

Personal and Mental Health: Unit 1	
Grade Level: 3rd Grade	Length of Unit: 8 Weeks
Unit Rationale: Personal and mental health are lifelong processes of physical, behavioral, emotional, social, and cognitive change. They are directly related to keeping our body healthy and encompasses who we are, how we grow and the impact that our interactions with others have on us.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Health is influenced by the interaction of body systems. Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. All individuals should feel welcome and included. Family members have an impact on their children's physical, social, and emotional development. People in healthy relationships share thoughts, feelings, and mutual respect. 	Essential Questions: <ul style="list-style-type: none"> What are some effective personal health strategies and behaviors that reduce illness, prevent injuries and enhance wellness? How can the impact of one's feelings and thoughts lead to healthy or unhealthy behaviors? What are some ways to cope with rejection, loss, or difficult situations? What are some different feelings and emotions that people experience? What are stereotypes and how can they impact self and others? What are some ways to show respect for all people? What are some characteristics of healthy versus unhealthy relationships among friends and family?
Content: <i>Students will know...</i> <ul style="list-style-type: none"> What effective personal health strategies and behaviors are. The impact that thoughts and feelings can have on one's behavior. What coping skills are. What a stereotype is. The importance of communication 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> Identify effective personal health strategies. Discuss the impact of one's feelings and thoughts on behavior. Identify coping strategies. Demonstrate ways to show respect for all people. Explain the importance of communication. List characteristics of healthy and unhealthy relationships.
NJ Student Learning Standards 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.	

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSL-CLKS.pdf>

9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
- 2.
3. Consider the environmental, social and economic impacts of decisions
4. Demonstrate creativity and innovation
5. Utilize critical thinking to make sense of problems and persevere in solving them

Explanation of how CLKs connect to the unit: Practicing these things has a positive impact on our personal health.

Explanation of how 9.2 standards connect to the unit: Society needs to look beyond stereotypes and pay closer attention to an individual's qualities and qualifications.

Interdisciplinary Standards

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Explanation of how interdisciplinary standards connect to the unit: Students will learn the importance of and develop good communication skills and coping skills.

Technology Integration (9.4 Standards) -

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Explanation of how 9.4 standards connect to the unit: Being open to different perspectives enables us to have a better respect for all people. Learning the characteristics of good

communication and healthy expression of emotion leads to healthy relationships.

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, health and wellness journal, student reflections
Summative	Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations
Alternative	Slideshow, poster, oral presentation
Benchmark	Questionnaire, survey

Stage 3 - Learning Plan

Learning Activities:

-Working in small groups, responding to the following teacher generated statements:

1. All families have the same number of people.
2. Families can celebrate different holidays.
3. All families live in a house.
4. Mothers and fathers live Together.

etc.....
Students will use a whip-around strategy to respond to the statements and clarify misconceptions.

-Explore families around the World.

-Brainstorm what constitutes healthy relationships with friends and family. Students will record their responses on a petal-shaped card.

- Draw a person at each stage identifying how the person changed physically, mentally and emotionally.

-Make a chart categorizing healthy vs unhealthy

Differentiation:

ELL:

- Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
- Emphasize key vocabulary for students
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Use group configurations that support language and content objectives of the lesson
- Provide Support language objectives clearly
- Support content objectives clearly

G&T:

- Competitions
- Differentiated Instruction

Special Ed:

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student's ability level
- Use a consistent daily routine
- Assist student in setting short-term goals
- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction

habits.

- **Modify pace of instruction to allow additional processing time**
- **Provide small group instruction**
- **Allow for repetition and/or clarification of directions, as needed**
- **Give direct and uncomplicated directions**
- **Provide easier tasks first**
- **Directions repeated, clarified or reworded**
- **Use interests to increase motivation**
- **Modified grading**
- **Stand in proximity to student to focus attention**
- **Provide short breaks when refocusing is needed**
- **Refocusing and redirection**
- **Discuss behavioral issues privately with student**
- **Provide opportunities for peer interactions**
- **Encourage student to self-advocate**
- **Identify triggers**
- **Provide positive reinforcement**

504:

- **Frequently check for understanding**
- **Directions repeated, clarified, or reworded**
- **Break down tasks into manageable units**
- **Frequent breaks during class**
- **Provide buddy system**
- **Modification in grading system**
- **Communication with parents**
- **Modify curriculum content based on student's ability level**
- **Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem**
- **Provide short breaks**
- **Preferential seating**
- **Refocusing and redirection**
- **Behavior/time management system**
- **Excused from activities that affect presenting issue**
- **Allow use of assistive devices**
- **Monitor presenting issue**

Students at Risk:

