



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 6

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

Michael Goerge - 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

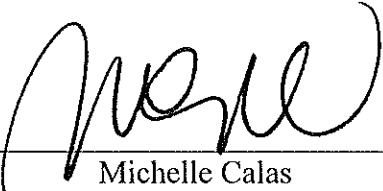
To adopt the following curriculum and courses for the 2022-2023 school year:

- 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:	6th	Unit Title:	Nutrition
Unit Summary: All students will acquire knowledge about nutrition dealing with the means of a balanced meal, creating their own nutritional meal plan, and comparing nutritional information on food products.					
Primary Interdisciplinary Connections: 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: It is necessary for students to recognize the characteristics of a healthy meal plan and balanced diet in order to support a healthy lifestyle.					

Learning Targets

Standards:	2.2 Physical Wellness 8.1 Computer and Information Literacy 9.4 Career Readiness 12.2 Social and Emotional Learning
Core Idea:	
Nutrition:	2.2.8.N - Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.
Basic Computer Skills and Tools:	8.1.8.A.CS1 - Understand and use technology systems.
Creativity and Innovation:	9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Social and Emotional	SEL.PK-12.2 - Self-Awareness SEL.PK-12.2 - Self-Management
CPI#:	Performance Expectation:
2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.



2.2.8.N.3:	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
Unit Essential Questions: • What is necessary to develop a balanced meal? • What role does content, value, calories, and cost play in a balanced diet? • What are effective ways to examine information on food products?	
Unit Enduring Understandings: • A better understanding of nutritional information will lead to the development of a balanced diet. • A healthy diet consisting of foods from each group will lay a foundation for a healthy standard of living.	
Unit Learning Targets: Students will...Identify a balanced meal. Students will.... Create a balanced nutritional meal plan based on nutritional content, value, calories, and cost. Students will.... Compare and contrast nutritional information on similar food products.	

Evidence of Learning

Summative Assessment: Fitness Project, Test/Quiz

Equipment Needed: Notebook, Handouts, Laptop, Projector

Teacher Resources: Internet, handouts, worksheets

Formative Assessments:

- Observation
- Project
- Group Work
- Quiz
- Test

Lesson Plans

Lesson	Time Frame
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SPRINGFIELD PUBLIC SCHOOLS
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Lesson 1 Balanced Meal	1 period
Lesson 2 Meal Plan	1 period
Lesson 3 Product Information	1 period
Teacher Notes: NA	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> https://www.ousd.org/Page/929	



Lesson Plan 1 Template

Content Area: Health Lesson Title: Balanced Meal 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify a balanced meal. - Identify what the Food Guide Pyramid/My Plate is.	Lesson Sequence - Students will continue to look at the powerpoint on the Food Guide Pyramid. - Class will go over how many servings from each food group are needed. - Students will review serving size and balanced diet. - Students will then interview a partner at their table about their food choices and physical activity. What did you eat for breakfast and lunch today? What kind of exercise or physical activity did you do? - Students will complete terms: balanced diet, food guide pyramid, and serving.	- Balanced meal quiz. - Do the students understand product information? - Balanced meal written assessment.



	• My Plate handout. • Review answers.	
Differentiation: Offering manipulatives or hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided: • www.healthyeating.org • balanced diet handouts		

Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Meal Plan	Time Frame: 1 period
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: Language Arts		
Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.		
Equipment Needed: Laptop, Notebook		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a balanced nutritional meal plan based on nutritional content, value, calories, and cost. • Explain the effects of too much fat in a diet.	Lesson Sequence • Do Now: What could you do differently to make popcorn a more healthful snack? • Complete terms: dietary guidelines, cholesterol, empty calories.	• Can the students create a balanced meal plan? • Do the students understand the effect of a diet high in fat? • Meal plan written assessment.



	• Group Discussion: Students will discuss dietary guidelines, reduce risk of cancer and heart disease, fats/sugars, salt, cholesterol, and making healthful choices. • Students will complete a “What would you do” question. • Show what you know: complete questions 1, 2, and 3 in the lesson review. • Guidelines for a healthful diet worksheet. • Review answers.	
Differentiation: Offering manipulatives or other hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided: • www.actionforhealthykids.org • meal plan handouts		

Lesson Plan 3 Template			
Content Area:	Health	Lesson Title: Product Information	Time Frame: 1 period
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: Language Arts			
Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.			



Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast nutritional information on similar food products. • Identify preservatives and additives.	Lesson Sequence • Students will complete terms and definitions. (additive, enrich, fortify, preservative and ingredient). • Review food processing and packaging, food labeling and keeping food safe. • Group work: Students will work with a partner to create steps for food safety. They will write down a list of packaged foods used at home. Students will research and come up with safety rules that you should follow for each food. • Lesson review questions: Name five ways in which food can be processed. In what ways do additives make food safer? • Complete food safety handout. • Review handout.	• Do the students understand what preservatives do to food products? • Are the students able to identify and read food labels? • Product information assessment.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.actionforhealthykids.org
- nutrition product handouts



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: 6th	Unit Title: Nutrition
Created: Michael Goerge	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 6th **Unit Title:** Emotional Health

Unit Summary: All students will acquire knowledge values, negative peer-pressure, and the involvement of all peers in community activities and apply these concepts to support a healthy, active lifestyle.

Primary Interdisciplinary Connections: 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: It is necessary for students to recognize the development of values as they relate to their peers, in order to support a healthy lifestyle.

Learning Targets

Standards: 2.1 Personal and Mental Health
 9.4 Career Readiness
 12.2 Social and Emotional Learning

Core Idea:
Emotional Health: 2.1.8.EH Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

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

Social and Emotional SEL.PK-12.2 - Self-Management

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.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.

Unit Essential Questions:

- What is necessary to develop good character and core values?
- How can conflict or negative peer-pressure challenge one's core values?

Unit Enduring Understandings:



- How can certain cliques be eliminated so peers from all backgrounds are included in activities?
- Core values can be shaped in a way that they will be useful in addressing challenging circumstances.
- The more we work to include peers from all backgrounds the stronger our character becomes.

Unit Learning Targets:

Students will...

Explain how character and core ethical values can be useful in addressing challenging situations.

Predict situations that may challenge an individual's core ethical values.

Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Evidence of Learning

Summative Assessment: Test, quizzes

Equipment Needed: notebook, handouts, laptop

Teacher Resources: internet, handouts, worksheets

Formative Assessments:

- Observation
- Group work
- worksheets/handouts
- Quizzes
- Tests

Lesson Plans

Lesson	Time Frame
Lesson 1 Values	1 period
Lesson 2 Harmful Pressure	1 period
Lesson 3 Including Peers	1 period

Teacher Notes: NA

Curriculum Development Resources/Technology Resources:

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

<http://www.goodcharacter.com/MStopics.html>



Lesson Plan 1 Template

Content Area: Health Lesson Title: Values 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define values and how they develop. - Explain how character and core ethical values can be useful in addressing challenging situations.	Lesson Sequence - Do Now: Students will complete the friendship worksheet and share their answers with the class. - Students will complete the three terms: values, self-concept, competition, and cooperation. - Students will discuss and review the importance of maintaining good values, self-concept, and building a friendship, and having friends with the same values as them. - Complete Building Healthy Relationships handout. - Review handouts and answer questions.	- Are the students identifying character and core values? - Can the students recognize the impact negative peer-pressure has on values? - Values assessment.
Differentiation:		



Offering manipulatives or other hands-on support for students who need them.
Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- websites
- character building handouts



Lesson Plan 2 Template

Content Area: Health Lesson Title: Harmful Pressure 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Predict situations that may challenge an individual's core ethical values. - Identify ways to deal with harmful peer pressure.	Lesson Sequence - Do Now: Some friends have found a way to get into the movies without paying. They want you to join them. What would you do? - Discuss the consequences of your decision and what effect it might have on your friendship. - Read and discuss peer pressure, when peer pressure is healthful, unhealthful, and some risk behaviors that are involved. - Students will complete the "Dealing with Peer Pressure" handout. - We will review the handout together and go over the answers as a class.	- Can students identify situations that challenge one's values? - Are students able to combat peer-pressure with character and core values? - Harmful pressure assessment.



Differentiation:

Offering manipulatives or other hands-on support for students who need them.
Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- websites
- peer pressure handout



Lesson Plan 3 Template

Content Area: Health Lesson Title: Including Peers 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Develop ways to proactively include peers with disabilities at home, at school, and in community activities.	Lesson Sequence - Attendance - Review peer pressure and how to deal with it. - Do Now: Have students brainstorm to find ways or activities that would include all peers from any background, not just their friends. - Discuss cultural backgrounds with students and the fact that we are not all the same. - Identify stereotypes, prejudice, and discrimination.	- Can students identify activities that include peers from all backgrounds? - Peer assessment.
Differentiation:		



- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Life Skills: Goal Setting, Help out in your community activity. | |
|--|---|--|

Offering manipulatives or other hands-on support for students who need them.
Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.charactered.net



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: 6th	Unit Title: Emotional Health
Created: Michael Goerge	Board Approved on:	



Unit Overview Template

Content Area:	Health	Grade Level:	6th	Unit Title:	Community Health Services and Support
Unit Summary: All students will acquire knowledge about various community service organizations and volunteer service and apply these concepts to support a healthy, active lifestyle.					
Primary Interdisciplinary Connections: 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: It is necessary for students to understand community and volunteer services in order to support a healthy lifestyle.					

Learning Targets

Standards:		2.1 Personal and Mental Health 9.4 Career Readiness 12.1 Social and Emotional Learning
Core Idea:		
Community Health Services and Support:		2.1.8.CHSS Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
Creativity and Innovation:		9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Social and Emotional		SEL.PK-12.1 - Self-Awareness
CPI#:	Performance Expectation:	
2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.	
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.	
2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.	
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.	
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.	
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.	
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.	



Unit Essential Questions:

- What are the goals or community service organizations?
- What can students learn from volunteering their time and service?
- How can peers inform each other of current health issues?

Unit Enduring Understandings:

- Community services organizations set goals that with the help of service will reach the people in the community that require support.
- Learning more about health issues will lead to a better understanding of keeping oneself healthy.

Unit Learning Targets:

Students will.... Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

Students will develop a position about a health issue in order to inform peers.



Evidence of Learning

Summative Assessment: Test, Quizzes, Projects

Equipment Needed: Notebook, Laptop, Journal

Teacher Resources: internet, handouts, worksheets

Formative Assessments:

- Observation
- Group work
- Worksheets/handouts
- Quizzes
- Test



Lesson Plans

Lesson	Time Frame
Lesson 1 Smoking advocate	1 period
Lesson 2 Teen's choice	1 period
Lesson 3 Community health	1 period
Teacher Notes: NA	
Curriculum Development Resources/Technology Resources: NA	



Lesson Plan 1 Template

Content Area: Health Lesson Title: Smoking Advocate 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Appraise goals of various community or service organization initiatives to determine opportunities for volunteer service. - Develop a position about a health issue in order to inform peers.	Lesson Sequence - Attendance - Do now: What does the word advocacy mean? How can it be used as it relates to health? - Students explore arguments against smoking and write letters encouraging a friend not to smoke. - Learn facts about smoking and its impact on health. - Smoking, letter, persuasive, cigarettes, smoke, nicotine, tobacco - Write a friendly letter encouraging someone not to smoke.	- Can the students identify how community organizations serve the people? - How can students become more active in the community? - Advocate assessment
Differentiation: Offering manipulatives or other hands-on support for students who need them.		



Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- tobacco fact handout



Lesson Plan 2 Template

Content Area: Health Lesson Title: Teen's choice 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Appraise goals of various community or service organization initiatives to determine opportunities for volunteer service. - Develop a position about a health issue in order to inform peers.	Lesson Sequence - Do now: - DO-NOW: Before class, post the six statement posters ("Strongly Agree," "Agree Somewhat," "Disagree Somewhat," and "Strongly Disagree") in the corners of the classroom. - Since students will be moving around to stand beneath the statements with which they most agree for different questions, be sure that there is clear access to the four corners of the room. - Read aloud each of the statements below and direct students to move to the corners of the	- Can the students develop health positions on their own? - Teen's choice assessment.



room that best express their views on the statement. As students take their places, write the statement on the board. Then, ask at least one student in each group to share his or her opinion

- Teenagers should not be allowed to take any painkillers that may be addictive.-Parents and guardians are most responsible when their kids become addicted to prescription drugs.-Doctors should find out a patient's complete prescription drug history before prescribing potentially addictive drugs.-Pharmaceutical companies should be held responsible if teens become addicted to their drugs.-The Food and Drug Administration is doing a good job of informing the public about the epidemic of prescription drug abuse among teens.-Kids should tell a parent or teacher if someone they know is abusing prescription drugs.
- As a class, read and discuss the article "When Teenagers Abuse Prescription Drugs, the Fault May Be the Doctor's"
(<http://www.nytimes.co>



