

# Moonachie School District Health Curriculum: Grades 6-8

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022  
Re-Adoption: August 26, 2025

Throughout the curriculum, you will find the integration of the 10 New Jersey CHPE Practices naturally embedded.

The 10 Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

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

	consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences,

	and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

## Comprehensive Health and Physical Education

### HEALTH Grades 6-8

#### 2.1 Personal and Mental Health

#### DISCIPLINARY CONCEPT: Personal Growth and Development

#### [Mental Health - \(NJ.S.A.18 A:35-4.39\)](#)

Core Ideas	Performance Expectation Standards
Individual actions, genetics, and family history can play a role in an individual's personal health.	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.
Responsible actions regarding behavior can impact the development and health of oneself and others.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade 6</b> 2.1.8.PGD.1, 2.1.8.PGD.3, 2.1.8.PGD.4  Puberty, Sperm, Testes, Egg, Ovary, Menstruation, Hygiene (Male and Female), Testosterone, Estrogen, Progesterone, Adolescence, Hormone, Physical Traits, Emotional Traits	Students will be able to: <ul style="list-style-type: none"> <li>Describe the human reproductive systems, internal body parts and their functions, and the natural variations that exist in human bodies.</li> <li>Explain how appropriate health care can promote personal health.</li> <li>Analyze the relationship between healthy behaviors and personal health.</li> <li>Hygiene basics for the male/female body.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will lead a Guided Discussion on the human reproductive system including functions and variations</li> <li>Videos on the human reproductive system</li> <li>Videos promoting personal health</li> <li>Think-Pair-Share about teacher provided topics: i.e. how to promote your own personal health, hygiene</li> <li>Fill-in Diagrams of the reproductive systems of human bodies</li> <li>Puberty Chart (male/female/both) changes in body</li> </ul>	<ul style="list-style-type: none"> <li>Summative Assessment</li> <li>Formative Assessment</li> <li>Exit Ticket</li> <li>Think-Pair-Share</li> <li>Quiz</li> <li>Test</li> <li>Projects/Presentation on: human reproductive systems (male/female), personal health, personal hygiene</li> <li>3- 2- 1</li> </ul>
<b>Grade 7</b> 2.1.8.PGD.1, 2.1.8.PGD.2, 2.1.8.PGD.3, 2.1.8.PGD.4	Students will be able to: <ul style="list-style-type: none"> <li>Describe the human reproductive systems, the</li> </ul>	<ul style="list-style-type: none"> <li>Write a descriptive path of sperm and egg cells as it travels through the reproductive system.</li> <li>Label internal and external genitalia of male</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> </ul>

<p>Male- Penis (Foreskin, Circumcision, Erectile/Flaccid), Scrotum, Testes, Epididymis, Vas Deferens, Semen, sperm ejaculation, Prostate Gland, Cowper's Gland, Urethra) Testicular Exam, Testosterone, Scrotum, Infertility</p> <p>Female- External (Vulva, Labia Minora/Majora, Clitoris, Mons Pubis) Internal- Vagina, Cervix, Uterus, Eggs Fallopian Tubes, Ovaries, Estrogen/Progesterone) Breast Self Exam, Ovum, ovulation, Menstrual Cycle, menopause, Pap smear, mammogram, abstinence</p> <p>Genetics, XX, XY, Chromosomes (Autosomes/Sex Chromosomes)</p>	<p>external and review internal body parts and their functions, and the natural variations that exist in human bodies.</p> <ul style="list-style-type: none"> <li>● Explain how appropriate health care can promote personal health.</li> <li>● Analyze how genetics and family history can impact personal health.</li> <li>● analyze the relationship between healthy behaviors and personal health.</li> </ul>	<p>and female.</p> <ul style="list-style-type: none"> <li>● Guided Discussion led by the teacher on the reproductive systems, health and hygiene</li> <li>● Videos: human reproduction, personal health, hygiene</li> <li>● Think-Pair-Share on the topics of human reproduction, personal health, hygiene to identify the key terms or functions</li> <li>● Explain and video demonstration of breast and testicular exam</li> </ul>	<ul style="list-style-type: none"> <li>● Class discussion (Informal)</li> <li>● Tests/Quizzes</li> <li>● Projects/Presentations on the reproductive systems, personal health (family history or healthy behaviors)</li> <li>● Fill-in Diagrams of human reproductive systems</li> </ul>
<p><b>Grade 8</b> 2.1.8.PGD.1, 2.1.8.PGD.4</p> <p>Sexually Transmitted Diseases (STD), Sexually Transmitted Infection (STI), Viral Infection, Bacterial Infection, Parasitic Infection; Fertilization, Embryo, Fetus, Placenta, Trimester, Labor, Contractions, Contraception, General Practitioner, Gynecologist, Urologist, Yearly Physical, STD/STI Testing, Self-Advocacy, Pap Smear</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain how appropriate health care can promote personal health</li> <li>● Analyze the relationship between healthy behaviors and personal health.</li> </ul>	<ul style="list-style-type: none"> <li>● Guided Discussion lead by teacher on healthy behaviors and relationship, and STDs</li> <li>● Videos on STDs and/or healthy relationships</li> <li>● Think-Pair-Share of the characteristics of healthy relationships, STDs, and personal health</li> <li>● Projects/Presentations on personal health in relation to STDs and/or healthy relationships</li> <li>● Collaborative team work activities</li> <li>● Treatment options for STDs/STIs</li> <li>● Review procedure for STD/STI testing</li> <li>● Review procedure for gynecological exams (Pap smear)</li> </ul>	<ul style="list-style-type: none"> <li>● Summative Assessment</li> <li>● Formative Assessment</li> <li>● Exit Ticket</li> <li>● Quiz</li> <li>● Test</li> </ul>
<p><b>Resources/Materials</b></p>	<p><a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a>  <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></p>		

