

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 8

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum and Instruction

Curriculum Developed By:
Timothy Kielty - Principal
Lance Jacobs - Supervisor
Michelle D'Amore ~Health teacher

*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

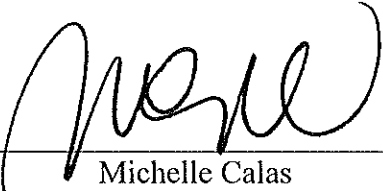
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary

Unit Overview Template

Content Area: Health **Grade Level:** 8th **Unit Title:** Personal Growth and Development

Unit Summary: This unit will cover a range of topics such as the 6 dimensions of health and wellness as well as personal health and wellness impacted by genetics and family history. Students will discover how the use of personal hygiene products and health practices such as exercise and avoiding toxic behaviors can impact our overall wellness. Students will also learn about the male and female reproductive organs and their purpose. The importance of appropriate health care and when it's time to seek medical intervention will be addressed.

Primary Interdisciplinary Connections: Social Emotional Learning/English Language Arts

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Understanding the dimensions of health and wellness can help us be our best and healthiest self. Having an understanding of our family history and conditions that we may be genetically predisposed to can help us try to avoid certain diseases as well as be proactive in testing for them. It is important to understand how seeking and receiving appropriate health care can promote personal health. Creating healthy habits at a young age can lead to living a healthy and long life. Understanding the human reproductive organs and their purpose can help a person understand their body and make responsible decisions regarding their health and wellness.

Learning Targets

Standards: 2.1 Personal and Mental Health
12.1 Social and Emotional Learning
9.4 Career Readiness, Life Literacies and Key Skills
NJSLA English Language Arts

Core Ideas:

Personal Growth and Development	2.1.8.PGD (1-3) Individual actions, genetics, and family history can play a role in an individual's personal health 2.1.8.PGD (4) Responsible actions regarding behavior can impact the development and health of oneself and others.
Social and Emotional Learning	SEL.PK-12.3 - Social Awareness SEL.PK-12.4 - Responsible Decision-Making SEL.PK-12.5 - Relationship Skills

Critical Thinking and Problem-Solving	9.4.8.CT (2) Multiple solutions often exist to solve a problem.
Writing	LA.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
CPI#:	Performance Expectation:
2.1.8.PGD.1	Explain how appropriate health care can promote personal health
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Unit Essential Questions: • Why is it important to understand all dimensions of personal wellness? • What impact do genetics, family history and personal health practices have on personal growth and development? • How does seeking healthcare in a timely manner increase the chances of a healthy life? • Why is it important to understand the purpose and function of the human reproductive organs?	
Unit Enduring Understandings: • Understanding all dimensions of personal wellness helps us understand how to be healthy in many aspects of life. • Being aware of our family health history can help us prevent disease early on. • Understanding the function of the human reproductive system can help us better understand how to care for ourselves • Taking the proper steps to get medical attention early can help us live healthier lives.	
Unit Learning Targets: Students will.... Learn the different dimensions of personal wellness. Learn how genetics and family history play a role in our health and wellbeing. Learn the importance of seeking medical care. Learn the purpose of the human reproductive organs.	

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Evidence of Learning

Summative Assessment: End of unit quiz, Final exam, Personal Wellness Model Project

Equipment Needed: Laptops, internet, textbook, paper, art supplies

Teacher Resources: Textbook, teenhealth.org

Formative Assessments:

- Worksheets
- Group activities
- Group discussions
- Do nows
- Exit tickets

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Lesson Plans

Lesson	Time Frame
Lesson 1 Personal Wellness Model	2 periods
Lesson 2 Do Now: Genetics, Family History and Personal Health Practices	1 period
Lesson 3 Human Reproduction	1 period

Teacher Notes:

Students will reflect on their own personal wellness and how they can improve their overall wellness during this unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Students will use this link as a resource when creating their Personal Wellness Models:

<https://www.goodtherapy.org/blog/8-dimensions-of-wellness-where-do-you-fit-in-0527164>

Lesson Plan 1 Template

Content Area: Health Lesson Title: Personal Wellness Model Time Frame: 2 periods

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social and Emotional Learning

Integration of Technology: Laptops to research if necessary, powerpoint presentation by teacher

Equipment Needed: Poster paper, markers, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the 6 dimensions of health and wellness to apply to lessons throughout the course. - Analyze the relationship between healthy behaviors and personal health.	Lesson Sequence - Teachers will go through the 6 dimensions of wellness. - Go over PPT with students. - Sum up the areas of health and wellness and which factors affect them. - Take a health inventory quiz. (on PPT) - Announce a project due at the end of class tomorrow. PROJECT: <u>Assignment:</u> Personal Wellness Model –Create a model that represents your level of wellness in each of the 6 Dimensions of Health. –Your model can be <u>any shape or design</u> you choose. –Include words/pictures to represent at least 3 things that you do (or would like to	Grade for project based on rubric.

do) to keep yourself healthy in each dimension.
 –Design your model to show how balanced the 6 Dimensions of Health are in your life right now. (examples: putting them in order of importance, making one category larger or more prominent than another in your picture, showing percentages, etc..)
 –This is about YOUR personal wellness, be specific. Do not give generic examples.

The 6 Dimensions are:

Mental/Emotional
 Physical
 Spiritual
 Intellectual
 Environmental
 Social

GRADING:

–Assignment is worth 25 points:
 6 areas represented, 3 examples in each= 18 points
 7 points for
 -(2)creative design
 -(2)neatness
 -(1)spelling
 -(1)visual appeal
 -(1)the weight of each category in your life (ex:which is most important to least, which plays a greater role, etc.)

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The link below gives some good examples for each dimension. The link has MORE than the 6 dimensions that we are learning about, so only pay attention to the 6 we are using so that you don't confuse the examples.
<https://www.goodtherapy.org/blog/8-dimensions-of-wellness-where-do-you-fit-in-0527164>

There are more examples on other websites as well.

Differentiation:

Allow students extra time to take the project home if necessary

Resources Provided:

Website links with examples

<https://www.goodtherapy.org/blog/8-dimensions-of-wellness-where-do-you-fit-in-0527164>

Copy of the teachers notes

Lesson Plan 2 Template

Content Area: Health Lesson Title: Do Now: Genetics, Family History and Personal Health Practices Time Frame: 1 period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Laptop (Microsoft word for note taking)

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Compare and contrast the impact of genetics, family history, and personal health practices on personal growth and development in each life stage.	Lesson Sequence Do Now:(on the board when students enter). Think about what you know and do your best to answer the following questions. We will discuss it as a class afterwards. - How do our genetics and family history affect our growth and development? - What are some personal health practices we can do to take care of ourselves and our health? - How does one's culture affect their personal growth and development?	- Did the students come up with a well thought out answer for each? - Did the students show understanding of each concept?