	m/learning/teachers/featured_articles/20051227tuesday.html), focusing on the following questions: a. Whom does Dr. Howard Markel counsel and why? b. What distinction does he make about the kinds of drugs his patients are using? c. Why do you think the article discusses Mary by describing her as “a voracious reader and a talented musician?” d. What are the official uses of ketamine? e. Why might that make it unsuitable for recreational use? f. Why might Mary have used it recreationally? g. By what percentage has the use of OxyContin increased since 2002? h. Why is OxyContin prescribed? i. Why did doctors prescribe it to Mary and why might that have been inappropriate? j. What three sources do some experts point to as facilitating teen drug abuse? k. Who does Dr. Markel point to as being equally or more at fault and why? How does the statement made by Mary’s doctor support Dr. Markel’s assertion? m. What solution does Dr. Markel suggest would help curb the epidemic? • Explain to the class that they will develop public	
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service campaigns targeted to young people that explain the dangers of prescription drug abuse. To begin, divide the class into 5 groups and assign each group a target audience from the list below. Give students 10-15 minutes to conduct some initial research. To help them get started, direct them to the National Center for Addiction and Substance Abuse at <http://www.casacolumbia.org> and the Food and Drug Administration at <http://www.fda.gov/oc/initiatives/rxdrugabuse/>. The information they provide in their campaigns may range from the specific (about a particular drug or type of drug) to the more general (the broader issue of prescription drug abuse). Some guiding questions are provided below and should be distributed as handouts for easier student access. Direct students to choose the questions that they feel are most likely to engage their audience and most effective to achieve the goals of their campaigns. In creating their campaigns, students should be encouraged to choose the medium (see list below) that would



most effectively reach their target audience. They should use all available resources to best answer their questions and take careful notes, including collecting and/or creating visuals (photographs, illustrations, maps, charts, diagrams, etc.) that may help provide or clarify information.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.
Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.fda.gov



Lesson Plan 3 Template

Content Area: Health Lesson Title: Community health Time Frame: 1 class

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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Appraise goals of various community or service organization initiatives to determine opportunities for volunteer service. - Develop a position about a health issue in order to inform peers.	Lesson Sequence Do now: Introduce the concept of community health with the following question: "What can people do to stay healthy?" Accept several responses—eating nutritiously, exercising, not smoking, etc. "What community health workers do you visit for your dental care?" (Responses include dentist and hygienist.) "How can a community stay healthy?" Explain that there are many groups and people that work to help protect the	- Do the students understand how community health relates to them? - Can the students identify people involved in community work? - Community health assessment.



health of everyone living in a community. State, “Our bodies need air, water and food to stay alive. How do we know the three elements (air, water and food) are safe for us? The job of some community health workers is to help keep these elements clean and safe for us.” Examples of community health agencies and their resources: American Cancer Society, for cancer prevention literature; American Red Cross, for CPR training or blood screening; American Lung Association, for smoking cessation classes.

- Ask the students for help in making a list of various people involved in community health work. Examples: public health nurses, social workers, sanitation engineers, firefighters, police officers, food inspectors, doctors, nurses in hospitals, nurses in schools, dental hygienists, tribal healers, environmental health workers, pharmacists, sewage treatment workers, trash collectors, swimming pool inspectors, ambulance drivers, emergency medical technicians, psychotherapists,



dietitians, food servers, cooks, community health educators, family planning nurse practitioners and agency workers (American Lung Association, American Heart Association, American Red Cross, American Cancer Society, etc.). Have students briefly describe the duties of four or five community health workers. The teacher may want to assign students to work in pairs on this part of the activity.

- Have students name the type of worker(s) associated with agencies, such as police and fire departments, rescue squads, medical clinics and reservation health centers. (Note: Students this age do not usually make direct use of these services, therefore, the information must be presented in the context of the students' activities. For example, discuss how the local police department conducts bicycle safety checks or how the health department helps with eye tests or immunizations at school.)
- Distribute the student handout sheets and provide directions for the assignment. Conclude the



activity by stating, “All of the community health workers that were discussed today are part of a network that helps us and our families. When we think about the map with the push pins showing the placement of community health agencies that are around us, let’s think of them as ‘roads to good health.’ Like roads, they are the pathways for us to travel that can lead to health and safety.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- Community Work Handouts



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: 6th	Unit Title: Community Health Services and Support
Created: Michael Goerge		Board Approved on:



Unit Overview Template

Content Area:	Health	Grade Level:	6th	Unit Title:	Alcohol, Tobacco, and other Drugs
Unit Summary: All students will acquire knowledge about alcohol, tobacco, and other drug use, treatment and prevention and apply these concepts to support a healthy, active lifestyle.					
Primary Interdisciplinary Connections: 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: It is necessary for students to identify signs and symptoms of drug and alcohol abuse in order to support a healthy lifestyle.					

Learning Targets

Standards: 2.3 Safety 9.4 Career Readiness 12.4 Social and Emotional Learning	
Core Idea:	
Alcohol, Tobacco, and other Drugs:	2.3.8.ATD The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
Creativity and Innovation:	9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Social and Emotional	Responsible Decision-Making
CPI#:	Performance Expectation:
2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills



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
Unit Essential Questions: • How can we determine the impact of alcohol and tobacco use? • What situations put us at greater risk to use alcohol and tobacco? • What are the signs and symptoms of inhalant use? • What strategies can students develop to remain drug-free?	
Unit Enduring Understandings: • Alcohol and tobacco use can lead to situations where one's health is put at risk. • An increase in knowledge of alcohol and drug abuse can help with prevention and risk behaviors. • There is a distinct relationship between injected drugs and diseases such as HIV/AIDS and hepatitis.	
Unit Learning Targets: Students will...Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health. Students will...Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. Students will... Summarize the signs and symptoms of inhalant abuse. Students will... Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. Students will... Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.	



Evidence of Learning

Summative Assessment: test, quizzes

Equipment Needed: notebook, handouts, laptop

Teacher Resources: www.cdc.gov
www.smokefree.gov
tobacco handout
alcohol risk factors
inhalant use handout

Formative Assessments:

- Observation
- Group Work
- Worksheets
- Handouts
- Quizzes
- Tests



Lesson Plans

Lesson	Time Frame
Lesson 1 Awareness	1 period
Lesson 2 Risk factors	1 period
Lesson 3 Inhalant use/abuse	1 period
Teacher Notes: NA	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> NA	



Lesson Plan 1 Template

Content Area: Health Lesson Title: Awareness 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine the impact of the use and abuse of alcohol on the incidence or illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health. - Determine the situations where the use of alcohol and other drugs influence decision-making and can place one at risk. - Determine effective strategies to stop alcohol, tobacco, and other drugs, and that support the ability to remain drug-free.	Lesson Sequence - Teachers will take attendance during the "Do Now". - The goal of this unit is that students will be able to identify the many bad things that can happen with drug and alcohol abuse. This awareness should lead to more students avoiding drugs or alcohol. - Ask the students to write down three reasons people smoke cigarettes. Then ask the students to write down three reasons that students do not smoke cigarettes. - Ask the students to write down three reasons some students drink alcohol. Then ask the students to	- Are students identifying the impact of alcohol/tobacco abuse? - Can the students identify the negative impact drugs have on one's health? - Do the students recognize ways to stay drug-free? - Drug awareness assessment.



write down three reasons that some students do not drink alcohol. Identify where alcohol and other drugs may be present.