- **Prompt before directions/questions are verbalized with visual cue between teacher and student**
- **Preferential seating**
- **Provide structure and positive reinforcements**
- **Frequently check for understanding**
- **Limit number of items student is expected to learn at one time**
- **Directions repeated, clarified, or reworded**
- **Modify curriculum content based on student's ability level**
- **Communication with parents**
- **Provide short breaks**
- **Praise whenever possible**
- **Seat student near front of room**
- **Arrange private signal to cue student to off-task behavior**

- Stand in proximity to student to focus attention
- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources: [cdc.org](https://www.cdc.org), [commonsensemedia.org](https://www.common Sense Media.org), [joinonelove.org](https://www.joinonelove.org), [mindfulschools.org](https://www.mindfulschools.org), <https://www.shapeamerica.org/events/healthmovesminds/>

Student Materials: What materials are provided to students during this unit. All student materials must list a lexile level (which can be found on this site: <https://hub.lexile.com/find-a-book/search>)

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender - Will be discussed when talking about student expressions and stereotypes

Sexual Orientation - Understanding everyone's difference

Race - When discussing families and decisions

Ethnicity - When discussing families and decisions

Religious Tolerance - Understanding everyone's differences

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes:

Community Health: Unit 2

Grade Level: 3rd Grade

Length of Unit: 8 Weeks

Unit Rationale: Community health services provide resources and assistance to help support disease and injury prevention, promote public health, health equity and healthy lifestyles.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- Community professionals and school personnel are available to help with health emergencies and provide reliable information.
- Individuals benefit from being aware of coping strategies to use when facing difficult situations.

Essential Questions:

1. What are some health resources and services available to you?
2. How can they help in school and the community?
3. What are some useful strategies for individuals feeling sadness, anger, anxiety, or stress?

Content:

Students will know...

- How different health resources and services address needs in different situations.

Skills:

Students will be able to...

- Identify available health resources and services.
- Describe useful strategies to use when feeling sadness, anger, anxiety, or stress.

NJ Student Learning Standards

2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSL-CLKS.pdf>

9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

- 1 Act as a responsible and contributing community members and employee
- 4 Demonstrate creativity and innovation
- 5 Utilize critical thinking to make sense of problems and persevere in solving them

Explanation of how CLKs connect to the unit: These skills can help with identifying strategies to deal with different emotions and help others with identifying appropriate health resources and services.

Explanation of how 9.2 standards connect to the unit: Provides an understanding of how certain professionals are qualified to help people in need or emergencies.

Interdisciplinary Standards

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Explanation of how interdisciplinary standards connect to the unit: A community's needs can be affected by the population's access to technology.

Technology Integration (9.4 Standards) -

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Explanation of how 9.4 standards connect to the unit: Helps individuals to have a willingness to seek help when needed. Helps individuals to understand when to seek out help or what types of service or resources would be most helpful.

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, health and wellness journal, student reflections
Summative	Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations
Alternative	Slideshow, poster, oral presentation
Benchmark	Questionnaire, survey

Stage 3 - Learning Plan

Learning Activities:

Differentiation:

- Divide class into groups - assign one health program to research (school-based, community-based, state, federal, international). Students use online resources to learn about each agency, the programs they provide, qualifications for service, employees, facilities, and funding. Each group discusses the impact the absence of this agency would have on the public. Share ideas and findings with class via oral presentations, posters, or other mediums.

ELL:

- Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
- Emphasize key vocabulary for students
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Use group configurations that support language and content objectives of the lesson
- Provide Support language objectives clearly
- Support content objectives clearly

G&T:

- Competitions
- Differentiated Instruction

Special Ed:

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student's ability level
- Use a consistent daily routine
- Assist student in setting short-term goals
- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded

- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection
- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to learn at one time
- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents
- Provide short breaks
- Praise whenever possible
- Seat student near front of room
- Arrange private signal to cue student to off-task behavior
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- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources: [cdc.org](https://www.cdc.org), [commonsensemedia.org](https://www.commonsemmedia.org), [joinonelove.org](https://www.joinonelove.org), [mindfulschools.org](https://www.mindfulschools.org), <https://www.shapeamerica.org/events/healthmovesminds/>

Student Materials: What materials are provided to students during this unit. All student materials must list a lexile level (which can be found on this site: <https://hub.lexile.com/find-a-book/search>)

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - Community programs help those less fortunate

Economic Disparity Impact on Society - Community programs help those less fortunate

Notes:

Nutrition: Unit 3

Grade Level: 3rd

Length of Unit: 8 weeks

Unit Rationale: An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Learning how to develop good eating habits, including healthy choices and proper portion size is vitally important to nutritional wellness.