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	4. What healthy behaviors can we practice in order to enhance our personal health?	
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Differentiation:

Allow students to look up answers if they need.

Allow students to work in pairs or groups.

Think. Pair. Share.

Resources Provided:

Handout or download with above questions and prompts on it.

Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Human Reproduction	Time Frame: 2 periods
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science/Human Reproduction		
Integration of Technology: Laptop, videos		
Equipment Needed: Laptop, Reproductive Systems PowerPoint, Ovulation video, Fertilization video, Reproductive Systems Handout, Ovulation to Fertilization Notes		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to identify how the male and female reproductive systems function to create new life. - Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.	Lesson Sequence <u>Day 1 - Introduction:</u> As we are getting older and things are changing in our bodies, it is important to be able to understand how the changes to the reproductive systems can impact you, and those around you. - Handout the Reproductive System Packet and ask students to identify and fill in as many reproductive organs as they can. Tell students to do this on their own and it is okay if they don't know very many. Let them know that they can only use actual body part names. They are not to use slang names. <u>Launch Activity:</u> Let the students know that we are	- Students will demonstrate knowledge of the reproduction vocabulary by answering a vocabulary worksheet after the lesson. - Students will be able to list the order of the egg and the sperm's path from creation to fertilization.

now going to go through the male and female reproductive systems. We will look at all the parts of both the male and female systems as well as how they work. Please write the names and functions of each part of the systems in the packet while we go through the Reproductive System PowerPoint.

- Tell the students as they go through and write the names of the systems, if they previously wrote in any incorrect answers, they can change it to the correct name. Use the attached notes to help with discussing the names and functions of each part of the systems.
- Day 2: Continue filling out the Reproductive System packet from yesterday. Use the Reproductive System PowerPoint.
- After going over the whole reproductive system, hand out the Ovulation to Fertilization reading. Have them read the first four paragraphs. Then have them turn and talk to their neighbor(s) and share something they found interesting from the reading.
- Watch the ovulation video.
- Now read the paragraphs about the travels of the sperm. Ask the students to turn and talk to a neighbor about something new they just learned from the video or the reading.

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| | <ul style="list-style-type: none">• Watch the Fertilization Video Clip (5.42 minutes)
Ask the students to turn and talk to a neighbor about something new they just learned from the reading or video.• Show the next slide on the PowerPoint with the Exit Activity. This will show the steps for creating life, in the incorrect order. Have the students put them in the correct order.
1. Ovulation 2. Ejaculation 3. Fertilization 4. Pregnancy 5. Delivery of live baby. | |
|--|---|--|

Differentiation:

Think. Pair. Share.

Resources Provided:

Reproductive Systems PowerPoint
Ovulation video
Fertilization video
Reproductive Systems Handout
Ovulation to Fertilization Notes

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 8th	Unit Title: Personal Growth and Development
Created: Michelle D'Amore	Board Approved on:	

Unit Overview Template

Content Area: Health **Grade Level:** 8th **Unit Title:** Emotional Health

Unit Summary: This unit will teach students strategies to enhance mental and emotional health. Students will learn stress management strategies to help during stress inducing situations in their lives. Students will learn tools needed to be more resilient and strengthen their self-management skills. Students will learn the difference between a fixed and a growth mindset.

Primary Interdisciplinary Connections: Social and Emotional Learning

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Having the capabilities to self manage and cope during stressful situations will help students succeed and become stronger individuals mentally and emotionally. Having a strong sense of values will help students through stressful situations and life challenges. Understanding mental illness can help prevent self destruction due to the illness and encourage people to get help. Resiliency and a growth mindset will help students succeed and learn to persevere even when they encounter failure.

Learning Targets

Standards: 2.1 Personal and Mental Health
12.1 Social and Emotional Learning
9.4 Career Readiness, Life Literacies and Key Skills
NJSLA English Language Arts

Core Ideas:

Emotional Health	2.1.8.EH (1-2) Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
Social and Emotional Learning	SEL.PK-12.1 - Self-Awareness SEL.PK-12.2 - Self-Management SEL.PK-12.3 - Social Awareness SEL.PK-12.5 - Relationship Skills
Creativity and Innovation	9.4.8.CI (3) Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Critical Thinking and Problem-Solving	9.4.8.CT (2) Multiple solutions often exist to solve a problem.

Writing NJSLSA.W2:Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CPI#:	Performance Expectation:
2.1.8.EH.1	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).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
N.J.S.A. 18A:35-4.39	Mental Health N.J.S.A. 18A:35-4.39 Recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance the student's understanding, attitudes, and behaviors that promote health, well-being, and human dignity.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 5.1	Establish and maintain healthy relationships.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12. 5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features.
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Unit Essential Questions: • What are ways we can reduce stress? • How can we learn to self regulate and manage our emotions in healthy ways?	

- What are my values and core beliefs that shape the way I act and feel?
- How does one demonstrate resilience?
- What is the difference between a fixed and a growth mindset?

Unit Enduring Understandings:

- Good character can help a person achieve in many aspects of life.
- Knowing self management solutions and how to regulate emotions can help us through stressful situations.
- It is important to be resilient in order to not let negative situations hurt our mental and emotional health.
- Stressful situations can arise in family relationships, peer relationships, school, academic pressure and because of financial insecurity, it is important to learn and utilize coping mechanisms to help us through.

Unit Learning Targets:

Students will....

Learn ways to cope in stressful situations.

Learn how to respond to people in ways that do not compromise their own well being.

Learn ways to be resilient and protect their own needs and emotions.

Learn how to stay true to their beliefs and values.

Evidence of Learning

Summative Assessment: End of unit quiz

Equipment Needed: Laptops, posters, markers

Teacher Resources: Textbook, internet, teacher notes, edutopia.org, kidshealth.org, mindtools.com (resilience notes)

Formative Assessments:

- iValue project
- Worksheets
- Group discussions
- Stress Mail Worksheet
- Personal Resilience Plans

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Lesson Plans

Lesson	Time Frame
Lesson 1 iValue Project	1 period
Lesson 2 Stress Mail	1 period
Lesson 3 Resilience and Growth Mindset	1 period

Teacher Notes:

Have a premade iValue of your own to display as an example

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Kidshealth.org lesson activities](https://kidshealth.org/lesson-activities)

[Information from edutopia.org](https://www.edutopia.org)

[Growth Mindset video](#)

[Resilience Notes](#)

Lesson Plan 1 Template

Content Area: Health Lesson Title: iValue Project Time Frame: 1 period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social and Emotional Learning

Integration of Technology: N/A

Equipment Needed: Blank iPhone template, crayons, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze strategies to enhance character development in individual, group, and team activities.	Lesson Sequence Introducing the all new iValue -You must choose 6 things that you VALUE in life. Values are things, traits, characteristics and beliefs that are important to you personally. Your values are something that holds a lot of worth and meaning in your life. Create an app icon for each of the 6. Use the colored pencils, markers, or crayons to color in your phone. Please make it neat and legible. After coloring your phone, you should cut out your phone, mount it on construction paper and cut that out like the example. You must put your name on the bottom	Written assessment.

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of the construction paper,
under the home key.
When you are finished,
please turn in your phone
for credit.

**Your phone should tell us
about your character and
values.**

Differentiation:
Think. Pair. Share.

Resources Provided:
iPhone template with instructions

Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Stress Mail	Time Frame: 1 period
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy X Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Social and Emotional Learning		
Integration of Technology: Laptop, Use of internet		
Equipment Needed: Stress Mail Handout, Laptop with Internet Access, Stress Log Handout, Stress Quiz		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • 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). • Learn to identify common stressors. • Explore strategies for managing stress. • Learn resources related to building the skills young people need to confront adversity, cope with challenges, and persevere to attain goals.	Lesson Sequence 1. Activity: Everyone you know is stressed about something – homework, the big game, an argument with a parent. You decide to reduce the stress level in people’s lives by creating a new Internet service called Stress Mail. A stressed-out person can write you an email, and you’ll respond by providing suggestions for dealing with the stress. Start by reading the emails on the "Stress Mail" handout. Choose one and write a response, using the information from the KidsHealth.org articles listed. In your response, make sure to: -Identify what’s causing the person’s stress	• Graded stress mail response sheet. • Short quiz at the end of the lesson. • Student Stress Log Worksheet.

	-Provide one or two ways for reducing stress -Offer a suggestion for avoiding stress in the future 2. <u>Extensions</u>: Now that you've helped others to manage stress, it's your turn to help yourself! Create your own plan for stress management. In your plan, include the following items: -Things that make you feel stressed -Strategies for managing stress that might work for you -Changes you could make in your life to help avoid stress. 3. Do you eat chocolate or run a mile when you're stressed? Take a poll of students at your school, and get the lowdown on how they handle stress. Analyze the results. What patterns and trends do you notice about stress management strategies? Do older and younger students deal with stress differently? How about girls and guys? Why do you think you got the results you did? 4. Class Time: Several minutes a week outside class for four weeks Activity: Everyone deals with stress sometimes — from little things like missing the bus or having an argument with a friend, to big things like dealing with divorce or a sick family member. First, read the KidsHealth.org articles related to stress, then write	
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| | down a couple of stressful situations that come up each week,
5. Take the short check for understanding quiz at the end of the lesson. | |
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Differentiation:

Option to work individually or cooperatively.
Think. Pair. Share.

Resources Provided:

Stress Mail Worksheet
Stress Log Handout
Stress Quiz

Lesson Plan 3 Template

Content Area: Health Lesson Title: Resilience and Growth Mindsets Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social and Emotional Learning

Integration of Technology: Laptop to research if needed, PowerPoint

Equipment Needed: Laptop, Personal Resilience Worksheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. - Learn resources related to building the skills young people need to confront adversity, cope with challenges, and persevere to attain goals. - Learn about types of stress, discover how stress can affect the learning brain, and find ways to help young people understand and better manage stress and its effects. - Understand the concept and importance of resilience.	Lesson Sequence 1. Introduce the Lesson Explain to students that in this brief lesson they will explore the concept of resilience—what it is, why it's important, and how they can develop it. 2. Activate Background Knowledge Ask whether anyone knows the meaning of the word resilience. Invite students to take out scrap paper and jot down a definition of the word. Circulate as students write and choose a few good definitions to write on the board and discuss as a class. (If no one has written an accurate definition, ask a volunteer to look up resilience in the dictionary.)	Personal Resilience Plan Worksheet handed in.

- Explore the skills and strengths associated with resilience.
- Set goals for developing skills and strengths that will increase their resilience.

3. Present the Resilience Slideshow [Slide 1]
Resilience and Why it is Important [script font] “I have not failed. I’ve just found 10,000 ways that won’t work.” ~ Thomas A. Edison. Call it grit, getting back up on the horse, or the ability to bounce back from failure or adversity. Resilience is often a key ingredient for those who are successful in reaching their goals, finding career satisfaction, and in life in general. In STEM careers, resilience can be especially important. A resilient scientist will learn from “failed” experiments, develop and test new hypotheses, and will slowly, but surely, inch closer to a better understanding of the phenomena he/she studies. A resilient engineer or software developer will learn from first, second, and third prototypes to create a successful version on the fourth (or 10,000th) time. Science and engineering, the mathematics and the technology that comes from them all have developed, and will continue to advance, thanks to people who are not afraid to take risks, learn from failure, and try again. [Slide 2] Skills for Cultivating Resilience: Psychologists have identified certain qualities or skills that appear to contribute to a person’s resiliency. As you

look over this list, notice that many of these qualities contribute to an overall resilience mindset. These are not innate qualities that are just for a few “naturally resilient” people. These skills, indeed the entire mindset, can be cultivated by anyone.

