

8th Grade Health

Unit Title: Emotional Health and Community Support & Services

Stage 1: Desired Results

Standards & Indicators:

- 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.
- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 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.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.	

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<p><u>Central Idea/Enduring Understanding:</u> Assessing and maintaining all 3 aspects of health evenly.</p> <p>How decision-making and type of lifestyle plays a vital role in wellness and health.</p> <p>Effective communication when there is a lack of health and assistance is needed.</p>	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● Why is it important to have all 3 aspects of your health balanced? ● How can decision-making and the type of lifestyle that you live now affect your future? ● Why is understanding health specific to your heredity, environment, and culture important? ● Why is it important to have short and long term goals?
<p><u>Content:</u> Goal setting Stress management Mental disorders Stages of Grief Decision making Suicide awareness and prevention Coping skills</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Being able to assess and explain steps that can be taken to maintain good health ● Learners will be able to clearly evaluate how decision-making plays a large role in health. ● Use proper communication to find help or assistance when they are not 100% healthy. ● Learners will have an understanding of how to deal with tragedy and grief, as well as conflict. ● Identify short term and long term goals, as well as create a strategic plan of how to achieve their goals.
<p><u>Interdisciplinary Connections:</u> Science: Biology Language Arts: persuasive writing; informational process writing (slides; brochures, etc.) Math: statistics related to suicide and mental disorders affecting teens</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Teacher guided reading of text followed by class discussion ● Student led discussion (individuals or group) ● Create foldable study organizer ● Worksheets ● Create vocabulary word wall ● Read case scenarios and engage in classroom discussions ● Technology-based assignments ● Small group activities and discussions. ● Teacher notes ● “Do now” writing assignments ● Role playing ● Interactive activities 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IEP/504s ● EverFi ● Online resources

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<ul style="list-style-type: none"> ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Formative assessment ● Student self-assessment 	<ul style="list-style-type: none"> ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle <p>LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

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Unit Title: Nutrition

Stage 1: Desired Results

Standards & Indicators:

- 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, balanced nutrition).
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.	
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.)	
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.	
9.1.8.FP.5	Determine how spending, investing, and using credit wisely contributes to financial well-being.	
9.1.8.FP.6	Compare and contrast advertising messages to understand what they are trying to accomplish.	Marketing techniques are designed to encourage individuals to purchase items they may not need or want.
9.1.8.FP.7	Identify the techniques and effects of deceptive advertising.	

Central Idea/Enduring Understanding:

- Learning about food groups, nutrition, and daily healthful eating promotes a lifestyle of good decisions when choosing one's diet.
- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Essential/Guiding Question:

- Why is understanding what makes a proper diet important?
- Why is it important to balance diet with exercise?
- What app or research tool can help you create healthy meals?
- How does your diet affect your mood, growth, energy level, and thinking ability?
- How does nutrition improve your abilities as a student and athlete?
- How can eating certain foods prevent or promote

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	<p>disease if you eat them over a long time period? What foods do these things?</p> <ul style="list-style-type: none"> ● How can I get my family to eat healthier and buy better options for me to have in the house?
<p><u>Content:</u> Identifying processed and unprocessed foods GMOs Types of diets/weight management Side effects and damage from fad diets Eating disorders Food preparation vs eating out Healthy food choices What foods/snacks are the most dangerous</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Learners will be able identify healthy food selections for full meals and snacks. ● Learners will understand what happens to the body when they consume junk food versus healthy food. ● Learners will understand the importance of daily hydration, as well as the importance of minerals and vitamins. ● Learners will become literate with nutritional labels and restaurant food guides, so they can make better food choices. ● Be aware of individual ways that foods may affect them causing inflammation, allergies or adverse reactions.
<p><u>Interdisciplinary Connections:</u> Science: biology Language Arts: informational and persuasive Math: calculating macronutrients and calories</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Teacher guided reading of text followed by class discussion ● Create foldable study organizer ● Worksheets ● Create vocabulary word wall ● Read case scenarios and engage in classroom discussions ● Technology-based assignments ● Small group activities and discussions. ● Carousel brainstorming activity 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Formative assessment 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle

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<ul style="list-style-type: none"> • Student self-assessment 			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries

Unit Title: Personal Growth and Development

Stage 1: Desired Results

Standards & Indicators:

- 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.