<b>Interdisciplinary Connections</b>	<p><b>ELA - 6th Grade</b></p> <p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
	<p><b>ELA - 7th Grade</b></p> <p>RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p>
	<p><b>ELA - 8th Grade</b></p> <p>RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
	<p><b>Career Readiness, Life Literacies and Key Skills</b></p> <p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>
<b>Computer Science and Design Thinking</b>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking	Extended time
Annotation guides	Answer masking		tasks	Answer masking
Think-pair- share	Answer eliminator		Self-directed activities	Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast

Cognates				Parent communication Modified assignments Counseling
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## Comprehensive Health and Physical Education

### HEALTH Grades 6-8

#### 2.1 Personal and Mental Health

#### DISCIPLINARY CONCEPT: Parenting and Pregnancy

#### [Mental Health - \(NJ.S.A.18 A:35-4.39\)](#)

Core Ideas	Performance Expectation Standards
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade 8</b> 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  Fertilization/Conception, Zygote, Embryo, Fetus, Placenta, Trimester, Labor, Contractions, Contraception, Gynecologist, HCG, Urine Test, C-Section, Episiotomy, Epidural, Amniotic Fluid, Amniotic Sac, Placenta, Umbilical Cord, Labor, Birth, Miscarriage, Abortion, Ectopic Pregnancy, Preeclampsia, Gestational Diabetes, Rh Incompatibility, Breech	Students will be able to: <ul style="list-style-type: none"> <li>Summarize the stages of pregnancy from fertilization to birth.</li> <li>Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</li> <li>Predict challenges that may be faced by adolescent parents and their families.</li> <li>Identify resources to assist with</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on Labor and Childbirth</li> <li>Videos of fetal development in each trimester and childbirth.</li> <li>Draw the path of the egg</li> <li>Think-Pair-Share</li> <li>Fill-in Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on the challenges that adolescent parents and their families may face</li> <li>Cost of parenting project</li> </ul>



Birth, Oxygen Deprivation, Stillbirth, Safe Haven Law	parenting. <ul style="list-style-type: none"> <li>Identify the costs of parenting.</li> </ul>		
<b>Resources/Materials</b>	<a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> <a href="https://choices.scholastic.com/Staying-Healthy-During-Pregnancy-Fetal-Development/Childbirth-videos">https://choices.scholastic.com/Staying Healthy During Pregnancy Fetal Development/Childbirth videos</a> <a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a>		
<b>Interdisciplinary Connections</b>	<p><b>ELA - 6th Grade</b>            RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>ELA - 7th Grade</b>            RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b>ELA - 8th Grade</b>            RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.            RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose		
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.		

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual	Word walls Visual aide Graphic organizers Multimedia	Teacher tutoring Peer tutoring Study guides Graphic organizers	Curriculum compacting Challenge assignments Enrichment activities Tiered activities	Word walls Visual aides Graphic organizers Multimedia

dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Extended time Parent communication Modified assignments Counseling	Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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## Comprehensive Health and Physical Education

### HEALTH Grades 6-8

#### 2.1 Personal and Mental Health

#### DISCIPLINARY CONCEPT: Emotional Health

[Mental Health - \(NJ.S.A.18 A:35-4.39\)](#)

[Domestic Violence and Child Abuse](#)

[Stress Abstinence](#)

Core Ideas	Performance Expectation Standards
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade 7</b> 2.1.8.EH.1, 2.1.8.EH.2  Stress, eustress, distress, stressor, alarm stage, resistance stage, exhaustion stage, flight-or-flight response, time management, resilience, optimism, pessimism, mental rehearsal,	Students will be able to: <ul style="list-style-type: none"> <li>Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, celebrations, violence).</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion</li> <li>Videos</li> <li>Think-Pair-Share: read and respond to real world scenarios.</li> <li>Make an action plan and monitor progress</li> <li>Create a stress box (include tools to help</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on stress management, mental and emotional health</li> </ul>

biofeedback	<ul style="list-style-type: none"> <li>Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>cope with stress)</li> <li>Interview a guidance counselor (describe the factors that make it easier for a student to recover from a stressful situation</li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li><a href="https://www.nimh.nih.gov/health/find-help">https://www.nimh.nih.gov/health/find-help</a></li> <li><a href="https://www.cdc.gov/mentalhealth/tools-resources/individuals/index.htm">https://www.cdc.gov/mentalhealth/tools-resources/individuals/index.htm</a></li> <li><a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li><a href="#">Hurting with Words</a></li> <li><a href="#">Scholastic Choices Magazine</a></li> <li><a href="#">Draw the Line/Respect the Line</a></li> <li><a href="#">HRM- Exploring Healthy Relationships</a></li> <li>The National Dating Abuse Hotline: 1-866-331-9474</li> </ul>		
<b>Interdisciplinary Connections</b>	<p><b><u>ELA - 6th Grade</u></b>            RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b><u>ELA - 7th Grade</u></b>            RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b><u>ELA - 8th Grade</u></b>            RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.            RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose		
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.		

#### Modifications

Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aide Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Comprehensive Health and Physical Education	
HEALTH Grades 6-8	
2.1 Personal and Mental Health	
DISCIPLINARY CONCEPT: Social and Sexual Health	
<i>Mental Health - (NJ.S.A.18 A:35-4.39), <a href="#">Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)</a> LGBTQ &amp; Persons with Disabilities (N.J.S.A. 18A:35-4.35)</i>	
Core Ideas	Performance Expectation Standards
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	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.
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	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.
There are factors that contribute to making healthy decisions about sex.	2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image,

	self-esteem, alcohol, other substances). 2.1.8.SSH.9: Define vaginal, oral, and anal sex. 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
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Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade 6</b> 2.1.8.SSH.1:, 2.1.8.SSH.2: Gender Identity, Expression, Sexual Orientation (Attraction), Developmental Tasks, Culture	Students will be able to: <ul style="list-style-type: none"> <li>• Differentiate between gender identity, gender expression and sexual orientation.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion the topics of gender identity, gender expression, and sexual orientation.</li> <li>• Videos: family or friend incidents of trauma or crisis</li> <li>• Think-Pair-Share: healthy relationships, trauma/crisis, con</li> <li>• Chart what abstinence defining the physical and emotional characteristics</li> <li>• Group work: Role-playing in different relationship scenarios.</li> <li>• Vocabulary Activities (ex: fill in the blank, worksheets, Google Form, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations on healthy relationships with friends, family, and coping skills for loss, crisis, trauma</li> </ul>
<b>Grade 7</b> 2.1.8.SSH.3: ,2.1.8.SSH.4, 2.1.8.SSH.5, 2.1.8.SSH.6: LGBTQ, Ally, Gender Identify, Expression, Sexual Orientation Dating violence, infatuation, emotional intimacy, cycle of violence, abstinence, Vaginal/Oral/Anal Intercourse, Abstinence	Students will be able to: <ul style="list-style-type: none"> <li>• Compare and contrast the characteristics of healthy and unhealthy relationships (Dating)</li> <li>• Analyze the similarities and differences between romantic relationships and sexual relationships.</li> <li>• Demonstrate communication skills that will support healthy relationships</li> <li>• Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion on gender, sexual orientation,</li> <li>• Teacher led discussion on defining vaginal, oral, and anal sex</li> <li>• Videos</li> <li>• Think-Pair-Share on the topics of gender identify, expression, and sexual orientation</li> <li>• Projects/Presentations</li> <li>• Group work: Role-playing of decision-making scenarios of</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations on gender identity, expression, and/or sexual orientation</li> </ul>

		relationships including healthy, unhealthy, romantic and sexual <ul style="list-style-type: none"> <li>● Create an Equality, "Love is Love" poster for LGBTQ relationships</li> </ul>	
<b>Grade 8</b> 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  Sex (Genetic vs. Anatomical), Gender (Identify vs. Fluid), Heterosexual, Homosexual, Bisexual, Gay, Lesbian, Pansexual, Asexual, Questioning/Queer, Transgender, Intersex, Androgenous, Ally, Cisgender, Gender Non Binary, AFAB, AMAB, Sexual Orientation, Masturbation, Mutual Masterbation, Dreams/Fantasies, Human Sexual Response, Vaginal/Oral/Anal Sex, Abstinence, Intimacy, Passion, Commitment, Love vs. Sex, Intercourse, PRIDE, National Coming Out Day  Contraception Types- Barrier, Natural, Abstinence, Surgical, Chemical)  Methods- (Birth Control Pill, Diaphragm, Cervical Cap, Sponge, Female and Male Condom, Depo Provera, Norplant, Vaginal Ring, Patch, IUD, Vasectomy, Tubal Ligation, Spermicides, BBT, Cervical Mucus Method, Plan B, Sympto-Thermal Method)	Students will be able to: <ul style="list-style-type: none"> <li>● Identify factors that are important in deciding whether and when to engage in sexual behaviors</li> <li>● Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</li> <li>● Define vaginal, oral, and anal sex.</li> <li>● 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, birth control pills).</li> </ul>	<ul style="list-style-type: none"> <li>● Guided Discussion of differences in sexualities vs gender, contraceptive use and prevention of STIs and pregnancy.</li> <li>● Videos</li> <li>● Think-Pair-Share</li> <li>● Projects/Presentations</li> <li>● Create a google sheets form that differentiates between all the gender terms</li> <li>● Group work: Role-playing in different scenarios</li> <li>● School program/activity to celebrate National Coming Out Day and PRIDE Month</li> <li>● Poster Project- PRIDE Flags and their representation, Resources/Organizations to support LGBTQIA+ youth</li> <li>● Create a contraceptive chart that details how it works, Rx/OTC, Cost, Availability, Success rate, Type)</li> </ul>	<ul style="list-style-type: none"> <li>● Google Form Assessments</li> <li>● Exit Tickets</li> <li>● Class discussion (Informal)</li> <li>● Tests/Quizzes</li> <li>● Projects/Presentation s</li> </ul>

Intercourse, Consent, Sexually Transmitted Infections			
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li>• <a href="https://www.nih.gov/health-information/social-wellness-toolkit">https://www.nih.gov/health-information/social-wellness-toolkit</a></li> <li>• <a href="https://www.cdc.gov/socialdeterminants/index.htm">https://www.cdc.gov/socialdeterminants/index.htm</a></li> <li>• <a href="https://health.gov/healthypeople/objectives-and-data/social-determinants-health">https://health.gov/healthypeople/objectives-and-data/social-determinants-health</a></li> <li>• <a href="https://www.cdc.gov/sexualhealth/Default.html">https://www.cdc.gov/sexualhealth/Default.html</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> <li>• <a href="https://www.plannedparenthood.org/">https://www.plannedparenthood.org/</a></li> <li>• GALY- NJ</li> <li>• Garden State Equality</li> <li>• GLAAD</li> <li>• GLSEN</li> <li>• Human Rights Campaign</li> <li>• Trevor Project</li> <li>• <a href="#">Video- Gender Revolution: A Journey with Katie Couric</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<p><b><u>ELA - 6th Grade</u></b>  RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b><u>ELA - 7th Grade</u></b>  RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b><u>ELA - 8th Grade</u></b>  RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.  RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose		

<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
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Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aide Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Comprehensive Health and Physical Education	
HEALTH Grades 6-8	
2.1 Personal and Mental Health	
DISCIPLINARY CONCEPT: Community Health Services and Support	
<i><u>Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.), Consent (N.J.S.A. 18A:35), Sexting (N.J.S.A. 18A:35-4.33), Breast Self-Examination (N.J.S.A. 18A:35-5.4), Mental Health - (NJ.S.A.18 A:35-4.39), Grief Instruction (N.J.S.A.18A:35-4.45), Suicide Prevention (N.J.S.A. 18A:6-11)</u></i>	
Core Ideas	Performance Expectation Standards
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	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.



	<p>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.</p> <p>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.</p> <p>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.</p>
Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	<p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p>
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: 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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p><b>Grade 8</b></p> <p>2.1.8.CHSS.1, 2.1.8.CHSS.2, 2.1.8.CHSS.3, 2.1.8.CHSS.4</p> <p>Trusted Adult, EMT, CPR/AED, Suicide, Suicidal Ideation, Planned Parenthood, Sexting, Climate Change, Global Warming, Climate-Sensitive Health Risks, Vulnerability Factors, Exposure Pathways, Health System (Capacity &amp; Resilience)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>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 ( suicide prevention, CPR/AED)</li> <li>Describe the state and federal laws related to age of consent, minors' ability to consent to health care, child pornography and sexting.</li> <li>Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</li> <li>Identify community resources</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on community/school resources, how to identify a trusted adult</li> <li>Videos on the different resources available to students in the community.</li> <li>Think-Pair-Share on the analysis of situations that might lead to challenging feelings and identification of who to speak with for assistance</li> <li>Projects/Presentations on specific resources for health emergencies services</li> <li>Group work: Role-playing related to expressing your emotions, how to respond to a health emergency</li> <li>Establish a list of people within the</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on the resources for health emergencies, identification of trusted adults, health issues related to climate change, help in the community available.</li> </ul>

	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 harassed, abused, assaulted.	school and local community who can be trusted resources (emergencies, sexual health, life skill).	
<b>Grade 7</b> 2.1.8.CHSS.5, 2.1.8.CHSS.6, 2.1.8.CHSS.7, 2.1.8.CHSS.8  School Professionals (Nurse, Counselor, Administration, Teacher), Community Resources, Sexting, Child Pornography	Students will be able to: <ul style="list-style-type: none"> <li>• Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> <li>• 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.</li> <li>• Collaborate with other students to develop a strategy to address health issues related to climate change.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion on available resources throughout the school and community.</li> <li>• Guided discussion on defining sexting, child pornography</li> <li>• Videos on available resources throughout the school and community.</li> <li>• Think-Pair-Share on the community resources/trusted adults available if you or another is harassed, abused, assaulted exploited or trafficked</li> <li>• Projects/Presentations on specific resources and their role in a conflict/situation.</li> <li>• Group work: Role-playing in handling how to console someone who is expressing emotions.</li> <li>• Create a poster/presentation on the dangers of sexting.</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations on the community resources and adults available for instances of harassment, abuse, exploitation, assault, or trafficking,</li> <li>• Canva</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">NJ Community Resources</a></li> <li>• <a href="#">NJ Department of Health</a></li> <li>• <a href="#">World Health Organization: Climate Change and Health</a></li> <li>• Bergen County Prosecutor's Office</li> <li>• National Human Trafficking Hotline 1-888-373-7888</li> <li>• <a href="#">Human Trafficking: Recognizing the Signs</a></li> <li>• Shared Hope International <a href="https://sharedhope.org/takeaction/report-trafficking/">https://sharedhope.org/takeaction/report-trafficking/</a></li> <li>• Polaris Project- <a href="https://polarisproject.org/recognizing-human-trafficking/">https://polarisproject.org/recognizing-human-trafficking/</a></li> <li>• US Department of State- <a href="https://www.state.gov/identify-and-assist-a-trafficking-victim/">https://www.state.gov/identify-and-assist-a-trafficking-victim/</a></li> <li>• Stop the Traffik- <a href="https://www.stopthetraffik.org/spot-the-signs/">https://www.stopthetraffik.org/spot-the-signs/</a></li> </ul>		

	<ul style="list-style-type: none"> <li>NJ 211- <a href="https://www.nj211.org/human-trafficking">https://www.nj211.org/human-trafficking</a></li> <li>NJ Office of Attorney General- <a href="https://www.njoag.gov/programs/human-trafficking/">https://www.njoag.gov/programs/human-trafficking/</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>ELA - 6th Grade</b>            RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>ELA - 7th Grade</b>            RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b>ELA - 8th Grade</b>            RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.            RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter

Cognates	Color contrast			Color contrast Parent communication Modified assignments Counseling
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Comprehensive Health and Physical Education	
HEALTH Grades 6-8	
2.2 Physical Wellness	
DISCIPLINARY CONCEPT: Nutrition	
Core Ideas	Performance Expectation Standards
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>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.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</p>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p><b>Grade 6</b> 2.2.8.N.1, 2.2.8.N.3, 2.2.8.N.2, 2.2.8.N.4</p> <p>MyPlate, Calories, Diet, Nutritional Eating Plans (Lactose Free, Nut Free, Gluten Free, Vegan, Vegetarian, Mediterranean Diet, Low Calorie etc.) food allergies, food intolerances, vegetarian, vegan, healthy diets for athletes, food labels, Dietary Guidelines for Americans, MyPlate, Diet, Caloric Intake, Caloric Expenditure, Sugar,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li> <li>Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</li> <li>Identify skills and healthy behaviors that can support</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the analysis of healthy food and eating habits.</li> <li>Videos on nutrition and resources for healthy eating</li> <li>Think-Pair-Share based on teacher guided topics.</li> <li>Projects/Presentations</li> <li>Group work: Role-playing in different scenarios.</li> <li>Analyze food labels</li> <li>Research a type of diet and include a sample menu of the diet.</li> <li>Create a menu based on cultural food, staying within recommended guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on nutritional plans and/or healthy eating</li> </ul>

<p>Sodium, Nutritional Facts labels, Protein, CHO, Fats, Exercise (Caloric Expenditures), Energy/Sports Drinks. Sports Supplements, obesity, overweight, underweight, body composition, BMI, weight management, Vitamins, Minerals, Macronutrient, Micronutrient, Calorie/Gram Conversion, Type II Diabetes (Adult-Onset), Protein Drinks</p>	<p>adolescents in losing, gaining, or maintaining healthy weights.</p> <ul style="list-style-type: none"> <li>○ Identify the dangers of a fast food diet.</li> <li>○ Explain how eating at home is healthier than eating out.</li> <li>○ Identify how to calculate fat, CHO and Protein from Nutritional Facts.</li> </ul> <ul style="list-style-type: none"> <li>● Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</li> </ul>	<ul style="list-style-type: none"> <li>● Collect information supplied by fast food restaurants and use the data to analyze the fat and calorie content on different food items. Then create a pamphlet comparing two meals: one that is low in fat and calories to one that is high.</li> <li>● Guided Discussion on the differences between nutrients and food groups.</li> <li>● Videos on different types of nutrients, diets, etc.</li> <li>● Think-Pair-Share</li> <li>● Analyze food labels</li> <li>● Group work: Building a healthy meal plan.</li> <li>● Fast Food Diet Project (Research nutritional information on food served at fast food restaurants).</li> <li>● Create a healthy menu based on calories and following MyPlate guidelines.</li> <li>● Create a compare/contrast chart on energy drinks (Include dangers)</li> <li>● Identify sugar present in individual portion sizes by measuring out sugar portions in favorite snacks.</li> <li>● Contrast and compare other plans with MyPlate.</li> </ul>	
	<ul style="list-style-type: none"> <li>● <a href="#">Guidelines for a Healthy Diet: Mayo Clinic</a></li> <li>● <a href="http://www.MyPlate.org">www.MyPlate.org</a></li> <li>● <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>● <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>● <a href="#">Dietary Guidelines for Americans</a></li> <li>● Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> <li>● Supersize Me- Video</li> </ul>		
<p><b>Interdisciplinary Connections</b></p>	<p><b>ELA - 6th Grade</b></p> <p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		

	<p><b>ELA - 7th Grade</b>            RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b>ELA - 8th Grade</b>            RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.            RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aide Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

## Comprehensive Health and Physical Education

### HEALTH Grades 6-8

#### 2.3 Safety

#### DISCIPLINARY CONCEPT: Personal Safety

[Sexual abuse and assault awareness and prevention education \(N.J.S.A 18A:35-4.5a.\)](#), [Consent \(N.J.S.A. 18A:35\)](#), [Sexting \(N.J.S.A. 18A:35-4.33\)](#), [Gang Violence, Dating Violence](#)

Core Ideas	Performance Expectation Standards
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1: 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).
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8.PS.2: Define sexual consent and sexual agency. 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. 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).
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	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).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade 6</b> 2.3.8.PS.1, 2.3.8.PS.2:  Digital Footprint, Communication, Social Media (FB, TikTok, SnapChat, Instagram, Twitter, etc) Safety, Chat Rooms,, Hacking	Students will be able to: <ul style="list-style-type: none"> <li>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).</li> <li>Define sexual consent and sexual</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the various topics involving non-deliberate injuries to self and others.</li> <li>Videos on potentially dangerous situations and how to react.</li> <li>Think-Pair-Share on the use of social media and potential areas of danger to self and/or others</li> <li>Projects/Presentations on safely using media and common mistakes.</li> <li>Group work: Role-playing in</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on the assessment of degrees of risk in situations including deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting).</li> </ul>

	agency.	potentially dangerous situations and how to react.	and/or on safe, legal, respectful social media navigation
<b>Grade 7</b> 2.3.8.PS.3, 2.3.8.PS.4  Digital Safety, Sexting, Domestic Violence, Gang Violence, Child Pornography, Sextortion, Cyber Laws, Consent, Communication, Respect	Students will be able to: <ul style="list-style-type: none"> <li>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).</li> <li>Describe strategies that sex traffickers/exploiters employ to recruit youth.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the cause and effect of technology along with social media impacting relationships.</li> <li>Videos depicting different cause and effect situations (ex: safe social media, consent, respect, human trafficking, child pornography, etc.)</li> <li>Think-Pair-Share: Compare and Contrast deliberate vs. non-deliberate injuries.</li> <li>Projects/Presentations on how to handle potential situations of digital safety, sexting, gang violence, etc.</li> <li>Group work: Role-playing in potentially dangerous scenarios involving dating violence, digital safety, sexting, gang violence, etc.</li> <li>Create a pamphlet/poster to explain the consequences of sexting</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on how to handle potential situations of digital safety, sexting, gang violence, etc.</li> </ul>
<b>Grade 8</b> 2.3.8.PS.5, 2.3.8.PS.6, 2.3.8.PS.7 Sexual Consent, Risk Factors, Violence, Human Trafficking, Nonconsensual Sexual Encounters, Consent, Consensual Sexual Encounters, Sextortion, Sexual Assault, Harassment, Incest, Rape, Domestic Violence, Dating Violence, Coercion	Students will be able to: <ul style="list-style-type: none"> <li>Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</li> <li>Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</li> <li>Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on various topics (ex: dating violence, human trafficking, Consensual and Nonconsensual sexual encounters, sexual harassment, sexual assault, etc.)</li> <li>Videos on the various topics including dating violence, human trafficking sexual abuse, sexual harassment, rape, technology, social media, etc.</li> <li>Think-Pair-Share</li> <li>Projects/Presentations on the various topics and how to go about them in a healthy way (ex: dating violence, nonconsensual and consensual sexual</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on the various topics and how to go about them in a healthy way (ex: dating violence, nonconsensual and consensual sexual encounters, consent, sexual harassment, sexual abuse, rape, human trafficking, etc.)</li> </ul>



		<p>encounters, consent, sexual harassment, sexual abuse, rape, human trafficking, etc.)</p> <ul style="list-style-type: none"> <li>• Create a commercial promoting safe habits and strategies</li> <li>• Group work: Role-playing in different scenarios.</li> <li>• Create a chart with risk factors related to deliberate and non-deliberate injuries to self and others.</li> <li>• Research state and federal laws regarding Consent, Human Trafficking, Parental notification, drugs.</li> <li>• Projects/Presentations on how to handle potential situations of dating violence, domestic violence, etc</li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">Personal Health Series Gr. 6-8</a></li> <li>• Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> <li>• <a href="#">National Cybersecurity Alliance</a></li> <li>• <a href="#">Keeping Safe on Social Media</a></li> <li>• <a href="#">Safe Search Kids</a></li> <li>• <a href="#">What is Sexting and Is It Common Among Teens?</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<p><b><u>ELA - 6th Grade</u></b>          RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.          W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b><u>ELA - 7th Grade</u></b>          RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.          RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b><u>ELA - 8th Grade</u></b>          RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple</p>		

	aspects of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aide Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Comprehensive Health and Physical Education	
HEALTH Grades 6-8	
2.3 Safety	
DISCIPLINARY CONCEPT: Health Conditions, Diseases, and Medicines	
Cancer Awareness (N.J.S.A.18A:40-33)	
Core Ideas	Performance Expectation Standards
Diseases can be contracted from a	2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and

variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition	<p>environmental controls can prevent diseases and health conditions.</p> <p>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.</p> <p>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).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p>
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	<p>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p><b>Grade 6</b> 2.3.8.HCDM.4, 2.3.8.HCDM.5, 2.3.8.HCDM.6, 2.3.8.HCDM.7</p> <p>Sanitation and Waste Disposal, Salmonella, Mold, Immune System, white blood cells, Medicine, Diabetes, Asthma, Cardiovascular Disease, Stroke</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the signs, symptoms, and potential impacts of STIs (including HIV).</li> <li>Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</li> <li>Explain how the immune system fights disease.</li> <li>Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on proper waste disposal, preventative measures for disease and health conditions, preventative behaviors/lifestyle for disease/illness, etc.</li> <li>Videos on proper waste disposal, preventative measures for disease and health conditions, preventative behaviors/lifestyle for disease/illness, etc.</li> <li>Think-Pair-Share environmental controls that can prevent disease and health conditions</li> <li>Projects/Presentations on topics involving sanitation, disposal, preventative measures for disease/illness, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>
<p><b>Grade 7</b> 2.3.8.HCDM.1, 2.3.8.HCDM.2, 2.3.8.HCDM.3</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Justify how the use of universal precautions, sanitation and waste</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the role of genetics in relation to risk for disease, as well as behaviors that might</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> </ul>

<p>Genetic Disorders (Sickle Cell, Diabetes, Hemophilia, Turner Syndrome, etc), Testicular injury, Testicular Cancer, Breast Cancer, Testicular Exam, Breast Exam, Syphilis, Gonorrhea, Chlamydia, Hepatitis, STIs, HIV/AIDS, HPV, Contraceptives, Birth Control, Plan B, Condoms, Cervical Cap, Diaphragm, IUD, Spermicide, Withdrawal</p>	<p>disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>	<p>contribute towards or prevent a person from being susceptible to disease/illness.</p> <ul style="list-style-type: none"> <li>• Videos on the role of genetics in relation to risk for disease.</li> <li>• Think-Pair-Share: Critical thinking questions on genetics and how it relates to risk for disease/illness, as well as lifestyle and behaviors relating to risk of illness/disease.</li> <li>• Projects/Presentations</li> <li>• Guided Discussion on the role of genetics in relation to risk for disease, as well as behaviors that might contribute towards or prevent a person from being susceptible to disease/illness.</li> <li>• Videos on the causes, signs, symptoms, etc. of STIs.</li> <li>• Think-Pair-Share on behaviors that can cause or prevent the spread of disease.</li> <li>• Projects/Presentations on the behaviors that can contribute to or prevent a person from being susceptible to sexually transmitted infections/diseases</li> <li>• Group project that requires you to research material on a specific sexually transmitted disease. create a google slides show. The slides must contain appropriate visual aids of the STD along with all findings.</li> <li>• Create a list of risk behaviors that can increase the risk of STI transmission and pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> <li>• Projects/Presentations</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">U.S Food &amp; Drug Administration: Safe Food Handling</a></li> <li>• <a href="http://www.nurition.gov">www.nurition.gov</a></li> </ul>		

	<ul style="list-style-type: none"> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• <a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a></li> <li>• <a href="http://www.kidshealth..org">www.kidshealth..org</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• <a href="http://NJ Department of Health">NJ Department of Health</a></li> <li>• <a href="http://NJ Health Assessment Data">NJ Health Assessment Data</a></li> </ul>
<b>Interdisciplinary Connections</b>	<p><b>ELA - 6th Grade</b>            RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>ELA - 7th Grade</b>            RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b>ELA - 8th Grade</b>            RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.            RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers

Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Parent communication Modified assignments Counseling	Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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Comprehensive Health and Physical Education	
HEALTH Grades 6-8	
2.3 Safety	
DISCIPLINARY CONCEPT: Alcohol, Tobacco and other Drugs	
<i>Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)</i>	
Core Ideas	Performance Expectation Standards
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>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</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade 7</b> 2.3.8.ATD.1, 2.3.8.ATD.2, 2.3.8.ATD.3	Students will be able to: <ul style="list-style-type: none"> <li>Examine how the use of alcohol, tobacco, and other drugs by</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on how the use of alcohol by adolescents has impacted their lives and the lives of</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> </ul>

<p>Depressant, Refusal skills, Binge Drinking, Blackout, BAC, Vision Impairment, Motor Skill Impairment, Unconscious, Consent, Alcohol Poisoning, Drunk Driving, Fetal Alcohol Syndrome</p>	<p>adolescents has impacted their lives and the lives of family members socially, emotionally, and physically</p> <ul style="list-style-type: none"> <li>• Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li> <li>• 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.</li> </ul>	<p>family members socially, emotionally, and physically. Also on the relation between the use of alcohol and decision-making, consent, risk for sexual assault, etc.</p> <ul style="list-style-type: none"> <li>• Videos on the different rules, laws, and policies in schools, communities, and states regarding alcohol.</li> <li>• Think-Pair-Share: Critical thinking questions on how alcohol affects decision making. Also on the influence of peers and different social settings in relation to positive/negative outcomes.</li> <li>• Projects/Presentations on how alcohol affects decision making and the impact on areas of the brain.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations</li> </ul>
<p><b>Grades 8</b> 2.3.8.ATD.4, 2.3.8.ATD.5</p> <p>Stimulant, Nicotine, chewing tobacco, carbon monoxide, Tar, CO, Vape, emphysema, COPD, Marijuana, Opiates/Narcotics (Rx and Illegal), Stimulants vs. Depressants (Rx and Illegal), Drug Trafficking vs. Possession, Consent, Overdose</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li> <li>• Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion on how tobacco use and other drugs by adolescents can impact their lives socially, emotionally, and physically.</li> <li>• Create an informational brochure on a specific drug including classification, signs of usage, treatment options, statistics, withdrawal, trafficking and possession, etc)</li> <li>• Videos: <ul style="list-style-type: none"> <li>○ Depicting how tobacco affects decision making.</li> <li>○ Depicting how tobacco affects the brain.</li> </ul> </li> <li>• Think-Pair-Share: Critical thinking questions on how tobacco affects you physically, emotionally, and socially. Also how different social</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations</li> </ul>

		<p>settings have positive/negative outcomes.</p> <ul style="list-style-type: none"> <li>• Projects/Presentations on how tobacco affects you physically, emotionally, and socially.</li> <li>• Public Service Announcement Project depicting dangers of alcohol, tobacco, and/or drug use.</li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">Electronic Cigarettes- CDC</a></li> <li>• <a href="#">Teen Health: Drugs and Alcohol</a></li> <li>• National Institute on Drug Abuse: <a href="https://nida.nih.gov/">https://nida.nih.gov/</a></li> <li>• Drug Free America: <a href="https://www.dfaf.org/">https://www.dfaf.org/</a></li> <li>• Drug Free World: <a href="https://www.drugfreeworld.org/">https://www.drugfreeworld.org/</a></li> <li>• DARE: <a href="http://www.dare.org">www.dare.org</a></li> <li>• Just Think Twice: <a href="https://www.justthinktwice.gov/">https://www.justthinktwice.gov/</a></li> <li>• National Drug Control Policy- <a href="https://www.whitehouse.gov/ondcp/">https://www.whitehouse.gov/ondcp/</a></li> <li>• <a href="#">E-Cigarettes, Vapes, and other Electronic Nicotine Delivery Systems: FDA</a></li> <li>• <a href="http://www.dea.gov">www.dea.gov</a></li> <li>• US Department of Health &amp; Special Services: <a href="https://www.samhsa.gov/find-help/national-helpline">https://www.samhsa.gov/find-help/national-helpline</a></li> <li>• Partnership For Drug-Free Kids: <a href="https://drugfree.org/">https://drugfree.org/</a></li> <li>• National Drug Control Policy: <a href="https://www.whitehouse.gov/ondcp/">https://www.whitehouse.gov/ondcp/</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<p><b><u>ELA - 6th Grade</u></b>            RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b><u>ELA - 7th Grade</u></b>            RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b><u>ELA - 8th Grade</u></b>            RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.            RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a</p>		



	summary of the text distinct from personal opinions or judgments
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Modifications				
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Comprehensive Health and Physical Education	
HEALTH Grades 6-8	
2.3 Safety	
DISCIPLINARY CONCEPT: Dependency, Substances Disorder and Treatment	
<i>Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)</i>	
Core Ideas	Performance Expectation Standards
A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of	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.

treatment options are available depending on the needs of the individual.	
Core Idea: The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	<p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>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.</p>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<p><b>Grade 7</b> 2.3.8.DSDT.1</p> <p>Addiction, Dependency, Tolerance, AA, Al-Anon, Alateen, Alcohol Poisoning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the signs and symptoms of alcohol disorders.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion led by teacher on the signs, symptoms, and supports available to individuals with alcohol disorders</li> <li>Videos</li> <li>Think-Pair-Share on the signs and symptoms of alcohol disorder</li> <li>Projects/Presentations on the services that are available for individuals affected by substance disorders; alcohol</li> <li>Group work: identification of the services available if needed for themselves, friends of family</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>
<p><b>Grade 6</b> 2.3.8.DSDT.2</p> <p>Addiction, Dependency, Tolerance, Smoking Cessation Programs, NA, Inpatient vs. Outpatient Treatment Centers, Detoxification, therapeutic communities, Overdose, Narcan</p>	<p>Students will be able to:</p> <p>Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p>	<ul style="list-style-type: none"> <li>Guided Discussion led by the teacher on the signs and symptoms of tobacco and drug disorder and services available to individuals</li> <li>Videos</li> <li>Think-Pair-Share about how to identify the need for help for themselves, friends and family with tobacco and drug disorders.</li> <li>Projects/Presentationson the services that are available for individuals affected by substance disorders; tobacco and drugs</li> <li>Group work: Role-playing in different scenarios.</li> <li>Prepare a speech on healthy alternatives to drug</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>

		use.	
<b>Grade 8</b> 2.3.8.DSDT.3, 2.3.8.DSDT.4, 2.3.8.DSDT.5 Nervous System (CNS/PNS) Brain, Spinal cord, Neurons (Parts of a neuron), Neurotransmitters, Neurotransmission, Reward Pathway, Addiction, Over the Counter, Prescription, Dependency, Tolerance, Death, Disability, Crimes/Sentencing, Overdose	Students will be able to: <ul style="list-style-type: none"> <li>Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.               <ul style="list-style-type: none"> <li>Identify how Dependency/Addiction affects/damages the brain.</li> <li>Identify neurotransmitters affected by drug use.</li> </ul> </li> <li>Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</li> <li>Videos on the different services that are available for family members affected by substance disorders.</li> <li>Think-Pair-Share: Critical thinking questions on the different services to utilize and how they can help someone who is affected by substance disorder.</li> <li>Projects/Presentations on how alcohol can impact the social, emotional, and physical well-being of friends and family members.</li> <li>Group work: Role-playing in different scenarios on how to handle someone who is affected by substance disorders.</li> <li>Label parts of the brain and their functions. Identify how each part of the brain is affected by drug use.</li> <li>Create a diagram of the addiction cycle.</li> <li>List effects of drug abuse on friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>National Institute on Drug Abuse: <a href="https://nida.nih.gov/">https://nida.nih.gov/</a></li> <li>NJ Department of Human Services: Addiction Treatment <a href="https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html">https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html</a></li> <li><a href="#">Kids Health: Alcohol, Tobacco and Other Drugs</a></li> <li>Drug Free America: <a href="https://www.dfaf.org/">https://www.dfaf.org/</a></li> <li>Drug Free World: <a href="https://www.drugfreeworld.org/">https://www.drugfreeworld.org/</a></li> <li>SAMHSA: <a href="https://www.samhsa.gov/">https://www.samhsa.gov/</a></li> <li>Just Think Twice: <a href="https://www.justthinktwice.gov/">https://www.justthinktwice.gov/</a></li> <li>National Drug Control Policy: <a href="https://www.whitehouse.gov/ondcp/">https://www.whitehouse.gov/ondcp/</a></li> <li>The Brain and Addiction: <a href="https://teens.drugabuse.gov/drug-facts/brain-and-addiction">https://teens.drugabuse.gov/drug-facts/brain-and-addiction</a></li> <li>Addiction and the Human Brain- <a href="https://www.hrmvideo.com/catalog/addiction-and-the-human-brain">https://www.hrmvideo.com/catalog/addiction-and-the-human-brain</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<b>ELA - 6th Grade</b> RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as		

	<p>inferences drawn from the text.</p> <p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>ELA - 7th Grade</b></p> <p>RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas(e.g. Through comparisons, analogies, or categories)</p> <p><b>ELA - 8th Grade</b></p> <p>RL.CR.8.1 Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>
<b>Computer Science and Design Thinking</b>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aide Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments

				Counseling
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