- A positive attitude (a sense of humor helps, too!)
- Optimism
- Ability to regulate emotions
- Perception: the ability to see failure as a form of helpful feedback from which to learn
- Perspective: the ability to see adversity as an opportunity to learn and grow
- A focus on the things that are within an individual’s locus of control rather than those things that are outside of their control.
- Willingness to take action
- Problem-solving skills
- Relationship building – maintaining friends and relationships that can provide support
- A willingness to accept help
- Stress-management skills – finding ways to let go of stress

4. Pause to Ask: What other skills do you think could contribute to resilience? List students’ responses on the

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	board or add good responses to the slide. 5. Students Create a Personal Resilience Plan: Distribute the Personal Resilience Plan worksheet. Ask students to use the worksheet to create personal plans for developing resilience and overcoming barriers in their academic and future professional careers. Post the following list and explain that students should complete each step as they create their plans: -Identify the resilience skills and strategies that you already have and use. -Identify two skills and/or strategies you hope to develop or strengthen. -Write a goal for each of the two skills that you hope to develop or strengthen. -Identify at least one way that you can help and support peers in your classes and activities.	
Differentiation: Think-Pair-Share Work together or alone Guided discussion		
Resources Provided: Personal Resilience Plan Worksheet Resilience Notes		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 8	Unit Title: Emotional Health
Created: Michelle D'Amore	Board Approved on:	

Unit Overview Template

Content Area: Health	Grade Level: 8	Unit Title: Health Conditions, Diseases and Medicines
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Unit Summary: Students will learn about prevention, diagnosis and treatment of common sexually transmitted diseases, HIV/AIDS, various cancers, stroke, cardiovascular disease, Lyme Disease and foodborne illness. Students will understand how the immune system works to fight disease as well as various outlets for help and treatments that are available. Students will learn about abstinence and how to prevent unwanted pregnancy and STI transmission.

Primary Interdisciplinary Connections: Technology & English Language Arts

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Early disease prevention can help people live longer, happier and healthier lives. Understanding the symptoms and consequences of sexually transmitted infections and pregnancy can help develop more conscious and careful teens. It is important to understand how the immune system works to fight illness as well as how to support the immune system in healthy ways.

Learning Targets

Standards: 2.3 Safety
12.1 Social and Emotional Learning
9.4 Career Readiness, Life Literacies and Key Skills
NJSLA English Language Arts

Core Ideas:

Health Conditions, Diseases and Medicines 2.3.8.HCDM (1-5)
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 (6-7)
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Social and Emotional Learning SEL.PK-12.4 - Responsible Decision-Making

Creativity and Innovation 9.4.8.CI (3)
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Critical Thinking and Problem-Solving

9.4.8.CT (2)
 Multiple solutions often exist to solve a problem.

Writing

NJSLSA.W2:Text Types and Purposes
 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7: Research to Build and Present Knowledge
 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8: Research to Build and Present Knowledge
 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CPI#:	Performance Expectation:
2.3.8.HCD M.1	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.
2.3.8.HCD M.2	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.
2.3.8.HCD M.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCD M.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
2.3.8.HCD M.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
2.3.8.HCD M.6	Explain how the immune system fights disease.
2.3.8.HCD M.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
N.J.S.A. 18A:40-33	Cancer Awareness N.J.S.A. 18A:40-33 Development of a cancer awareness program.
N.J.S.A. 18A:35-5.1	Lymes Disease Prevention N.J.S.A. 18A:35-5.1 Disease prevention and sensitivity for victims of the disease.

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N.J.S.A. 18A:35-5.4	Breast Self-Examination N.J.S.A. 18A:35-5.4 Requires instruction on breast self-examination.
N.J.S.A. 18A:35-4.19-20	Stress Abstinence N.J.S.A. 18A:35-4.19-20 Stress abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features.
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unit Essential Questions:

- How can a chronic illness, whether severe or minor, impact our daily life?
- What types of treatments and help is available for people struggling with mental illness?
- How can we prevent the spread of diseases such as Sexually Transmitted Infections?
- How does the immune system fight disease?

Unit Enduring Understandings:

- Mental illnesses can be managed by recognizing the symptoms and getting help.
- Sexually Transmitted Infections can be prevented with prior knowledge and prevention methods.
- Cancers of the reproductive system can be caught early on for best treatment results.
- Public health efforts can prevent the spread of disease and keep citizens informed on how to stay healthy and safe.
- The immune system needs to be supported in order to optimally fight disease.

Unit Learning Targets:

Students will....

Learn about sexually transmitted infections, cancers, mental illnesses, chronic disease such as Lyme's Disease, autoimmune disorders, cardiovascular disease and stroke.

Learn how public health efforts are put forth to prevent and control disease.

Evidence of Learning

Summative Assessment: Disease iMovie, End of unit quiz, Letter to a Friend assignment

Equipment Needed: Laptops, internet, textbook, projector

Teacher Resources: Laptop, textbook, teenshealth.org, amaze.org

Formative Assessments:

- Worksheets
- Group activities
- Health flyer
- Group discussion

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Lesson Plans

Lesson	Time Frame
Lesson 1 Disease iMovie Project	3 periods
Lesson 2 Letter to a Friend	1 period
Lesson 3 STI/AIDS notes lesson	1 period

Teacher Notes:

Allow students to pick topics for projects, or pick at random. Make sure all topics are assigned so that the students learn from each other's projects at the end.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Students will be given these main links as suggestions to use for their Disease iMovie:

www.cdc.gov

www.mayoclinic.com

<http://teenshealth.org/>

<http://helpguide.org/>

<http://webmd.com/>

<http://psychcentral.com/>

Lesson Plan 1 Template

Content Area: Health Lesson Title: Disease iMovie Project Time Frame: 3 periods

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts & Technology

Integration of Technology: Laptops, iMovie

Equipment Needed: Laptops, internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the impact of disease on the physical, social, and emotional well-being. - Understand the struggles that come along with living with a chronic disease.	Lesson Sequence - Students will choose a disease to research. (STI, Cancer, Lyme Disease, mental illness or other chronic conditions.) - You are to make a commercial, talkshow, newscast or a skit using iMovie to teach everyone about your illness. It must answer all of the questions below. Be creative and deliver the information. It must include the following: - Name of the Illness - Definition (What it is, including an overview of what it causes) - Prevalence (How common is it?) - Signs and Symptoms: What are the signs and	- Rubric assessing whether or not they answered each category and to what extent. - Was their grammar correct? - Did they show creativity? - Was the information about the topic accurate?

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	symptoms? (At least 5 things that you see or feel, things that happen to the person) 5. What are some complications of this illness? (Long term consequences or effects if left untreated) 6. What causes this illness? 7. Name a stigma or stereotype of people with this illness. 8. When should a person seek help and what help will they receive? 9. What are the treatment options for this illness? 10. Name 2 outlets a person can use for help or support. (local support groups) 11. What is it like to live with this illness? 12. What can we do at our school or in our community to make it a better environment for people with this illness? 13. Aside from what you have already listed, name 5 interesting facts about this illness.	
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Differentiation:

Students may work with another student or alone. Students have extended time, ability to use various resources, and may show their creativity through various means.