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Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations	Core Ideas	
9.1.8.EG.1	Explain how taxes affect disposable income and the difference between net and gross income.	Taxes affect one's personal finance.	
9.1.8.EG.2	Explain why various sources of income are taxed differently.		
9.1.8.EG.3	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.	There are government agencies and policies that affect the financial industry and the broader economy.	
9.1.8.EG.4	Identify and explain the consequence of breaking federal and/or state employment or financial laws.		
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.		
9.1.8.EG.6	Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.		
9.1.8.EG.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.		
9.1.8.EG.8	Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.		
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● Developing self-care to manage one's social, emotional and health outcomes. ● External factors that contribute to overall health and well-being. ● Developing effective communication skills essential to articulate needs, goals, and self-advocacy to peers and adults. 			<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● Why is it important to take responsibility for your health? ● What lifestyle factors affect your health? ● Why do heredity, environment, culture, and media affect health? ● What communication skills are needed to maintain healthy relationships? ● How can refusal skills help you uphold your values? ● Why is it important to set personal goals?
<p><u>Content:</u> Puberty Mental and emotional changes Endocrine system Social media impacting self-concept development Improve mental, physical, social, and emotional health</p>			<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Demonstrate how to take responsibility for your health ● Identify lifestyle factors that affect your health ● Analyze how influences such as heredity, environment, culture, media and technology impact health ● Demonstrate communication skills to build and maintain healthy relationships

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	<ul style="list-style-type: none"> ● Describe refusal strategies and conflict resolution skills ● Apply decision making skills that promote individual, family and community health ● Describe the process involved in choosing and achieving goals.
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Interdisciplinary Connections:

Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, etc.)

Science: Biology

Math: graphing, developing and understanding charts

Stage 2: Assessment Evidence

Performance Task(s):

- Teacher guided reading of text followed by class discussion
- Create foldable study organizer
- Worksheets
- Create vocabulary word wall
- Read case scenarios and engage in classroom discussions
- Technology-based assignments
- Small group activities and discussions.
- Teacher notes
- “Do now” writing assignments
- Role playing
- Hands on Health activities

Other Evidence:

- Unit tests
- Quizzes
- Writing assignments
- Response to classroom discussion
- Response to case scenarios
- Class participation
- Projects

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Guided instruction
- Cooperative learning
- Effective verbal and nonverbal communication with peers and teachers
- Situational roleplay
- Prevocational kit completion and hands-on learning opportunities
- Student journaling and reflection
- Student and peer interviews
- Think Pair Share
- Formative assessment
- Student self-assessment

Resources:

- IEP/504
- EverFi
- Online resources
- Teacher developed worksheets
- Journals
- Online Classroom (Google Classroom)
- Flocabulary
- YouTube
- Central PE
- Edpuzzle

*LGBT and Disabilities Law

<https://sharemylesson.com/collections/pride-month>

<https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/>

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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Unit Title: Safety & Health/Diseases/Medicine

Stage 1: Desired Results

Standards & Indicators:

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.*
 - ***In accordance with N.J.S.A 18A:35-4, 19-20, students will be taught that abstinence from sexual activity is the only complete and reliable means of eliminating the risk of contracting a sexually transmitted disease and avoiding pregnancy.**
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

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- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 2.3.8.HCDM.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.HCDM.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.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicinal use promote health-enhancing behaviors.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.RM.1	Determine criteria for deciding the amount of insurance protection needed.	Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.
9.1.8.RM.2	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.	
9.1.8.RM.3	Evaluate the need for different types of warranties.	
9.1.8.RM.4	Explain the purpose of insurance products and the reasons for property product and liability insurance protection.	Insurance can protect personal finance.

Central Idea/Enduring Understanding:

Understanding ways to prevent and control the spread of diseases.

Essential/Guiding Question:

- What is a communicable disease?
- What are the types of pathogens that cause communicable diseases?
- How are these pathogens transmitted?
- How can you prevent the spread of these pathogens in the community?
- How is an airborne transmission different from direct contact?
- What are some strategies to prevent a pandemic?
- How do vaccines prevent or control diseases?
- Where can you access information to learn and understand diseases?
- What does STD's and STI stand for?
- Why are STD's a hidden epidemic?

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	<ul style="list-style-type: none"> ● What are risk behaviors to avoid to prevent the spread of STD's? ● Why is it important to remain abstinent? ● How do you avoid risky behaviors? ● Which common STD's are viruses and which are bacterial? ● Why is it important for people to get tested if they think they may have contracted a STD? ● What are some of the symptoms and treatment of common STD's? ● How is the HIV transmitted?
<p><u>Content:</u> Communicable diseases STDs/STIs Pandemics Vaccines Treatments</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Identify the types of communicable diseases ● Describe the ways in which communicable diseases are spread ● Develop strategies to help prevent communicable diseases
<p><u>Interdisciplinary Connections:</u> Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, web-based short film, etc.) Science: Biology Math: graphing, developing and understanding charts related to incidences of communicable diseases on a local, state and national perspective</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Teacher guided reading of text followed by class discussion ● Create foldable study organizer ● Worksheets ● Create vocabulary word wall ● Read case scenarios and engage in classroom discussions ● Technology-based assignments ● Small group activities and discussions. ● Teacher notes ● "Do now" writing assignments ● Role playing ● Hands on Health activities 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom)

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<p>learning opportunities</p> <ul style="list-style-type: none"> ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment 	<ul style="list-style-type: none"> ● Flocabulary ● YouTube ● Central PE ● Edpuzzle <p>*LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

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Unit Title: Alcohol, Tobacco, and Other Drugs

Stage 1: Desired Results

Standards & Indicators:

- 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.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
- 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.
- 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.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.	There are strategies to increase your savings and limit debt.
9.1.8.CDM.2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.	
9.1.8.CDM.3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.	Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
9.1.8.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).	

Central Idea/Enduring Understanding:

- Identify factors that influence decisions about alcohol use and your health

Essential/Guiding Question:

- What are some factors that determine alcohol effects on different people?
- What are some of the influences of why people drink?

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| <ul style="list-style-type: none">● Examine the physical, mental/emotional, social and legal consequences of alcohol use● Discuss the role alcohol plays in unsafe situations● Develop strategies for preventing the use of alcohol● Describe the short & long term effects of alcohol● Discuss the consequences of driving under the influence of drug/alcohol use● Describe the harmful effects of alcohol on a fetus● List community health related services for prevention and treatment of alcoholism and alcohol use● List the harmful substance in tobacco and tobacco smoke● Examine the harmful effects of tobacco use on the body● Compare the physical, mental, legal consequences of tobacco use● Discuss the benefits of a tobacco free lifestyle● Develop strategies for preventing tobacco use● Examine the reasons why some teens choose to smoke● Examine laws, policies, and practices that help prevent tobacco related disease● Describe substance abuse and examine the health risk involved● Examine the physical, mental/emotional and social and legal consequences of drug use● Identify the harmful effects of marijuana, inhalants, steroids, and other substance● Develop strategies to prevent the use of different drugs and other addictive substances● Identify school and community efforts to curb drug use● List community health related services that relate to drug addiction and abuse● Discover alternatives to drug and substance abuse | <ul style="list-style-type: none">● How does alcohol affect physical, mental/emotional, social well being?● How does the body digest ethanol?● What refusal strategies can be used to avoid an unsafe situation?● How does alcohol affect our driving skills?● What should you do if you suspect someone is driving under the influence?● What is the percentage of blood alcohol concentration level to be considered under the influence?● How does alcoholism affect family and friends?● What ways can a person avoid the risks of alcoholism?● Where can a person go to seek help for alcohol-related concerns?● List the harmful substance in tobacco and tobacco smoke● Examine the harmful effects of tobacco use on the body● Compare the physical, mental, legal consequences of tobacco use● Discuss the benefits of a tobacco free lifestyle● Develop strategies for preventing tobacco use● Examine the reasons why some teens choose to smoke● Examine laws, policies, and practices that help prevent tobacco related disease● What factors influences decisions about drugs?● What are the health consequences of drug use?● How does marijuana, inhalants, steroids, and other substances affect the body?● What strategies can you use to help prevent the use or abuse of harmful substances?● Who in the community can a person go to get help?● What activities can a person become involved in, to help discover alternatives to drug use? |
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<p>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.</p> <p>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.</p> <p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	
<p><u>Content:</u></p> <ul style="list-style-type: none">● Drug classifications● Short term and long term effects from drug use● Addiction<ul style="list-style-type: none">○ Risk factors○ Signs and symptoms○ Getting help● Opioids<ul style="list-style-type: none">○ Define opioids○ Dangers of misuse and abuse○ Addiction○ Opioid crisis● Marijuana<ul style="list-style-type: none">○ Medical vs recreational○ How it affects the body● Alcohol<ul style="list-style-type: none">○ Alcoholism○ Long-term and short-term health risks○ Dangers of drinking and driving● Drug use affecting social health● Vaping	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none">● List the harmful substance in tobacco and tobacco smoke● Examine the harmful effects of tobacco use on the body● Compare the physical, mental, legal consequences of tobacco use● Discuss the benefits of a tobacco free lifestyle● Develop strategies for preventing tobacco use● Examine the reasons why some teens choose to smoke● Examine laws, policies, and practices that help prevent tobacco related disease● Identify factors that influence decisions about alcohol use and your health● Examine the physical, mental/emotional, social and legal consequences of alcohol use● Discuss the role alcohol plays in unsafe situations● Develop strategies for preventing the use of alcohol● Describe the short & long term effects of alcohol● Discuss the consequences of driving under the influence of drug/alcohol use● Describe the harmful effects of alcohol on a fetus● List community health related services for prevention and treatment of alcoholism and alcohol use● Describe substance abuse and examine the health risk involved● Examine the physical, mental/emotional and social and legal consequences of drug use● Identify the harmful effects of marijuana, inhalants, steroids, and other substance● Develop strategies to prevent the use of different drugs and other addictive substances● Identify school and community efforts to curb drug use

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	<ul style="list-style-type: none"> ● List community health related services that relate to drug addiction and abuse ● Discover alternatives to drug and substance abuse
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Interdisciplinary Connections:

Science: Biology

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Math: compare and contrast percentages related to addiction statistics based on local, state and national data.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Teacher guided reading of text followed by class discussion ● Create foldable study organizer ● Worksheets ● Create vocabulary word wall ● Read case scenarios and engage in classroom discussions ● Technology-based assignments ● Small group activities and discussions. ● Teacher notes ● “Do now” writing assignments ● Role playing ● Hands on Health activities 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IEP ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge	Videos Provide notes	Videos Classroom models/Visual Aides	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might

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<p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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Unit Title: Pregnancy & Parenting and Social & Sexual Health

Stage 1: Desired Results

Standards & Indicators:

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
 - *****(The in class lesson will focus on pregnancy testing and the signs of pregnancy. Describing pregnancy options, including parenting, abortion and adoption will be an optional activity for parents/guardians with their child)*****
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community

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- *****(This will be an optional activity for 7th and 8th grade students to participate in as a member of the GSA)*****
- 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.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.*
 - ***In accordance with N.J.S.A 18A:35-4, 19-20, students will be taught that abstinence from sexual activity is the only complete and reliable means of eliminating the risk of contracting a sexually transmitted disease and avoiding pregnancy.**
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g. body image, self-esteem, alcohol, other substances). **Abstinence will be focused upon during the presentation of this content.**
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
 - *****(There will not be an in class lesson designed to focus on these topics, as this will be an optional discussion for parents/guardians with their child)*****
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g. abstinence, condom).*
 - ***In accordance with N.J.S.A 18A:35-4, 19-20, students will be taught that abstinence from sexual activity is the only complete and reliable means of eliminating the risk of contracting a sexually transmitted disease and avoiding pregnancy.**
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
 - ***In accordance with N.J.S.A 18A:35-4, 19-20, students will be taught that abstinence from sexual activity is the only complete and reliable means of eliminating the risk of contracting a sexually transmitted disease and avoiding pregnancy.**

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.	

Central Idea/Enduring Understanding:

- The impact of social media on adolescent self-concept.
- Effective and ethical communication related to peer-to-peer, adult, and technology.

Essential/Guiding Question:

- How does social media influence adolescent self-concept and interactions with diverse peers?
- What are the three styles of communication?
- Which style of communication is the most effective?

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<ul style="list-style-type: none"> ● Sexual orientation and gender identity related to policy and cultural norms. ● The role of abstinence in maintaining one’s health and self-concept (e.g., peer pressure; home culture; goal attainment, etc.) ● An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. ● There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. 	<ul style="list-style-type: none"> ● How do your core values play a role in relationships and interactions with peers and adults? ● How can the environment affect your sexual identity? ● What current policies are in effect to protect diverse gender identity and sexual orientation? ● How many genders are currently recognized by policy makers? ● How does culture impact gender identity and acceptance? ● What is abstinence? ● What are the dangers of sexting?
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Communication skills <ul style="list-style-type: none"> ○ Passive, assertive, aggressive ● Conflict resolution ● Healthy relationships <ul style="list-style-type: none"> ○ Respect ○ Boundaries ● Personal identity ● Respecting people of all genders, gender expression, sexual orientations, and gender identities ● Effect of social media to personal relationships and self-concept ● Signs and testing for pregnancy ● Prenatal care 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Compare and contrast the three forms of communication. ● Explain current school policies related to promoting dignity and respect for people of all genders expressions, gender identities, and sexual orientations. ● Evaluate one’s perspective of what elements constitute health relationships with peers and adults. ● Analyze one’s access to diverse social media platforms and self-concept development (e.g., Instagram; Snapchat; Tik Tok; etc.)
<p><u>Interdisciplinary Connections:</u></p> <p>Science: Biology</p> <p>Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)</p> <p>Math: ability to analyze charts and percentages related to gender identity statistics and prevalence of social media in adolescent and adult populations</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Teacher guided reading of text followed by class discussion ● Create foldable study organizer ● Worksheets ● Create vocabulary word wall ● Read case scenarios and engage in classroom discussions ● Technology-based assignments ● Small group activities and discussions. ● Teacher notes ● “Do now” writing assignments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Quizzes ● Writing assignments ● Response to classroom discussion ● Response to case scenarios ● Class participation ● Projects

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<ul style="list-style-type: none"> ● Role playing ● Hands on Health activities 			
Stage 3: Learning Plan			
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IEP/504 ● EverFi ● Online resources ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● Central PE ● Edpuzzle <p>LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

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tools to increase subject knowledge		Allow students to collaborate in small groups	
Provide student with team building structure			

Pacing Guide

Course Name	Resource	Standards
MP		
UNIT: Emotional Health and Community Support & Services 7 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	<ul style="list-style-type: none"> ● 2.1.8.EH.1 ● 2.1.8.EH.2 ● 2.1.8.CHSS.1 ● 2.1.8.CHSS.2 ● 2.1.8.CHSS.3 ● 2.1.8.CHSS.4 ● 2.1.8.CHSS.5 ● 2.1.8.CHSS.6 ● 2.1.8.CHSS.7 ● 2.1.8.CHSS.8 ● 2.2.8.MSC.7
MP		
UNIT: Nutrition 3 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Unit Online Assessment	<ul style="list-style-type: none"> ● 2.2.8.N.1 ● 2.2.8.N.2 ● 2.2.8.N.3 ● 2.2.8.N.4 ● 2.2.8.PF.1
MP		
UNIT: Personal Growth and Development 5 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	<ul style="list-style-type: none"> ● 2.1.8.PGD.1 ● 2.1.8.PGD.2 ● 2.1.8.PGD.3 ● 2.1.8.PGD.4

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MP		
UNIT: Safety & Health/Diseases/Medicine 4 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Scripted lesson(s) Unit Online Assessment Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	<ul style="list-style-type: none"> ● 2.3.8.PS.1 ● 2.3.8.PS.2 ● 2.3.8.PS.3 ● 2.3.8.PS.4 ● 2.3.8.PS.5 ● 2.3.8.PS.6 ● 2.3.8.PS.7 ● 2.3.8.HCDM.1 ● 2.3.8.HCDM.2 ● 2.3.8.HCDM.3 ● 2.3.8.HCDM.4 ● 2.3.8.HCDM.5 ● 2.3.8.HCDM.6 ● 2.3.8.HCDM.7
MP		
UNIT: Alcohol, Tobacco, & Other Drugs: 7 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	<ul style="list-style-type: none"> ● 2.3.8.ATD.1 ● 2.3.8.ATD.2 ● 2.3.8.ATD.3 ● 2.3.8.ATD.4 ● 2.3.8.ATD.5 ● 2.3.8.DSDT.1 ● 2.3.8.DSDT.2 ● 2.3.8.DSDT.3 ● 2.3.8.DSDT.4 ● 2.3.8.DSDT.5
MP		
UNIT: Pregnancy & Parenting and Social & Sexual Health 4 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Scripted Lesson(s) Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	<ul style="list-style-type: none"> ● 2.1.8.PP.1 ● 2.1.8.PP.2 ● 2.1.8.PP.3 ● 2.1.8.PP.4 ● 2.1.8.PP.5 ● 2.1.8.CHSS.5 ● 2.1.8.SSH.1 ● 2.1.8.SSH.2 ● 2.1.8.SSH.3 ● 2.1.8.SSH.4 ● 2.1.8.SSH.5 ● 2.1.8.SSH.6 ● 2.1.8.SSH.7 ● 2.1.8.SSH.8 ● 2.1.8.SSH.9 ● 2.1.8.SSH.10 ● 2.1.8.SSH.11