- Explain that the use of alcohol or drugs can lead to poor decisions.
- Ask the students to write down three reasons that some students do drugs. Then ask the students to write down three reasons that some students do not do drugs.
- Have students get into groups of three to six. Ask them to come up with group answers to the six previous questions (steps 2-4 of this lesson). Ask a recorder to write down the answers.
- Have the recorder share the answers with the class. Write the responses on the board.
- Briefly explain to the class that there are many good reasons that students shouldn't smoke, drink or do drugs. Go over what was written on the board. Tell the students they will be able to identify the many bad things that can happen with drug and alcohol abuse. This awareness will lead to more students to avoid.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.



Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.cdc.gov
- tobacco use handout



Lesson Plan 2 Template

Content Area: Health Lesson Title: Risk factors 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine the impact of the use and abuse of alcohol on the incidence or illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health. - Determine the situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	Lesson Sequence - Review the reasons students shouldn't smoke, drink or do drugs. Review some of the reasons students gave last week. - Explain the definition of a risk factor. Risk Factor – something that puts someone in danger of injury to his or her health or in an unsafe situation. - The risk factors for drug and alcohol use vary greatly for students. We are going to take a survey that rates these risk factors. - Pass out the 'Risk Factors' sheet. Review risk factors for the	- Can students identify risk factors that are associated with alcohol/drug use? - What role does self-esteem play in alcohol and drug use? - Risk factors assessment.



environment. High Risk Factor Environment: When people around you use or promote drug or alcohol use. For example, high risk factor environments can result when parents smoke or your friends drink beer and try to talk you into drinking. Ask the students to answer the 'Environment' question for the Tobacco, Alcohol and Marijuana sections of the 'Risk Factors' sheet. Answer 'Yes' or 'No.'

- When students don't know the bad effects of drugs and alcohol, they are more at risk of using. Also, if students don't know how or have the skills to refuse drugs and alcohol, they are more at-risk. Do you know the bad effects of drugs and alcohol and possess the skills to refuse them? Ask the students to answer the 'Knowledge and Skills' question for the Tobacco, Alcohol and Marijuana sections of the 'Risk Factors' sheet.
- Students who don't feel OK about themselves are more at risk for drug and alcohol use. Ask the students if they feel OK about themselves. Ask the students to answer the 'Self-Concept' question for the Tobacco,



Alcohol and Marijuana sections.

- Ask the students if they have long-term goals. Students with long-term goals are less at risk for drug and alcohol use. Ask the students to answer the 'Long-term goals' question for the Tobacco, Alcohol and Marijuana sections of the 'Risk Factors' sheet.
- Ask the students to answer the last section in the four areas for cigarettes, alcohol and marijuana.
- Split the class into groups. Discuss how students and staff can help prevent the use of cigarettes, alcohol and marijuana.
- Have groups share their ideas. Write ideas on the board.
- Review risk factors for cigarettes, alcohol and marijuana.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.thetruth.com
- Alcohol risk factors handout



Content Area:	Health	Lesson Title:	Inhalant use/abuse	Time Frame:	1 period
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: Language Arts					
Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.					
Equipment Needed: Laptop, Notebook					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Summarize the signs and symptoms of inhalant use. - Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	Lesson Sequence - Define inhalants. - List examples of inhalants. - What are the addictive properties of inhalants? - Common short-term and long-term effects of inhalants. - Class will read and discuss Inhalant article: The Brain's Response - As a class we will read and discuss other drugs and their effects. - How are these drugs taken? - What are the consequences associated with using these drugs? - Identify the level of addiction. - Identify the diseases that are associated with injected drugs.	- Can the students identify the signs and symptoms of inhalant use? - Can the students identify what makes inhalant use addictive? - Can the students identify the diseases associated with injected drug use?



Differentiation:		
Offering manipulatives or other hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided:		
• www.smokefree.gov • inhalant use facts		



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: 6th	Unit Title: Alcohol, Tobacco, and other Drugs
Created: Michael Goerge		Board Approved on:



Unit Overview Template

Content Area:	Health	Grade Level:	6th	Unit Title:	Dependency, Substance Disorder and Treatment
Unit Summary: A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.					
Primary Interdisciplinary Connections: 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: All students will identify dependency and substance abuse disorders in order to support a healthy, active lifestyle.					

Learning Targets

Standards:	2.3 Safety 9.4 Career Readiness 12.4 Social and Emotional Learning
Core Idea:	
Dependency, Substance Disorder and Treatment:	2.3.8.DSDT A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
Creativity and Innovation:	9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
Social and Emotional	Responsible Decision-Making
CPI#:	Performance Expectation:
2.3.8.DSDT .1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
2.3.8.DSDT .2	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills



SEL.PK-12. 4.2	Identify the consequences associated with one's actions in order to make constructive choices
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Unit Essential Questions:

- What is necessary to develop effective decision making skills about alcohol?
- How can some decisions influence one's health?
- How can treatment help with drug and alcohol abuse?

Unit Enduring Understandings:

- Proper decision-making strategies can lead to a better standard of living.
- Peer-pressure, values, and conflicting relationships all play a role in substance abuse.

Unit Learning Targets:

Students will ...Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
 Students will...Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

Evidence of Learning

Summative Assessment: test, quizzes

Equipment Needed: notebook, handouts, laptop

Teacher Resources: www.kidshealth.org
 alcohol disorder handout
 substance abuse worksheet

Formative Assessments:

- Observation
- Group Work
- Worksheets/handouts
- Quizzes
- Test



Lesson Plans

Lesson	Time Frame
Lesson 1 Drug Dependency	1 period
Lesson 2 Active decision	1 period
Lesson 3 Peer-pressure	1 period

Teacher Notes:

NA

Curriculum Development Resources/Technology Resources:

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

NA



Lesson Plan 1 Template

Content Area: Health Lesson Title: Reduce Risk 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize what risk behaviors are. - Identify ways to reduce their risk of using drugs and alcohol.	Lesson Sequence 1. Review the negative effects of marijuana use. 2. Ask the class who remembers the definition of a risk factor. Risk Factor: something that puts someone in danger of injury to health or to be in an unsafe situation. 3. Explain to the class that the goal of this lesson is to have each of you recognize how you can put yourself at less risk of using drugs and alcohol. 4. Ask the students if they can remember the four main factors that decide your risk level for drug and alcohol use. They are environment, knowledge and skills, self-concept	- Are students able to identify what risk factors are associated with drug use? - Can students identify the dangers related to drug use? - Reduce your risk assessment.



and the existence of long-term goals.

- 5. Pass out the Reduce Your Risk sheet.
- 6. Review the definition of a risk factor. High Risk Factor Environment: When people around you use or promote drug or alcohol use. 82% of high school students use drugs or alcohol if most of their close friends do. Only 21% of high school students use drugs or alcohol if most of their close friends do not use them. High school students who are in extra-curricular activities such as student council, sports or have a job are over twice less likely to avoid the use of alcohol or drugs.
- 7. Ask the students to fill out the environment section of the Reduce Your Risk sheet.
- 8. Ask students to give a few examples of how you could refuse alcohol or drugs. Example: No thanks. I don't do that. That stuff will mess you up. I don't want to. It is not worth it if you get caught.
- 9. Ask the students to fill out the knowledge/skills section of the Reduce Your Risk sheet.
- 10. Tell the class that people who have pride are much less likely to



use drugs. Having pride includes being able to name your strengths and working to improve.

- 11. Ask the students to fill out the self-concept section of the Reduce Your Risk sheet.
- 12. Long-term goals often keep people from using drugs. Examples: Boys may want to be fathers when they grow up so they don't smoke marijuana to reduce the chance of infertility or birth defects. A girl may want to play WNBA, so she doesn't smoke.
- 13. Ask the students to fill out the goal section of the Reduce Your Risk sheet.
- 14. Ask the students to list four things that they learned in this unit.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.drugprevention.org
- drug use handout



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Identifying substance abuse	Time Frame: 1 period
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: Language Arts		
Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.		
Equipment Needed: Laptop, Notebook		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize protective and risk factors associated with substance abuse and addiction and learn the importance of resilient factors. - Identify how addiction can impact a person's lifestyle.	Lesson Sequence - Ask students to define the following terms: Resiliency: The ability to become strong, healthy and successful after something bad happens to you (www.merriam-webster.com 2014). Risk Factors: Factors that can lead to drug use. Protective Factors: Factors that can shield from drug use. (http://www.rcmp-grc.gc.ca/docas-ssdco/guide-kid-enf/page3-eng.htm)	- Can the students identify what addiction is? - Do the students understand the impact addiction can have on one's life? - Protective Factors assessment.



- Ask the students to get into groups of 3 or 4.
- Create a chart on the whiteboard or on construction paper with two titles: (1) *Risk Factors* & (2) *Protective Factors*. Ask students to identify examples of risk factors when it comes to substance abuse, alcohol and addiction and record their answers. Then ask students to identify some examples of protective factors that could be associated with not using drugs and alcohol or getting addicted. Use [Activity #2: Recognizing the Risks \(9-10.2 Reference\)](#) as a guide.
- If time allows, give each group playing cards and tell them to work together to make a card house for 5 minutes.
- Explain that in this activity, each card represents a protective and resilience factor, and when those factors fail or diminish the structure will fall.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.
 Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- www.aacap.org
- decision making process



Lesson Plan 3 Template		
Content Area: Health	Lesson Title: Addiction and treatment	Time Frame: 1 period
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: Language Arts		
Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.		
Equipment Needed: Laptop, Notebook		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how addiction can impact a person's lifestyle. - Identify treatment available for drug and alcohol abusers.	Lesson Sequence - Attendance - Ask students to define what addiction is as well as the substances a person can become addicted to. - Make sure to include that both drugs and alcohol can be addictive. - Explain to students that addiction is an ongoing process. Addiction may present its challenges at different times over many years in a user's life. - Write each stage on a different piece of paper. Ask for 5 volunteers to come to the front of the	- Are the students identifying the importance of treatment for addiction? - Can students identify the factors that lead to addiction and treatment? - Addiction assessment.



class and give each student a stage.

- Have the student volunteers work together to arrange themselves in the order that they think the scale of addiction occurs in
- With the students, define each stage of addiction. Discuss the answers with students and use [Activity #3: Path to Addiction \(9-10.3 Reference\)](#) as a guide.
- Separate the students into 5 different groups.
- Have the students get into their groups and give each group a piece of chart paper. Assign each of the five groups one of the topics: (1) Family, (2) Friends & Recreation, (3) School & Jobs, (4) Physical & Emotional Health, and (5) Financial. Have each group write the topic on their piece of chart paper.
- Ask each group to brainstorm and record the consequences of an addiction relating to their topic.
- Give the groups 5 minutes to come up with a hashtag that represents how they might be affected in that aspect of their life.
- Now ask students to identify various



	treatments and services for substance disorders. • Make a list on a separate sheet of paper and discuss what each service has to offer the individual.	
• Differentiation: • Offering manipulatives or other hands-on support for students who need them. • Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
• Resources Provided: • www.kidshealth.org • addiction worksheet		



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: 6th	Unit Title: Dependency , Substance Disorder and Treatment
Created: Michael Goerge	Board Approved on:	



Unit Overview Template

Content Area:	Health	Grade Level:	6th	Unit Title:	Health Conditions, Diseases and Medicines
Unit Summary: All students will acquire knowledge about communicable and non-communicable diseases, strategies used in preventing diseases and identifying common mental illnesses which will support a healthy, active lifestyle.					
Primary Interdisciplinary Connections: 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: It is necessary for students to identify common diseases and ways to prevent them in order to support a healthy, active lifestyle.					

Learning Targets

Standards: 2.3 Safety 9.4 Career Readiness	
Core Idea: Health Conditions, Diseases and Medicines: 2.3.8.HCDM 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 The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies. Creativity and Innovation: 9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	
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.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.
SEL.PK-12. 2.1	Recognize the impact of one's feelings and thoughts on one's own behavior



9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
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Unit Essential Questions:

- How can the public help in limiting the spread of disease?
- How can we better understand mental health disorders?

Unit Enduring Understandings:

- Identifying common diseases will lead to better detection and treatment.
- Public health strategies are essential to improving health conditions.

Unit Learning Targets:

Students will ...Differentiate between communicable and non-communicable diseases.

Students will determine the impact of public health strategies in preventing diseases and health conditions.

Students will compare and contrast common mental illnesses (such as depression, anxiety, and panic disorders, and phobias) and ways to detect and treat them.

Evidence of Learning

Summative Assessment: test, quizzes

Equipment Needed: notebook, handouts, laptop

Teacher Resources: internet, handouts, worksheets

Formative Assessments:

- www.kidshealth.org
- disease prevention handout
- mental health awareness sheet



Lesson Plans

Lesson	Time Frame
Lesson 1 Communicable/non-communicable	1 period
Lesson 2 Public health	1 period
Lesson 3 Mental health	1 period

Teacher Notes: NA

Curriculum Development Resources/Technology Resources:

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

<https://principals.org/who-we-are/board-of-directors/position-statements/promoting-mental-health-in-middle-level-and-high-schools?SSO=true>



Lesson Plan 1 Template

Content Area: Health Lesson Title: Communicable/non-communicable 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Differentiate between communicable and noncommunicable diseases. - Identify ways communicable diseases spread.	Lesson Sequence - Students will complete the terms and definitions. (communicable disease, non-communicable, bacteria, virus) - Students will discuss types of diseases and kinds of microbes. - I will ask the students to list three ways they can protect themselves from diseases that are spread by microbes in food. - Complete - what would you do? - Students will complete lesson review questions 1, 2, and 3. - The class will complete the learning diseases worksheet.	- Are the students differentiating between communicable and noncommunicable diseases? - Do the students understand the role microbes play in the spread of disease? - Disease prevention assessment.
Differentiation: Offering manipulatives or other hands-on support for students who need them.		