Resources Provided:

Various websites suggested for research:

www.cdc.gov

www.mayoclinic.com

<http://teenshealth.org/>

<http://helpguide.org/>

<http://webmd.com/>

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<http://psychcentral.com/>

Rubric for project/iMovie

Previous notes on topics

Lesson Plan 2 Template

Content Area: Health Lesson Title: Letter to a Friend Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts/Writing

Integration of Technology: Laptop, internet

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. - Research local clinics and support groups. - Identify technology and websites that are available with information and resources for the community in regards to sexual health.	Lesson Sequence - Each student will write a letter to their friend. The friend has just found out that they have breast/testicular cancer or contracted a sexually transmitted disease. The letter will inform them of the help that is available to them locally as well as places where they can find information to help them (on the internet.) - The letter must list a local agency and what they offer, a local support group (when and where they meet) and why it would help them, 3 important facts about the disease, and 3 sites where they can find credible	- Did the students meet all of the requirements for the assignment? (use rubric) - Did they write a proper letter using good grammar? - Did they demonstrate an understanding of public health efforts to help fight disease?

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	information about the specific problem.	
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Differentiation:

Students can take home to finish if they need extended time. Choice of topic.

Resources Provided:

Handout with instructions

Lesson Plan 3 Template

Content Area: Health Lesson Title: STI/AIDS notes Time Frame: 1 period
 lesson

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: N/A

Integration of Technology: Laptops, Projector

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Learn about emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.	Lesson Sequence Using a blank Outline Template handed to students at the beginning of the class goes over information on STIs and AIDS. Prompt students for the info to fill out the sheet. The correct answers are: STIs STI-Sexually Transmitted Infection- are diseases/infections spread through sexual contact How STIs are transmitted -skin to skin contact -oral, anal, or vaginal sex -exchange of fluids (vaginal fluids, semen, blood)	- Assessment of knowledge - Participation - Ability to think critically about what we know already and putting it all together

	3 types: Bacterial (curable) -Chlamydia -Gonorrhea -Syphilis Parasite (curable) -Trichomoniasis -Pubic lice Viral (not curable) -HIV/AIDS -HPV -HSV -Hepatitis Viral STIs can be treated or suppressed with medicine, controllable. Bacterial STIs can be cured with antibiotics. If left untreated for months some may become permanent and life threatening. Parasites: curable HIV/AIDS- attacks your immune system, lowering your t-cell count, making it hard to fight off simple illnesses. Human Immunodeficiency Virus Acquired Immune Deficiency Syndrome Signs and Symptoms of AIDS (at first, people may have no signs or symptoms) -fever -fatigue -diarrhea -skin rashes	
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	-night sweats -loss of appetite -significant weight loss -swollen lymph glands -lack of resistance to infection -furry white spots in the mouth -dry cough or shortness of breath -memory or movement difficulties -red or purplish spots on the body 4 FLUIDS THAT TRANSMIT HIV/AIDS -blood -semen -vaginal fluids -breastmilk How are STIs diagnosed? -blood tests -urine tests -fluid samples from the sores -physical exam How are STIs treated? -antibiotics -antivirals -medicated shampoo -warts can be cut/burned off -vaccines to help prevent beforehand (hpv, hepatitis)	
Differentiation: Think, pair, share Guided Discussion Group Discussion		
Resources Provided: Outline for taking notes (teacher created)		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 8	Unit Title: Health Conditions, Diseases and Medicines
Created: Michelle D'Amore	Board Approved on:	

Unit Overview Template

Content Area: Health **Grade Level:** 8th **Unit Title:** Personal Safety

Unit Summary: This unit will help students with assessing risky situations and coming up with strategies to evaluate potential consequences. Students will learn how to make choices to help reduce negative outcomes in difficult and unsafe situations. Students will also learn the role that technology plays in their interpersonal relationships and how it may affect behavior choices. Focus will be on using social media safely, legally and respectfully.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Understanding the importance of consent and how to avoid risky situations will help students live healthier and remain safe in their relationships. Knowing when the services of a professional are necessary can help us during hard times or when intervention is needed. It is important to be able to assess risk and evaluate the potential consequences in various situations. Students will also learn ways to use social media responsibly to avoid dangerous situations as well as negative effects on their mental and emotional health.

Learning Targets

Standards: 2.3 Safety
8.1 Computer Science and Design Thinking
12.1 Social and Emotional Learning
NJSLA English Language Arts

Core Ideas:

Personal Safety	2.3.8.PS (6-7) Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
Impacts of Computing	8.1.8.IC (1) Advancements in computing technology can change individuals' behaviors.
Social and Emotional Learning	SEL.PK-12.3 - Social Awareness SEL.PK-12.4 - Responsible Decision-Making SEL.PK-12.5 - Relationship Skills
Speaking and Listening	NJSLA.SL1: Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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CPI#:	Performance Expectation:
2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
N.J.S.A. 18A:35-4.33	Sexting N.J.S.A. 18A:35-4.33 Instruct on the social, emotional and legal consequences of distributing and soliciting sexually explicit images through electronic means.
N.J.S.A. 18A:35	Consent N.J.S.A. 18A:35 Requires school districts to incorporate instruction in grades six through 12 on law and meaning of consent for physical contact and sexual activity
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12. 5.3	Identify ways to resist inappropriate social pressure.
LA.SL.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.

Unit Learning Targets:

Students will....

Learn how to use social media safely and responsibility.

Learn how to assess the consequences of the actions on social media platforms.

Learn the dangers of sexting.

Learn the impacts that social media can cause on relationships and decisions.

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Evidence of Learning

Summative Assessment: End of unit quiz

Equipment Needed: Laptops, internet, quiz

Teacher Resources: Internet, amaze.org, teenshealth.org, textbook, commonsense.org

Formative Assessments:

- Worksheets
- Self-esteem and self-image classwork
- Social Media Test Drive activity questions and quiz

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Lesson Plans

Lesson	Time Frame
Lesson 1 Media Balance and Well-Being	1 period
Lesson 2 Digital Footprint and Identity	1 period
Lesson 3 Sexting and Relationships	1 period

Teacher Notes:

Facilitate students through interactive lessons.

Lessons 1 and 2 come from a weeklong series on teaching Middle Schoolers about Social Media that includes lessons on:

- Media Balance and Well-Being
- Privacy and Security
- Digital Footprints and Identity
- Relationships, Communication and Cyberbullying
- News and Media Literacy

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[CommonSense.org Sexting Video and Information](#)

[CommonSense.org Teaching Middle Schoolers with Social Media Simulator](#)

[Social Media Test Drive](#) (Healthy Social Media Habits)

[Social Media Test Drive](#) (Shaping Your Digital Footprint)

[Social Media Test Drive](#) (Online Identities)

Lesson Plan 1 Template

Content Area: Health Lesson Title: Media Balance and Well-Being Time Frame: 1 period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social and Emotional Learning

Integration of Technology: Laptops, Social Media Test Drive activity online

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).	Lesson Sequence - The Ups and Downs of Social Media: Students reflect on how social media can make them feel and learn how to use social media in a positive and balanced way. - Discussion questions: -What is oversharing? Give an example. -How can oversharing affect the way you or others feel when using social media? -What can you do if you experience a red flag feeling when using social media? - Healthy Social Media Habits: Students explore how social media platforms are designed to keep their attention and practice healthy media habits to achieve media balance.	- Students will complete the Social Media Test Drive activity. Students will print answers for the questions at the end and turn in. - Students will complete the quiz at the end of the test drive, print answers and turn in.

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	4. Students will explore the Social Media Test Drive (Healthy Social Media Habits) activity. Students will follow the prompts throughout the activity and answer the questions at the end, print them and turn them in. Next they will take the quiz, print their answers and turn in as well. 5. Discussion questions with the class: -What is attention-grabbing design? -Can you share an example of a feedback loop you have experienced in your life? -How can you build healthy media habits?	
Differentiation: Open ended activities Varied product choices Think. Pair. Share.		
Resources Provided: Social Media Test Drive activity (Healthy Social Media Habits)		

Lesson Plan 2 Template

Content Area: Health Lesson Title: Digital Footprint and Identity Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Emotional Learning

Integration of Technology: Laptops, Social Media Test Drive activity online

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). • Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). • Explore how actions on social media create a digital footprint and learn skills to positively shape digital footprints. • Learn how to manage self-presentation and how online identities can change with different audiences on social media.	Lesson Sequence 1. Shaping Your Digital Footprint: Students explore how actions on social media create a digital footprint and learn skills to positively shape digital footprints. 2. Students will complete the online simulator for Social Media Test Drive (Shaping Your Digital Footprint) 3. Discussion questions: -What is a digital footprint? -What are examples of things that contribute to your digital footprint? -What can you do in the future to be mindful of your digital footprint and that of others when you use social media? 4. Online Identities: Students learn how to manage	• Students will complete the Social Media Test Drive activity. Students will print answers for the questions at the end and turn in. • Students will complete the quiz at the end of the test drive, print answers and turn in.

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	self-presentation and how online identities can change with different audiences on social media. 5. Students will complete the Social Media Test Drive (Online Identities) activity. 6. Discussion questions: -Did you create a post on the TestDrive timeline? If so, did you think about your audience? -What are the benefits and drawbacks of having multiple social media accounts?	
Differentiation: Mixed ability grouping Think. Pair. Share.		
Resources Provided: Social Media Test Drive (Shaping Your Digital Footprint) Social Media Test Drive (Online Identities)		

Lesson Plan 3 Template

Content Area: Health Lesson Title: Sexting and Relationships Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Emotional Learning

Integration of Technology: Video

Equipment Needed: Laptops, video, student handout/worksheets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn the dangers of sexting. - Learn why teens may feel pressure to send private photos or videos. - Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). - Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). - Understand the social, emotional and legal consequences of distributing and soliciting sexually explicit images through electronic means.	Lesson Sequence Activity Steps Introduce the video topic to students by saying: Today we're going to watch a video exploring the risks and potential consequences of sexting. Show the video <u>Teen Voices: Sexting, Relationships, and Risks</u> (4:03 minutes). (Note: Use the video player to turn on subtitles in Spanish.) Lead a class discussion exploring the questions below.	- Were the students able to fill out the worksheet? - Was the information listed correct?

Distance learning option:

Have students watch the video and complete the handout. If there's time, have students share their responses during a video meeting.

Handout student response sheet titled: Watch and Reflect

Discussion Questions

- 1.** According to the teens in the video, what are some of the reasons people sext?

Sample responses:

- *To get someone to like you*
- *To show off your confidence*
- *Peer pressure*
- *For a thrill*

- 2.** What are some of the risks of sexting?

Sample responses:

- *It could be shared with people you don't want seeing it, like family, people you don't know, or friends.*
- *Your relationship with the person could change, but the image doesn't go away, and you might regret having sent it.*
- *It could feel embarrassing and humiliating if the sext is sent beyond who it's intended for.*

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| | <p>3. What is one main takeaway you have from hearing these teens share their opinions?</p> <ul style="list-style-type: none">• <i>Answers will vary</i> | |
|--|---|--|

Differentiation:

Students may work alone or together
Think. Pair. Share.

Resources Provided:

Watch and Reflect Worksheet (English and Spanish version)
Video

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

X

Curriculum Design Template

Content Area: Health	Grade Level: 8	Unit Title: Personal Safety
Created: Michelle D'Amore	Board Approved on:	

Unit Overview Template

Content Area: Health **Grade Level:** 8th **Unit Title:** Pregnancy and Parenting

Unit Summary: This unit will cover pregnancy from beginning to end; the symptoms and changes that happen during pregnancy, labor, and adjusting afterwards. The importance of prenatal care to prevent complications will be stressed. Students will learn about parenting and the struggles of a teen parent with school, work, relationships and a child. Abstinence is the only reliable way to prevent pregnancy.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Understanding the consequences of teen pregnancy as well as ways to prevent it can help decrease the amount of teens who get pregnant as well as the way teens handle the situation if they do. At some point in life they will need to understand the importance of prenatal care and what to expect during pregnancy.

Learning Targets

Standards: 2.1 Personal and Mental Health
8.1 Computer Science and Design Thinking
12.1 Social and Emotional Learning
NJSLA English Language Arts

Core Ideas:

Pregnancy and Parenting 2.1.8.PP (1-3)
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 (4-5)
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

Social and Emotional Learning SEL.PK-12.4 - Responsible Decision-Making
SEL.PK-12.5 - Relationship Skills

Writing W.8.2: Text Types and Purposes
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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CPI#:	Performance Expectation:
2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
2.1.8.PP.5	Identify resources to assist with parenting.
N.J.S.A. 18A:35-4.19-20	Stress Abstinence N.J.S.A. 18A:35-4.19-20 Stress abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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Evidence of Learning

Summative Assessment: End of unit quiz

Equipment Needed: Laptops, textbooks, notebooks, projector, various displays and props

Teacher Resources: Textbooks, teenshealth.org, amaze.org

Formative Assessments:

- Webquests
- Worksheets
- New Parent Letter

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Lesson Plans

Lesson	Time Frame
Lesson 1 Teen Pregnancy	1 period
Lesson 2 Signs and symptoms of Pregnancy	1 period
Lesson 3 New Parent Letter	1 period

Teacher Notes:

Have students lead activities. Facilitate Teen Pregnancy lessons, guide students to realize the answers themselves. Students may use laptops/internet if they need help.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://teenshealth.org/en/parents/teen-pregnancy.html?ref=search>

<http://www.iwannaknow.org/teens/pregnancyparenthood.html>

<https://sexetc.org/category/pregnancy/>

<https://amaze.org>

<https://kidshealth.org/en/teens/pregnancy.html>

Lesson Plan 1 Template

Content Area: Health Lesson Title: Teen Pregnancy Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: N/A

Integration of Technology: Laptops, internet, projector

Equipment Needed: Laptops, projector, textbooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to predict the short and long term impacts of teen pregnancy. • Students will understand the responsibilities of caring for a fetus during pregnancy, preparing for parenthood, and raising a child. • Students will see what freedoms they have as teens that they would lose if they were suddenly parents. • Students will understand the setbacks of becoming a teen parent and the major changes that will occur in the life of a teen parent.	Lesson Sequence 1. Students will be handed a card with a group number and sit at that table. 2. Students will take 10 minutes to create a typical daily schedule of someone their age. This will be a combined effort of the students in the group and can reflect any part of each of their days. (What time did you wake up? What time did you go to sleep? What did you eat during the day? Be specific: include fruits, vegetables, and junk food. How much time did you spend with friends? What activities did you participate in? How much time did you spend at each? Were you tired	• Did the students work together? • Did the students follow along and contribute? • Were the students able to list a fact on their exit cards?

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	during the day? If so, were you able to nap) 3. On the back of the paper they will make a few lists 1. their students favorite things to do 2. goals for during HS 3. goals for after HS (ex. College, job, travel, creating a family). 4. Share with students information about pregnancy. 5. Ask students how being pregnant will affect their daily routines? What events in their day might be impossible now if you were pregnant. 6. Now can someone tell me some responsibilities of being a parent. (List on board.) 7. How might this affect your daily routines? How will this affect the things on your favorites list? How will it affect your HS goals? Your goals for later in life? How will you financially support a baby? Will you have to get a job? How will you fit that in with school? 8. Conclude the lesson by asking students whether their ideas about teen pregnancy have changed as a result of this lesson. Knowing what you know now, would you be more likely to prevent pregnancy from occurring? 9. Exit ticket: Write one thing you know about	
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	pregnancy or the development of the baby and one thing you would like to know.	
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Differentiation:

Students will be able to work together with people of different ability levels.

Group investigations and open ended responses.

Think. Pair. Share.

Resources Provided:

Large poster paper

Markers

Questions on PowerPoint/projector

Laptops if needed for internet research

Lesson Plan 2 Template

Content Area: Health Lesson Title: Signs and Symptoms of Pregnancy Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: N/A

Integration of Technology: Laptop

Equipment Needed: Projector, laptop, blank chart to write answers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. - Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth. - Understand why these changes happen to a woman's body during pregnancy.	Lesson Sequence - Students will come into a DO NOW on the board. (Name 5 physical or emotional changes to a woman's body during pregnancy.) - Students will have 5 minutes to list any answers in their notebooks. - Teacher will open a blank chart in Word (using a projector, or list on board.) - Have students share their answers and which column they belong in, physical or emotional. Ask them if they or anyone knows why that happens.	- Were the students involved in the discussion? - Did they have answers listed during the do now?

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| | <ol style="list-style-type: none">5. Explain what each answer is for any students who may not know what it is, as well as why it happens.6. Explain that not all signs or symptoms happen to everyone but that a woman may experience any combination of these.7. Ask the students how a woman may confirm that she is pregnant. What does a pregnancy test look for in the urine? (a pregnancy hormone)
What type of doctor can she go to? (ob/gyn, clinic) | |
|--|--|--|

Differentiation:

Group investigation

Open discussion

Do Now (pre assess before lesson)

Resources Provided:

<https://kidshealth.org/en/teens/pregnancy.html>

Lesson Plan 3 Template

Content Area: Health Lesson Title: New Parent Letter Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts/Writing

Integration of Technology: Internet, laptop

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine effective strategies and resources to assist with parenting. - Find local parenting classes and groups.	Lesson Sequence - Each student is to write a letter that will be sent home with new moms at the hospital. - The letter must list: -3 helpful parenting tips -a local parenting class, it's time and location -3 new parent support groups -2 mommy and me options to get together with other moms and also provide interaction and education for the child.	- Did they list all of the necessary items? - Creativity and writing
Differentiation: Students who do not finish in class may take it home for extra time.		
Resources Provided: Handout with instructions Grading rubric		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 8	Unit Title: Pregnancy and Parenting
Created: Michelle D'Amore	Board Approved on:	

Unit Overview Template

Content Area: Health **Grade Level:** 8th **Unit Title:** Social and Sexual Health

Unit Summary: Students will learn about sexual abstinence, contraception, and how to avoid disease contraction. Students will learn how to resist the pressures to become sexually active as well as different methods of contraception available to them now and in the future. They will learn how to lessen the risk of contracting an STI or becoming pregnant. This unit will also cover topics like gender identity, gender expression and sexual orientation. Students will learn about respect and inclusivity of all sexual orientations and the effects on the school community.

Primary Interdisciplinary Connections: Communication Arts/Speaking & Listening

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Knowing the ways to lessen the risk of contracting an STI and prevent unintended pregnancy will lead to a healthier life. Understanding gender identity, sexual orientation and cultural stereotyping will make the schools and community a safer place for all individuals.

Learning Targets

Standards: 2.1 Personal and Mental Health
12.1 Social and Emotional Learning
9.4 Career Readiness
NJSLA English Language Arts

Core Ideas:

Social and Sexual Health 2.1.8.SSH (1-2)
Inclusive schools and communities are accepting of all people and make them feel welcome and included.

2.1.8.SSH (7-11)
There are factors that contribute to making healthy decisions about sex.

Social and Emotional Learning SEL.PK-12.1 - Self-Awareness
SEL.PK-12.3 - Social Awareness
SEL.PK-12.4 - Responsible Decision-Making

Creativity and Innovation 9.4.8.CI (3)
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

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Speaking and Listening	NJLSA.SL1: Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CPI#:	Performance Expectation:
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	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.
2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
2.1.8.SSH.9	Define vaginal, oral, and anal sex.
2.1.8.SSH.10	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).
2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
N.J.S.A. 18A:35	Consent N.J.S.A. 18A:35 Requires school districts to incorporate instruction in grades six through 12 on law and meaning of consent for physical contact and sexual activity
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
LA.SL.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.
Unit Essential Questions: • What is sexual abstinence and what are the benefits? • How can one resist pressures to become sexually active? • What is contraception and which methods are better for teens? • What type of behaviors can put one at greater risk for HIV/AIDS, STIs and unintended pregnancy? • What is gender identity?	

- What is gender expression?
- What effects does cultural stereotyping have on a person in the LGBTQ community?

Unit Enduring Understandings:

- Understanding the benefits of sexual abstinence can lessen the chances of disease contraction and teen pregnancy or unwanted pregnancy.
- Knowing refusal and negotiation skills can help in uncomfortable dating situations as well as delay sexual activity.
- Knowing the different methods of contraception can help a teen choose methods that are right for him/her.
- Knowing what type of situations may put us at greater risk for sexual encounters or unwanted advances can help a person avoid the situation altogether.
- Understanding sexual orientation, gender identity, and gender expression can help a community create a safe and equal environment for all of its citizens.

Unit Learning Targets:

Students will....

Understand abstinence, contraception and diseases.

Understand the consequences of teen pregnancy on their long term goals.

Understand issues with gender identity, sexual orientation and stereotyping.

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Evidence of Learning

Summative Assessment: End of unit quiz

Equipment Needed: Projector, laptop, textbook, worksheets, contraceptive samples

Teacher Resources: Textbook, internet, teenshealth.org, amaze.org

Formative Assessments:

- HyperDoc Assignment/GoogleSheets Answer sheet
- Worksheets
- Group work

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Lesson Plans

Lesson	Time Frame
Lesson 1 Sexuality, Gender Identity and Gender Expression	1 Period
Lesson 2 Contraception	1 Period
Lesson 3 Harassment in the Hallways (LGBTQ)	1 Period

Teacher Notes:

It is important to stay neutral during the Agree/Disagree lesson. Help students explain their point of view. Allow students to switch groups during discussion if something changes their mind.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://sexetc.org/sex-ed/info-center/stories/?topic=stories-lgbtq>

<https://www.youtube.com/c/amazeorg> - AMAZE Org: Sex Education for 10-14 year olds

<https://kidshealth.org/en/teens/sexual-orientation.html?ref=search>

<https://kidshealth.org/en/parents/sexual-orientation.html?ref=search>

Lesson Plan 1 Template

Content Area: Health Lesson Title: Sexuality, Gender Identity and Gender Expression Time Frame: 1 period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social and Emotional Learning

Integration of Technology: Projector, laptop, HyperDoc, GoogleSheets

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss topics regarding gender identity, sexual orientation, and stereotyping. - Learn how understanding sexuality and gender identity help us create a safer environment for ourselves, our schools and the community.	Lesson Sequence - Teacher will share the class schedule for today with time frames for synchronous and asynchronous work. - Teacher will share HyperDoc with students. (Google Doc) Students will work asynchronously for 25 minutes exploring the document. They can read about different topics, click on various links and must choose 1 of many short videos to watch. Topics include: sexuality, gender identity, pronouns, being an ally, language of gender, where and how to seek support, common myths) - Students will fill out an assessment on a class	- Did the students answer the questions on the answer sheet? - Did the students answer an exit ticket prompt?

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	GoogleSheet. (linked in HyperDoc) (1. Write 2-4 sentences about what you learned from the HyperDoc. 2. Watch a video and write 2 sentences about it. 3. What is one thing you can do to be an ally?) 4. As a class, the teacher will share their screen and share the Myth vs Fact sheet. Teacher will lead discussion with each prompt and look for input from the students. 5. Students will go to OnCourse and take the short summative assessment. 6. Students will choose a prompt for the Exit Ticket and answer accordingly before the period ends.	
Differentiation: Think. Pair. Share. Open class discussion, participate as you feel comfortable.		
Resources Provided: HyperDoc Various videos from amaze.org Links to Sexuality, Gender Identity and Gender Expression facts and vocabulary		

Lesson Plan 2 Template

Content Area: Health Lesson Title: Contraception Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: N/A

Integration of Technology: Laptop

Equipment Needed: Various types of contraception to show students (condoms, female condoms, patch, pill packs, IUD, ring, etc.)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	Lesson Sequence - Discuss methods of contraception. - Handout outline about various types of contraception. - Go over Natural, Barrier, Chemical, Hormonal and Surgical methods. Explain the difference between each category. - Show the various types and how they work. - Explain which are reversible and which are permanent. Talk about the benefits and side effects for each method. - Emphasize the importance of Abstinence, the benefits and positive effects it has on self esteem, self worth, and maintaining your youth.	- Did the students understand the differences? The benefits of abstinence? - Q&A - Student participation

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| | 7. Students may use their laptops and the internet if they have questions during the lesson. | |
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Differentiation:

Think, Pair, Share

Resources Provided:

Notes/information sheets on contraception.

Various charts, examples, visuals.

Lesson Plan 3 Template

Content Area: Health Lesson Title: Harassment in the Hallways Time Frame: 1 period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts/Speaking and Listening

Integration of Technology: N/A

Equipment Needed: 3 signs: Agree, Disagree, Not Sure
Statement list
Article: Harassment in the Hallways

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss topics regarding gender identity, sexual orientation and cultural stereotyping in the schools and community. - Make a stand and defend it with the ability to change their mind as they are exposed to more information that might open up their minds. - Raise awareness of LGBTQ issues that exist.	Lesson Sequence - Read article Harassment in the Hallways together - Have students stand up. - Point out the signs on different walls saying "Agree, Disagree, & Not Sure" - Explain that the teacher will read a statement and you should go to the area that aligns with your thoughts/beliefs. Remind the class that these are people's opinions and we can't judge people on these, but try to explain why it might hurt a person or not be nice and help that person see each other's side. Hopefully helping people open up and be able to change	- Did the students take a stand and defend it? - Were they respectful of each other's opinions?

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	their decision if they would like. 5. Continue until all statements are read, ask questions to have students talk about why they feel that way, why they are unsure, or how it makes them feel.	
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Differentiation:

Students can choose how much information to share so that all students may participate at a comfortable level. Students are allowed to change their stance during each discussion.

Resources Provided:

Article: Harassment in the Hallways

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: 8	Unit Title: Social and Sexual Health
Created: Michelle D'Amore	Board Approved on:	



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension