)	2

Unit 2 Overview	
Content Area: Health	
Grade: 8	
Unit Title: Health and Unhealthy Relationships	
<p>Unit Summary: Students will be able to recognize the difference between a healthy and an unhealthy relationship. Students will discuss the importance of developing strong communication skills which will help establish a healthy relationship. Students will discuss the various types of relationships they will have in their life. Students will understand what gender expression and sexual orientation mean. Students will recognize that school and the world are a better place when everyone is accepted for who they are. Students will recognize the impact social media plays when it comes to sexuality. Students will understand the dangers of sexting. Students will learn to effectively communicate consent when it comes to someone entering their personal sexual space. This unit will discuss places or people students can turn to for healthcare concerns. This unit will also provide information about the physical, emotional, and behavioral symptoms of grief; coping mechanisms and techniques for handling grief and loss; and resources available to students, including in-school support, mental health crisis support, and individual and group therapy.</p>	
Student Learning Objectives	
<u>CHPE</u> 2.1.8.SSH.1 2.1.8.SSH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.8 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7 2.1.8.CHSS.2 2.1.8.CHSS.4 2.1.8.SSH.6	<ul style="list-style-type: none"> ● Discuss topics regarding gender identity, gender expression and sexual orientation. ● Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. ● Demonstrate communication skills that will support healthy relationships ● Compare and contrast the characteristics of healthy and unhealthy relationships. ● Analyze the similarities and differences between friendships, romantic relationships and sexual relationships ● Identify factors that can affect the ability to give or perceive consent in sexual activity (eg, body image, self-esteem, alcohol and other substances) ● Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others. ● Define sexual consent and sexual agency. ● Define interpersonal and sexual violence and describe their impact on sexual health. ● Describe strategies that sex traffickers/exploiters employ to recruit youth. ● Determine the effectiveness of laws designed to keep children and adolescents healthy and safe. ● Demonstrate strategies to use social media safely, legally, and respectfully. ● Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

	<ul style="list-style-type: none"> Describe the state and federal laws related to age of consent, minors ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking. 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 harassed, abused, assaulted, exploited, or trafficked. Examine how culture influences the way families cope with traumatic situations, crisis, and change.
<u>21st Century Skills</u> Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSL 9: 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
Computer Science and Design Thinking Performance Expectations NJSL 8: 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	
<u>Interdisciplinary Connections</u> <i>English Language Arts:</i> W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<u>WIDA ELD- Standards (ELL/ML)</u> <ul style="list-style-type: none"> ELD-SI 4-12 Narrate ELD-SI 4-12 Inform ELD-SI 4-12 Explain ELD-SI 4-12 Argue 	
<u>Social Emotional Learning Competencies</u> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Responsible Decision-Making 	

☒ **Relationship Skills**

☒ **Social Awareness**

Related Vocabulary

dignity

Risk

sexual consent

sex trafficking

gender expression

sexual orientation

grief

Unit Essential Questions

- How does privacy play a role in the development of strong friendships/strong relationships?
- What does a healthy relationship entail?
- What sort of communications and interactions should occur in healthy relationships?
- Why is sexting wrong?
- Why should you tell someone if an adult is seeking sexual pictures of you?
- Why should you tell an adult if someone is touching you uncomfortably?
- Why should you tell an adult if someone has forced themselves sexually on you?
- How can sexting lead to unhealthy relationships or violence?
- How can sexting lead to grooming?
- What is the difference between grooming and cyberbullying?
- What is sextortion?
- What is the difference between anger and violence?
- What are warning signs of unhealthy relationships, abusive relationships and dating violence?

Unit Enduring Understandings

- Understanding puberty helps to facilitate the emotional transition from childhood to adolescence.
- There are different types of relationships.
- Individuals need to express his/her sexuality in ways that are both healthy and responsible.
- Assertive communication skills enhance health by avoiding and/or reducing health risk
- The importance of knowing your own physical space and that it is not ok for someone to enter it without your permission.
- Personal choices impact current and long term outcomes on individuals, family and society.
- There are many ways to seek help through guidance counselors, therapists, and medical counselors.
- Sending sexual pictures to another is wrong.
- Red flags to recognize on social media platforms.
- Places to go for help if someone is seeking sexually explicit pictures of you.
- The importance of being strong with your communication such as the word “NO”.
- Places to turn for help for sexual assault.
- Acceptance that there are many different relationships.

<ul style="list-style-type: none"> • What are the signs of relationship abuse? • How can one seek help for relationship and family life issues? • What issues do LGBTQ students face? • What is grief? How and where can one find support in times of grief and loss? 	<ul style="list-style-type: none"> • Understand the physical, emotional, and behavioral symptoms of grief.
Student Learning Targets <ul style="list-style-type: none"> • Inclusive schools and communities are accepting of all people and make them feel welcome and included. • Relationships are influenced by a wide variety of factors, individuals, and behaviors • Understand what sexual consent is in regards to physical contact. • Understand where they can turn for help if one partner in a relationship exhibits violent behavior towards them. • Understand what domestic violence is and where they can turn for help. • Understand what grooming is and how it can lead to human trafficking. • Appropriate social media skills and why sexting should never take place. • Understand the physical, emotional, and behavioral symptoms of grief • Learn coping mechanisms and techniques for handling grief and loss, and resources available to students. 	
Evidence of Learning	
Formative Assessment <ul style="list-style-type: none"> • Self assessments • Brain Pop mini-assessments • Pair and share assignments • Entrance and exit tickets • Quizlet activities Summative Assessment <ul style="list-style-type: none"> • Project Alternative Assessment <ul style="list-style-type: none"> • UDL principles for assessment Benchmark Assessment <ul style="list-style-type: none"> • Pre Assessment - Relationships and Grief 	
Resources	
Core Instructional Resources/Supplemental Resources <ul style="list-style-type: none"> • Google Classroom/ Google Slide Decks 	

- YouTube - PBS: Kids Talk About Relationships
- Degraasi - TV show (relationships)
- Connect for Freedom Resources (videos, interactive activities)
- BrainPop
- [Grief, Loss and Bereavement](#) resources (NJDOE)

Considerations/Scaffolds for Support

Enrichment/Gifted and Talented	<ul style="list-style-type: none"> • Project-based learning • Flipped Instruction • Multimedia Presentations • Career based learning incorporated into each lesson • Exploration Activities • Student choice
ELL/ML	<ul style="list-style-type: none"> • Sheltered instruction • Consultation with ESL teachers • Words banks • Reduced choice on assessments • Preferential seating • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide format • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups

	<ul style="list-style-type: none"> • Manipulatives • Modified time requirements • Modified notes • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides

UDL Lesson Plan and Pacing Guide

Lesson	Time Frame (days)
Types of Relationships	5
Sexting	1
Anger vs. Violence in Relationships	1
Sexual Consent	1
Dating Violence/Sexual Abuse: Where can one turn for help?	1
What is gender expression/identity and sexual orientation?	1
How does culture influence relationships and families?	1
Grief, Loss and Bereavement	1
Culminating Group Activity	1

Unit 3 Overview	
Content Area: Health	
Grade: 8	
Unit Title: Family Life and Human Reproduction	
Unit Summary: Students will discuss the many factors that contribute to making healthy decisions about sex. Students will be made aware of the stages of pregnancy and the role prenatal care plays in a healthy pregnancy. Students will discuss the social, emotional, and financial challenges associated with parenthood. Students will learn of the local resources accessible to them both in the school as well as the community.	
Student Learning Objectives	
<u>CHPE</u> 2.1.8.PP.1 2.1.8.PP.2 2.1.8.PP.3 2.1.8.PP.4 2.1.8.PP.5 2.1.8.SSH.7 2.1.8.SSH.9 2.1.8.SSH.10 2.1.8.SSH.11 2.1.8.CHSS.1	<ul style="list-style-type: none"> • Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. • Summarize the stages of pregnancy from fertilization to birth. • Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. • Predict challenges that may be faced by adolescent parents and their families. • Identify resources to assist with parenting. • Identify factors that are important in deciding whether and when to engage in sexual behaviors. • Define sexual reproduction. • Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). • Develop a plan to reduce risk of unintended pregnancy and STIs (including HIV) with an emphasis on abstinence. • Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
<u>21st Century Skills</u> Career Readiness, Life Literacies, and Key Skills Performance Expectations NJSL 9: 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).	
Computer Science and Design Thinking Performance Expectations NJSL 8: 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.	

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	
<u>Interdisciplinary Connections</u> <i>English Language Arts:</i> W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<u>WIDA ELD- Standards (ELL/ML)</u> <ul style="list-style-type: none"> • ELD-SI 4-12 Narrate • ELD-SI 4-12 Inform • ELD-SI 4-12 Explain • ELD-SI 4-12 Argue 	
<u>Social Emotional Learning Competencies</u> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Responsible Decision-Making <input checked="" type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Social Awareness 	
Related Vocabulary CPR/AED pregnancy fertilization adolescent sexual reproduction STI HIV	
Unit Essential Questions <ul style="list-style-type: none"> • What are the signs of pregnancy? • What are the stages of pregnancy? • What are the long term personal and financial effects of teen pregnancy? • What is the birthing process? • How will having an infant impact one's lifestyle at an 	Unit Enduring Understandings <ul style="list-style-type: none"> • Abstinence should be practiced until one is socially, emotionally and financially capable of supporting a pregnancy. • Understand the various stages of pregnancy. • Understand the many needs of a new infant. • Understand the effect that peer pressure and social media plays on becoming sexually active.

<p>early age?</p> <ul style="list-style-type: none"> • Why is abstinence a great choice at a young age? • What are forms of short and long term contraceptives? • What are great ways to eliminate the risk of contracting an STI or HIV? 	<ul style="list-style-type: none"> • Understand there are various forms of contraception. • Understand that the risk of getting an STI or HIV is always present when one is sexually active. • Understand that there are resources to turn to when in need: parents, school counselors and various community resources.
<p>Student Learning Targets</p> <ul style="list-style-type: none"> • Abstinence is the best choice until adulthood. • Becoming sexually active could lead to pregnancy, coming down with an STI, or getting HIV. • There are various forms of contraceptives to assist in preventing pregnancy and diseases. • There are numerous community resources available. 	
<p>Evidence of Learning</p>	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Self assessments • Brain Pop mini-assessments • Pair and share assignments • Entrance and exit tickets • Quizlet activities <p>Summative Assessment</p> <ul style="list-style-type: none"> • Project <p>Alternative Assessment</p> <ul style="list-style-type: none"> • UDL principles for assessment <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Pre Assessment 	
<p>Resources</p>	
<p>Core Instructional Resources/Supplemental Resources</p> <ul style="list-style-type: none"> • Google Classroom/ Google Slide Decks • TedTalks 	
<p>Considerations/Scaffolds for Support</p>	
<p>Enrichment/Gifted and Talented</p>	<ul style="list-style-type: none"> • Project-based learning • Flipped Instruction • Multimedia Presentations • Career based learning incorporated into each lesson • Exploration Activities

	<ul style="list-style-type: none"> • Student choice
ELL/ML	<ul style="list-style-type: none"> • Sheltered instruction • Consultation with ESL teachers • Words banks • Reduced choice on assessments • Preferential seating • Choice activities • Modified time requirements • Modified notes • Modify lesson, assessment and study guide forma • Can Do Descriptor Cards
Special Education/504	<ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Multimedia presentations • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Guided note-taking • Differentiated pre-typed class notes and example problems • Use of the special education teacher to re-instruct in flexible small groups • Manipulatives • Modified time requirements • Modified notes • Modified lesson, assessment and study guide format • Contracts/behavior support plans • Open-ended responses
At-Risk (Intervention)	<ul style="list-style-type: none"> • Pre-writing Structural Supports for extended writing tasks • Ongoing teacher feedback as part of the writing process • Interactive Study Guides • Multi-sensory approach to instruction • Written and spoken step-by-step directions • Exemplars of varied performance levels

	<ul style="list-style-type: none"> • Multimedia presentations • Tiered/Scaffolded Lessons • Modeling • Guided note-taking • Study Guides
UDL Lesson Plan and Pacing Guide	
Lesson	Time Frame (days)
The role of peer pressure and social media on sexual activity.	3
Contraceptives	2
Stages of pregnancy and prenatal care	2
Financial cost of being pregnant - Project	2
STI's and HIV	2
Home, School and Community Resources	1
Unit Project	1