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|--|--|--|
| | <ul style="list-style-type: none">• We will then review questions 1, 2, and 3 and the worksheet. | |
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Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.kidshealth.org
- disease prevention handout



Lesson Plan 2 Template

Content Area: Health Lesson Title: Public health 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: laptop, notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Determine the impact of public health strategies in preventing diseases and health conditions.	Lesson Sequence - Do Now: Complete terms and definitions. (cardiovascular disease, carcinogen) - Students will complete the quick start question on behaviors that put you at risk. - Class will read and discuss the causes and types of Noncommunicable diseases. - Students will discuss risk factors of cardiovascular diseases, cancer, lung disease and asthma. - Discuss how public health can provide help and prevention of disease. - Complete lesson review questions 1, 2, and 3.	- Can the students develop correct health strategies? - Are the students understanding ways that they can put themselves at risk for disease? - Public health assessment.



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| | <ul style="list-style-type: none">• Students will complete the noncommunicable disease worksheet.• Review worksheet with class. | |
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Differentiation:

Offering manipulatives or other hands-on support for students who need them.
Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.kidshealth.org



Lesson Plan 3 Template

Content Area: Health Lesson Title: Mental health 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: Language Arts

Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: laptop, notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Compare and contrast common mental illnesses and ways to detect and treat them.	Lesson Sequence - Do Now: Complete terms and definitions. (depression, anxiety, phobia) - Students will complete the quick start question on common mental illness. - Class will read and discuss the causes and types of mental illness and anxiety. - Students will discuss problems caused by illness such as anxiety or panic disorders. - Discuss how to first detect the mental illness and then ways to treat anxiety or panic disorders. - Students will complete the mental illness worksheet.	- Can students identify and explain mental health disorders? - Are the students understanding mental health treatment? - Mental health assessment.
Differentiation:		



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| | <ul style="list-style-type: none">• Review worksheet with class. | |
|--|--|--|

Offering manipulatives or other hands-on support for students who need them.
Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- mental health awareness handout



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: 6th	Unit Title: Health Conditions, Diseases and Medicines
Created: Michael Goerge		Board Approved on:



Unit Overview Template

Content Area: Health **Grade Level:** 6th **Unit Title:** Personal Growth and Development

Unit Summary: All students will acquire knowledge about communication in various settings, demonstrate refusal skills that have an impact on one's health, evaluate bullying and apply these concepts to support a healthy, active lifestyle.

Primary Interdisciplinary Connections: 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: It is necessary for students to identify the relationship between health and wellness, and explain how to balance physical, mental/emotional, and social health.

Learning Targets

Standards: 2.1 Personal and Mental Health
 9.4 Career Readiness

Core Idea: 2.1.8.PGD Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
Emotional Health: 2.1.8.PGD Responsible actions regarding behavior can impact the development and health of oneself and others.

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

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-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- What is necessary for personal hygiene?
- What are the major body systems and can you identify their functions?
- What are the factors that influence your personal growth and development?

Unit Enduring Understandings:



- Your personal hygiene affects all parts of your health triangle.
- Your health can be influenced by one's genetic makeup and heredity.
- Understanding how the systems of your body develop and function .

Unit Learning Targets:

Students will...Identify ways to care for your skin, teeth, eyes, ears, and body.

Students will... Demonstrate what heredity is and the role it plays in their life.

Students will... Identify ways to care for your body systems.



Evidence of Learning

Summative Assessment: test, quizzes

Equipment Needed: notebook, handouts, laptop

Teacher Resources: internet, handouts, worksheets

Formative Assessments:

- Developing hygiene worksheet
- Genetics handout
- Identifying body systems



Lesson Plans

Lesson	Time Frame
Lesson 1 Refusal skills	1 period
Lesson 2 Bullying prevention	1 period
Lesson 3 Communication	1 period

Teacher Notes:

NA

Curriculum Development Resources/Technology Resources:

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

<http://www.pacer.org/bullying/classroom/middle-highschool/>



Lesson Plan 1 Template

Content Area: Health Lesson Title: Personal hygiene 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: Language Arts

Integration of Technology:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: laptop, notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize ways to keep your teeth and gums healthy. - Identify ways to take care of your skin. - Identify ways to care for your eyes and ears.	Lesson Sequence - Teachers will take attendance during the Do Now. - Describe the steps you take in caring for your teeth, skin, and hair. - Invite all students to take the Personal Hygiene Topic Quiz (in Review mode) to assess what they know about the topic. - Prompt a class discussion inviting students to share what they learned from the quiz about personal hygiene, what they know, and what they hope to learn. - Show the movie on the whiteboard or other display to the whole class. Turn on the closed	- Do the students understand the importance of skin, teeth, and hair care? - Are the students identifying proper protection for eyes and ears? - Personal hygiene assessment.



caption option to aid in comprehension.

- Pause as needed to discuss the movie, or use the discussion prompts to engage dialogue.
- Pair students and have them open [Make-a-Map](#). As they watch the movie again from within Make-a-Map, have them take notes on the various categories of hygiene the movie addresses, such as teeth. After, have them review [Related Reading](#) and note any additional categories to their map.
- Bring the class together. Ask students what they could do to promote health through personal hygiene. Explain to the class that they will create an infomercial about one or more aspects of personal hygiene that will instruct others how to follow healthy practices. Explain that an infomercial is a commercial that provides information -- in this case about personal hygiene.
- Instruct pairs to select one of the areas of hygiene they identified on their maps. These may include dental care, handwashing, cleaning personal space, or something else. Using [Make-a-Movie](#), have students produce an infomercial about the



area of hygiene they selected.

- To emphasize the selling part of an infomercial, encourage pairs to come up with a related product or service to sell ("BacBlast, the Blueberry-flavored Bacteria-Busting Toothpaste"). Or, they can simply promote personal hygiene tips.
- Students share their movies with the class. After everyone has presented, discuss how the movies were alike and different, and which presented the most compelling reasons for prioritizing personal hygiene in our everyday lives, and why.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.brainpop.com
- Developing hygiene worksheet



Lesson Plan 2 Template			
Content Area:	Health	Lesson Title:	Hormones & Reproductive system
		Time Frame:	1 period
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: Language Arts			
Integration of Technology: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.			
Equipment Needed: Laptop, Notebook			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify functions of the reproductive system. - Identify the changes that occur during puberty.	Lesson Sequence - Teachers will take - Pass out the Graphic Organizer and Worksheet from the Puberty movie. - Play the Puberty Movie once through for the class. Turn on the closed captioning to aid students in comprehension. - Play the movie through a second time, pausing for students to take notes on the graphic organizer. - Provide time afterward for students to finish filling in the graphic organizer and complete the worksheet.	- Are the students identifying behaviors of bullies? - Do the students understand ways of bullying prevention? - Bullying assessment.



- Have students work independently, in pairs, or in small groups to create a list of 2-3 commonly held beliefs about puberty, adolescence, or the reproductive system, or another aspect of personal health. These may be urban legends that students have heard around school or read on the internet.
- Tell students they will have the opportunity to prove that these commonly held beliefs are either true or false. Their role will be to research each belief and gather evidence to show that it is either a fact or a myth.
- Provide time in class or at home for students to conduct their research. They may want to watch the BrainPOP movies in the [Body Systems](#), [Genetics, Growth, and Development](#), and/or the [Personal Health](#) units.
- After they have conducted their research, challenge students to debunk each myth or prove that it's true.
- Display students' work and allow students to read and comment on one another's articles.



Differentiation:		
Offering manipulatives or other hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided:		
• www.brainpop.com • Adolescence handout		



Lesson Plan 3 Template

Content Area: Health Lesson Title: Heredity and Life Cycle 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: Language Arts

Integration of Technology:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Equipment Needed: Laptop, Notebook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify how inherited traits are passed along. - Identify changes to a developing baby. - Understand stages of the life cycle.	Lesson Sequence - Teachers will take attendance. - Do Now: Observe physical traits in the class, such as eye and hair color. Write a short paragraph noting which traits are most common and why you believe this. - Students will then list four terms for the lesson: chromosome, genes, fetus, and prenatal care. - Terms will be discussed upon completion. - We will read a short passage on heredity and what the role of chromosomes are. - Students will watch a short video on genetics.	- Can the students correctly communicate with one another? - Are students identifying problems that come from lack of communication? - Communication assessment.



- Students will answer questions related to the video: How did Gregor Mendel's experience as a farmer help him discover how parents pass down traits to offspring? How can scientists use their knowledge of genetics and DNA to create plants and animals with specific traits? How can a genetic mutation end up being beneficial?
- **Make-a-Movie:** Create a BrainPOP-style movie that describes what genes are and where they come from.
- **Creative Coding:** Code a comic with two characters: a white-flowered pea plant and a purple-flowered pea plant. Have them describe how they will pass down their traits to their offspring.
- Students will then answer two lesson review questions when they are done making the movies.

Differentiation:

Offering manipulatives or other hands-on support for students who need them.

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- Chromosomes and genes worksheet
- Human reproductive vocabulary guide and worksheet



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: 6th	Unit Title: Personal Growth and Development
Created: Michael Goerge	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 6th **Unit Title:** Social and Sexual Health

Unit Summary: All students will acquire knowledge about different types of relationships that adolescents may experience, the role of dating behaviors and apply these concepts to support a healthy, active lifestyle.

Primary Interdisciplinary Connections: 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: It is necessary for students to recognize the characteristics of healthy relationships in order to support a healthy lifestyle.

Learning Targets

Standards: 2.1 Personal and Mental Health
 9.4 Career Readiness

Core Idea:

Social and Sexual Health: 2.1.8.SSH Relationships are influenced by a wide variety of factors, individuals, and behaviors.

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

CPI#:	Performance Expectation:
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

Unit Essential Questions:

- What is necessary to develop a healthy relationship?
- What are some types of relationships?
- How can we develop healthy dating behaviors?

Unit Enduring Understandings:

- Family values, structures, and tradition can help set up healthy relationships.



- Having a healthy relationship can set a solid foundation for a healthy standard of living.
- Identifying the roles of dating can lead to a healthy relationship.

Evidence of Learning

Summative Assessment: test, quizzes

Equipment Needed: notebook, handouts, laptop

Teacher Resources: internet, handouts, worksheets

Formative Assessments:

- www.kidshealth.org
- Developing a relationship worksheet
- Friendship fact sheet
- Healthy relationships handout
- Quizzes

Lesson Plans

Lesson	Time Frame
Lesson 1 Learning about relationships	1 period
Lesson 2 Developing friendships	1 period
Lesson 3 Healthy relationships	1 period
Teacher Notes: NA	
Curriculum Development Resources/Technology Resources: NA	



Lesson Plan 1 Template

Content Area: Health Lesson Title: Learning about 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: Language Arts

Integration of Technology: TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Equipment Needed: Laptop, Notebooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Examine the types of relationships adolescents may experience.	Lesson Sequence - Attendance. - Introduce how to build a healthy relationship with family and friends. - Discuss family influences, healthy families, the roles and needs of a family, when family's change, and times when families are in need. - Introduce and review terms: role model, relationship, compromise, and counseling. - Group work and discussion: Students are told that their best friends' parents are planning to separate. How can you help her	- Can students identify characteristics of a healthy relationship? - Do the students understand the impact a role-model has on building relationships? - Healthy relationship assessment.



	deal with this change in family? What can you do to take some stress off of him/her? How can you become more of a friend to her now? • Students will complete the healthy family handout. • Review discussion and answers.	
Differentiation: Offering manipulatives or other hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided: • www.kidshealth.org • Developing a relationship worksheet		



Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Developing friendships	Time Frame: 1 period
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: Language Arts		
Integration of Technology: TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. TECH.8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.		
Equipment Needed: Laptop, Notebook		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine the types of relationships adolescents may experience. - Compare and contrast the role of dating and dating behaviors in adolescents.	Lesson Sequence - Attendance - Do Now: Students will complete the friendship, fill in and share their answers to the class. - Students will complete the three terms: self-concept, competition, and cooperation. - Students will discuss and review the importance of relationships, self-concept, building a friendship, and cooperating with friends. - Students will discuss how relationships can lead into dating. We will discuss the role of dating	- How can healthy friendships lead into a dating relationship? - Can students identify the role of dating and dating behaviors? - Dating assessment.



	and the behaviors that go along with it. • Complete Building Healthy Relationships/Dating handout. • Review handouts and answer questions.	
Differentiation: Offering manipulatives or other hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided: • www.kidshealth.org • Friendship fact sheet		



Lesson Plan 3 Template			
Content Area:	Health	Lesson Title:	Healthy relationships
		Time Frame:	1 period
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: Language Arts			
Integration of Technology: TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. TECH.8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.			
Equipment Needed: Laptop, Notebook			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine the types of relationships adolescents may experience. - Compare and contrast the role of dating and dating behaviors in adolescents.	Lesson Sequence - Attendance - Review peer pressure, family relationships, and dating relationships and how to make the right choices. - Identify characteristics that make a healthy relationship. Either friendship or dating. - Explain how peer pressure can be either positive or negative. Give two examples of each. - How can you deal with negative peer pressure? - Your friends want you to join them in a new school club. What information	- Can students recognize the impact peer-pressure has on relationships? - How can peers influence friendship or dating relationships? - Healthy relationship assessment.



	should you ask for to make sure that their peer pressure is positive? • How can having a healthy relationship impact your choices in a situation involving peer pressure? • Students will complete the peer pressure/relationship packet. • Students will complete the Social Health/Relationship handout that will be graded.	
Differentiation: Offering manipulatives or other hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided: • Friendship fact sheet		



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: 6th	Unit Title: Social and Sexual Health
Created: Michael Goerge	Board Approved on:	



Unit Overview Template

Content Area: Health **Grade Level:** 6th **Unit Title:** Personal Safety

Unit Summary: All students will identify potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Primary Interdisciplinary Connections: 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: It is necessary for students to recognize the characteristics of personal safety in order to support a healthy lifestyle.

Learning Targets

Standards: 2.3 Safety
9.4 Career Readiness

Core Idea:

Personal Safety: 2.3.8.PS Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Creativity and Innovation:

9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Performance Expectation:
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2.3.8.PS.6:	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
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2.3.8.PS.7:	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
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9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
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SEL.PK-12.5.1	Establish and maintain healthy relationships.
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SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
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SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure.
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Unit Essential Questions:

- What is necessary to develop strategies for using technology safely?



- What role does social media play in some types of relationships?
- How can we develop healthy use of the internet?

Unit Enduring Understandings:

- Identifying online risks can help avoid problems online.
- Having better knowledge of using social media will protect against potential problems.
- Identifying the impact technology can have on relationships can assist in living a healthy lifestyle.

Unit Learning Targets:

Students will...Identify the types of relationships during teen years.
 Students will demonstrate strategies to use social media properly.

Evidence of Learning

Summative Assessment: test, quizzes

Equipment Needed: notebook, handouts, laptop

Teacher Resources: internet, handouts, worksheets

Formative Assessments:

- www.kidshealth.org
- Social media fact sheet
- Quizzes

Lesson Plans

Lesson	Time Frame
Lesson 1 End of Bully	1 period
Lesson 2 Cyber bullying	1 period
Lesson 3 Social media	1 period
Teacher Notes: NA	
Curriculum Development Resources/Technology Resources: NA	



Lesson Plan 1 Template

Content Area: Health Lesson Title: End of Bully 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: Language Arts

Integration of Technology: TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Equipment Needed: Laptop, Notebooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to identify bullying behaviors and self-reflect on the topic of bullying. - Students will demonstrate they know when to involve an adult in a bullying situation.	Lesson Sequence - Attendance. - Write on the board: "Identify the areas in your school where bullying occurs" • Each student will have a map of their school on their desk. Using a pen or pencil, students mark where bullying occurs. (Don't forget to mark the outside and the buses). •	- Can students identify areas where bullying most often occurs? - Do the students understand the impact self-esteem has on bullying? - Bully/Buddy relationship assessment.



	Using a Smartboard/Whiteboard /Poster Board have students come up and mark their findings on the “classroom map”. • Using a ‘talking stick’ or ‘talking ball’ the students will pass the item to finish his/her thoughts or scenarios to the following questions. Is bullying harmful? Why? o Is bullying an issue in our school? • Show PowerPoint or lecture on bullying(example Bullying PowerPoint)	
Differentiation: Offering manipulatives or other hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided: • www.kidshealth.org • www.pecentral.org • Developing a relationship worksheet		

Lesson Plan 2 Template		
Content Area: Health	Lesson Title: Cyber bullying	Time Frame: 1 period
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: Language Arts		



Integration of Technology: TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Equipment Needed: Laptop, Notebooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize situations in which cyber bullying is occurring. - Establish healthy responses to cyber bullying.	Lesson Sequence - Attendance. - The teacher will begin leading the discussion on cyber bullying to get the students' minds rolling. - When you think of cyber bullying what comes to mind? What tools may people use to cyber bully? - Ask the class to come up with examples. -Text messaging, Facebook/Instagram, Picture messages, Youtube videos. - The class will get into groups of four and work on a word scramble to come up with other tools used to cyber bully. - With students back in their individual seats, they will think more independently as you go through different scenarios of cyber bullying. - Example: Lindsay has just moved to town from Oregon and enrolls in the local middle school. Very pretty, outgoing, and funny, she quickly wins the attention of a number of the school's Junior	- Can students identify characteristics of cyber bullying? - Do the students understand the impact the internet can have on their personal health? - Cyber bullying assessment.



Varsity football players—much to the chagrin of the school’s cheerleaders. Bonnie, the head cheerleader, is concerned about Lindsay stealing away her boyfriend Johnny, who is the super cute quarterback. With the help of her cheerleader friends, Bonnie decides to create a “We Hate Lindsay” Web site, where girls can post reasons why they hate Lindsay and why they think she should move back to Oregon. Soon, the entire school becomes aware of the site’s Web address, and many others begin to post hurtful sentiments about Lindsay.

- -How do you think this made Lindsay feel?
- -Even though she is pretty and outgoing doesn’t mean that her feelings can’t get hurt.
- - How could you be a Helpful Bystander in this situation?

Differentiation:

Offering manipulatives or other hands-on support for students who need them.

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Resources Provided:

- www.kidshealth.org
- Cyberbullying assessment



Lesson Plan 3 Template

Content Area: Health Lesson Title: Social media 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: Language Arts

Integration of Technology: TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Equipment Needed: Laptop, Notebooks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify negative types of influences on social media. - Examine the relationship between social media and personal safety.	Lesson Sequence - Attendance. - To start, have students work with a partner to talk about this: how might social media affect your mental and personal health? - Students will make a list with their partner. - After the discussion, the class will watch a TedTalk about exactly this topic. Many of the students' questions will be answered by this talk! - Ted Talk: ☒ Is Social Media Hur... - Afterward, the class talked about the highlights of the video and social currency. We discussed how this is	- Can social media have positive and negative influences? - If you don't use social media, can it still affect your mental health? - Can you get addicted to social media? - App activity assessment.



	related to their personal health and safety. Activity: students will create their own phone apps to describe things that create happiness in their lives instead of stress. They will include ways to remain safe while using social media. Students should design their app with a personal touch since it will be based on what they feel is important.	
Differentiation: Offering manipulatives or other hands-on support for students who need them. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.		
Resources Provided: www.kidshealth.org - Creating an app activity https://www.counselorkeri.com/		

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly, Moderately</i> or <i>Weakly</i> 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		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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: 6th	Unit Title: Personal Safety
Created: Michael Goerge	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

**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



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
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

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.