Stage 1 - Desired Results	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● What a healthy meal looks like ● How to read food labels ● How healthy eating affects them 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What does a healthy meal look like? 2. What is nutritional content? 3. How can I set healthy eating goals? 4. How does healthy eating benefit me?
<p>Content:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to create healthy eating goals ● Why certain foods are needed more than others ● How healthy food choices affects their health 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify what a healthy meal looks like <ul style="list-style-type: none"> ● Create a healthy plan for meals ● Make healthy choices when eating
<p>NJ Student Learning Standards</p> <p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>	
<p>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)</p> <p>9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.2.5.CAP.9: Justify reasons to have insurance.</p> <p>9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.</p> <p>Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.</p> <p>CLKS Practices:</p> <ul style="list-style-type: none"> 3 Consider the environmental, social and economic impacts of decisions 4 Demonstrate creativity and innovation 5 Utilize critical thinking to make sense of problems and persevere in solving them 	
<p>Explanation of how CLKs connect to the unit: The health of an individual affects their productivity and can have either a positive or negative impact on society.</p>	
<p>Explanation of how 9.2 standards connect to the unit: One's health can affects a lot of decisions that a household needs to make</p>	
<p>Interdisciplinary Standards</p> <p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact</p>	

the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Explanation of how interdisciplinary standards connect to the unit: Cost plays a big factor in a family's ability to eat health

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Explanation of how 9.4 standards connect to the unit: Helps individuals to have a willingness to seek help when needed. Helps individuals to understand when to seek out help or what types of service or resources would be most helpful.

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, health and wellness journal, student reflections
Summative	Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations
Alternative	Slideshow, poster, oral presentation
Benchmark	Questionnaire, survey

Stage 3 - Learning Plan

Learning Activities:

Healthy Meal

- Give each student a “My Plate” placemat. Give resources (food label handout) and computers to research. Students choose a meal (breakfast, lunch, dinner) to research and plan a healthy meal. Students present to others with descriptions of what makes their meal

Differentiation:

ELL:

- Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
- Emphasize key vocabulary for students
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body

healthy.

My Personal Fitness Level

- Students analyze their physical fitness assessment results. With partnerships, students evaluate their results of the fitness assessment and set goals for improvement for maintaining age-appropriate fitness levels. If resources are available, students work in groups to plan activities that can improve/maintain cardio-respiratory endurance, muscular strength, and flexibility.

language)

- Use group configurations that support language and content objectives of the lesson
- Provide support language objectives clearly
- Support content objectives clearly

G&T:

- Competitions
- Differentiated Instruction

Special Ed:

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student's ability level
- Use a consistent daily routine
- Assist student in setting short-term goals
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- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks

	<ul style="list-style-type: none"> ● Preferential seating ● Refocusing and redirection ● Behavior/time management system ● Excused from activities that affect presenting issue ● Allow use of assistive devices ● Monitor presenting issue <p>Students at Risk:</p> <ul style="list-style-type: none"> ● Prompt before directions/questions are verbalized with visual cue between teacher and student ● Preferential seating ● Provide structure and positive reinforcements ● Frequently check for understanding ● Limit number of items student is expected to learn at one time ● Directions repeated, clarified, or reworted ● Modify curriculum content based on student's ability level ● Communication with parents ● Provide short breaks ● Praise whenever possible ● Seat student near front of room ● Arrange private signal to cue student to off-task behavior ● Stand in proximity to student to focus attention ● Refocusing and redirection ● Behavior/time management system ● Provide buddy system <p>Link to discipline accommodations chart</p>
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<p>Core and Supplementary Instructional Materials</p> <p>Teacher Pedagogical Resources: cdc.org, commonsensemedia.org, joinonelove.org, mindfulschools.org, https://www.shapeamerica.org/events/healthmovesminds/</p> <p>Student Materials: What materials are provided to students during this unit. All student materials must list a lexile level (which can be found on this site: https://hub.lexile.com/find-a-book/search)</p>
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<p>DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.</p> <p>Diversity, Equity, and Inclusion Mandate: Gender -</p>
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Sexual Orientation -

Race -

Ethnicity - Different cultures have different eating habits , food availability

Religious Tolerance - Different religions aren't allowed to eat certain foods

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - one's economic status can have an effect on nutrition

Economic Disparity Impact on Society -

Notes:

Safety: Unit 4

Grade Level: 3rd Grade

Length of Unit: 8 weeks

Unit Rationale: The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. Being aware of your surroundings and understanding how certain situations and/or unhealthy behaviors can lead to harm results in personal safety.

Stage 1 - Desired Results	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Environment can impact personal health and safety ● There are strategies that can help ensure safe online communication. ● Setting healthy boundaries and knowing how and when to say no impacts personal safety. ● There are certain actions that can be taken to help prevent diseases and stay healthy. ● The use of alcohol, tobacco and other drugs in unsafe ways harm one's health and can have a negative effect on family and community. ● Substance abuse is caused by a variety of factors. ● There are resources for people affected by substance abuse. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are some ways you can keep yourself safe? 2. What are some strategies for safe online communication? 3. Who are some people that you could reach out to for help? 4. What does it mean to abuse alcohol, tobacco, and other drugs? 5. Why do we use medicines when we are not feeling well?
<p>Content:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to keep themselves safe ● Appropriate uses of medicines ● Effects of alcohol tobacco and other drugs ● What people need to survive 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify how certain decisions we make may affect the way we feel (physical/emotionally, socially, etc.). ● Explain ways to communicate personal boundaries and show respect for others. ● Identify strategies to use in an uncomfortable or dangerous situation. ● Determine why we use medicines when we are not feeling well. ● Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser. ● Describe products in an environment that contain alcohol. ● Recognize that people may have difficulty controlling their alcohol, tobacco, and other drugs and identify health professionals who may provide help.
<p>NJ Student Learning Standards</p> <p>2.3.2.PS1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual</p>	

abuse).

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases)."

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety."

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.

CLKS Practices:

- 1 Act as a responsible and contributing community members and employee
- 3 Consider the environmental, social and economic impacts of decisions
- 7 Plan education and career paths aligned to personal goals

Explanation of how CLKs connect to the unit: Different decisions can affect the safety of others

Explanation of how 9.2 standards connect to the unit: N/A

Interdisciplinary Standards

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Explanation of how interdisciplinary standards connect to the unit:

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made

public. An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.

9.4.2.DC.5: Explain what a digital footprint is and how it is created. Digital communities allow for social interactions that can result in positive or negative outcomes.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Explanation of how 9.4 standards connect to the unit: They address ways to be safe with online communications, impact of digital footprint, how and where to seek out help when faced with a problem, and how media can impact our thoughts and beliefs.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	Informal assessment through questioning, exit tickets, health and wellness journal, student reflections
Summative	Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations
Alternative	Slideshow, poster, oral presentation
Benchmark	Questionnaire, survey

Stage 3 - Learning Plan	
<p>Learning Activities:</p> <p>Decision Making</p> <ul style="list-style-type: none"> Review decision-making skills from previous lessons. Working in small groups, Students construct a list of things that can influence an individual’s decision. Have groups analyze what consequences can come from these influences when making poor choices with alcohol, tobacco, or other drugs. With support, Each group writes and presents a ‘role play’ situation incorporating decision-making and avoidance skills. Brainstorm what students can incorporate into their lives that will affirm self-esteem and positive decision-making. 	<p>Differentiation:</p> <div style="border: 1px solid black; padding: 5px;"> <p>ELL:</p> <ul style="list-style-type: none"> Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking Emphasize key vocabulary for students Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) Use group configurations that support language and content objectives of the lesson ProvideSupport language objectives clearly activities that integrate all language skills Support content objectives clearly </div>

Effects of Medicine

- Students analyze a “prescription” label. Students research what the prescription drug is on the label and list its possible side effects. Students discuss and present how possible effects can interfere with an individual’s daily routine and consequences the side effect may have on the function of the family.

Effects of Alcohol, Tobacco, and Other Drugs

- Students will be assigned one of the following: alcohol, tobacco, prescription drugs, illicit drugs (including inhalants). Using research and discussion, students will create presentations on the short and long term effects of their assigned substance.

Drug Misuse and Abuse

- Teacher leads students and groups in discussion and understanding of definitions of misuse, abuse, and addiction. Teachers give out prescription medication labels. Students analyze information on labels and do additional research. Students present information each group found that include effects of misuse and/or abuse of the medication.

G&T:

- Competitions
- Differentiated Instruction

Special Ed:

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student’s ability level
- Use a consistent daily routine
- Assist student in setting short-term goals
- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student’s ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection
- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to learn at one time
- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents
- Provide short breaks
- Praise whenever possible
- Seat student near front of room
- Arrange private signal to cue student to off-task behavior
- Stand in proximity to student to focus attention
- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources: [cdc.org](https://www.cdc.org), [commonsensemedia.org](https://www.commonsemmedia.org), [joinonelove.org](https://www.joinonelove.org), [mindfulschools.org](https://www.mindfulschools.org), <https://www.shapeamerica.org/events/healthmovesminds/>

Student Materials: What materials are provided to students during this unit. All student materials must list a lexile level (which can be found on this site: <https://hub.lexile.com/find-a-book/search>)

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals - Preconceived notions on people who abuse alcohol tobacco and drugs

Unconscious Bias Impact on Society - Preconceived notions on people who abuse alcohol

tobacco and drugs

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes: