

Readoption Date:	January 25, 2023
Created by:	Curriculum Team

Lakewood Township Physical Education Curriculum	
Content Area: 6th-8th Physical Education and Health	
Course Title: Physical Education and Health	Grade Level: 6th-8th
Unit 1: Movement skills and concept/Cooperative games	9 weeks: 5 days each activity
Unit 2: Physical Fitness	9 weeks: ongoing
Unit 3: Lifelong Fitness	9 weeks: ongoing
HEALTH	HEALTH
Unit 4: 6th grade Health: Personal Growth and Development, Nutrition, Emotional Health, Health Conditions, Diseases and Medicines	2nd-3rd MP 10 days each topic
Unit 5: 7th grade Health: Emotional Health, Social and Sexual Health, Personal Safety, Community Health services and Support	2nd-3rd MP 10 days each topic
Unit 6: 8th grade Health: Pregnancy and Parenting, Alcohol, Tobacco, and other substances, Dependency, substance disorder, and Treatment	2nd-3rd MP 10 days each topic

Introduction

All Lakewood Middle School students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades 6-8 are a cohesive set of four Physical education units that will scaffold instruction from one grade level 6 to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities and team sports.

LMS Mission Statement

Believing that Health is the first virtue after Morality, and that all virtuous acts are ill-performed if the body and mind are allowed to be debilitated; and that Health and PE are the only natural safeguard against this; and holding that Health and PE is the only general study whereby all aspects of human development are employed; the LMS Health and PE Department seek to establish a culture whereby students actualize a healthy lifestyle and promote those virtues associated with healthy living, sportsmanship, respect, citizenship, and self-determination where they can build and reveal their unique personality and character and perform those acts which are virtuous.

Unit 1: Movement Skills and Concept/Cooperative Games	Duration: 9 weeks: 5 days each activity
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.2. Physical Wellness	
Supporting and Additional Standards	
<p>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <ul style="list-style-type: none"> ● 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. ● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). ● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. ● 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. ● 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. ● 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others 	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and 	

accurately through the effective selection, organization, and analysis of content.

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts:

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer

	<ul style="list-style-type: none"> - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Presidential Fitness Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - End of year SGO
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life ● Demonstrate changes in time, force, and flow while moving in personal and general space. ● Respond in movement to changes in tempo, beat, rhythm, or musical style 	<p><i>Students will be able to..</i></p> <ol style="list-style-type: none"> 1. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).. 2. Apply the concept of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 3. Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).. 4. Detect, analyze, and correct errors and apply to refine movement skills. 5. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 6. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

7. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music.

8. Use self-evaluation and external feedback to detect and correct errors in one's movement performance

Instructional Plan

Suggested Activities

Suggested Activities:

By the end of grade six:

Activities related to: Modified sport games that continue to support traditional sport skills:

- Soccer
- Basketball
- Softball/wiffle ball/kickball
- Floor Hockey
- Volleyball
- Ultimate Frisbee
- Football
- Agility ball
- Punch Ball
- Track and Field
- Fitness
- Speedball/handball
- Games/Activities
- Golf

Activities that support lifetime/wellness skills:

Resources

- Action for Health kids- www.actionforhealthykids.org
- Body and Mind www.bam.gov/
- American Alliance for Health, Physical Education, Recreation and Dance www.aahperd.org
- Comprehensive Health Education Foundation www.chef.org
- Games Kids Play www.gameskidsplay.net/
- Health Teacher Lessons www.healthteacher.com
- KaBOOM www.kaboom.org
- New Jersey Association for Health and Physical Education and Recreation and Dance www.njahperd.org
- Sporta, Play, and Recreation for kids (S.P.A.R.K) www.sportime.com
- Teen Health www.teanhealth.org
- The President's council on Physical Fitness and Sport www.presidentschallenge.org
- www.fitness.gov

- Walking club
- Jump rope
- Yoga
- Fitness stations

Recreational Activities:

- Yoga
- Frisbee
- Aerobics
- walking/jogging

By the end of grade seven:

Activities related to:

- Modified sport games from above
- Traditional sport games
- Recreational activities/Wellness activities
- Cooperative Learning Activities
- Golf

By the end of grade eight:

Activities related to:

- Modified sport games from above
- Traditional sport games
- Recreational activities/Wellness activities
- Cooperative
- Golf

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program

- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 2: Physical Fitness	Duration: 9 weeks: Ongoing
Standards/Learning Targets	
Focus Standards (Major Standards)	

2.2 Physical Wellness

Supporting and Additional Standards

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.2 Design Thinking

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- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts:

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Exit slips
- End of Year SGO

Alternative

- End of Units Tests

Knowledge and Skills

Content

Students will know...

- Explain the role of regular physical activity in relation to personal health
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity
- Develop a fitness goal and monitor towards achievement of the goal.
- Lifetime fitness depends upon understanding how each fitness component is developed and measured.
- How to design and implement a personal fitness plan that supports a healthy, active lifestyle

Skills

Students will be able to..

1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
3. Analyze how medical and technological advances impact personal fitness.
4. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
5. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
6. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
7. Analyze the social, emotional, and health benefits of selected physical experiences.
8. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
9. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
10. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

	<p>11. Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>12. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.</p> <p>13. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>
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Instructional Plan

Suggested Activities	Resources
<p>By the end of grade six:</p> <p>Activities related to physical fitness:</p> <ul style="list-style-type: none"> -mile run -planks -arm hang -Abdominal Curls -Pushups -V- Sit and Reach -Shuttle Run <p>By the end of grade seven:</p> <p>Activities related to:</p> <ul style="list-style-type: none"> Activities that involve use of different body systems. Activities that promote the benefits of regular physical activity. Activities related to physical fitness: -mile run -planks -arm hang 	<p>http://www.pecentral.org/</p> <p>http://www.cooperinstitute.org/fitnessgram</p> <p>http://www.myhealthyzone.fitnessgram.net/</p> <p>Action for Health kids- www.actionforhealthykids.org</p> <p>Body and Mind www.bam.gov/</p> <p>American Alliance for Health, Physical Education, Recreation and Dance www.aahperd.org</p> <p>Comprehensive Health Education Foundation www.chef.org</p> <p>Games Kids Play www.gameskidsplay.net/</p> <p>Health Teacher Lessons www.healthteacher.com</p> <p>KaBOOM www.kaboom.org</p> <p>New Jersey Association for Health and Physical Education and Recreation and Dance www.njahperd.org</p> <p>Sporta, Play, and Recreation for kids (S.P.A.R.K) www.sportime.com</p> <p>Teen Health www.teanhealth.org</p> <p>The Presidents council on Physical Fitness and Sport www.presidentschallenge.org</p> <p>www.fitness.gov</p>

- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade eight:

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- mile run
- planks
- arm hang
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (F.I.T.T)

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ Regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson

- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
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504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
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- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
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- Follow all modifications/504 plan

Gifted and Talented

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
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- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
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- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 3: Lifelong Fitness	Duration: 9 weeks: Ongoing
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.2 Physical wellness	

Supporting and Additional Standards

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities. 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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Computer Science & Design Thinking

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- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts:
- computers

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score
- Presidential Fitness test
- Performance Test

Benchmark:

- Baseline SGO
- End of Unit Test
- End of Year SGO

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. ● Community resources can provide participation in physical activity for self and family members. 	<p><i>Students will be able to..</i></p> <ol style="list-style-type: none"> 1. discuss the FITT principle and how it relates to good health 2. analyze the health benefits of this week’s physical activity choices. 3. discuss exercise intensity and how it relates to heart rate. 4. work to keep my heart rate in the heart health zone during activities. 5. create a daily plan that includes 60-minutes of physical activity. 6. discuss my plan for how I will keep my pace my intensity within the heart health zone. 7. physically active every day for at least 60 minutes. 8. apply safe practices during my physical activity and exercise choices. 9. analyze the health benefits of this week’s physical activity choices. 10. describe and discuss the purpose of routine physical activity.
Instructional Plan	
Suggested Activities	Resources
<p>Lifetime Activities consist of activities that students can do on their own and can continue to do throughout their lives, either</p>	<ul style="list-style-type: none"> ● http://www.pecentral.org/ ● Book: Physical Best Activity Guide by SHAPE America ● http://www.pecentral.org/

individually, or with a partner/small group. Units in this section MAY include, but are not limited to:

Badminton
Ping Pong
Bowling
Yoga
fitness stations
Spikeball
CanJam
Disc Golf
Cornhole
Walking/Jogging
Golf
Pickleball, etc

By the end of 8th grade:

Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members.

- **Book: The Ultimate Sport Lead Up Game Book by Guy Bailey**
- <http://www.pcentral.org/>
- <http://www.cooperinstitute.org/fitnessgram>
- <http://www.myhealthyzone.fitnessgram.net/>
- Action for Health kids- www.actionforhealthykids.org
- Body and Mind www.bam.gov/
- American Alliance for Health, Physical Education, Recreation and Dance www.aahperd.org
- Comprehensive Health Education Foundation www.chef.org
- Games Kids Play www.gameskidsplay.net/
- Health Teacher Lessons www.healthteacher.com
- KaBOOM www.kaboom.org
- New Jersey Association for Health and Physical Education and Recreation and Dance www.njahperd.org
- Sporta, Play, and Recreation for kids (S.P.A.R.K) www.sportime.com
- Teen Health www.teanhealth.org
- The President's council on Physical Fitness and Sport www.presidentschallenge.org
- www.fitness.gov

Core Instructional and Supplemental Materials

- Textbooks
- ChromeBooks/ iPads
- Physical Education equipment

- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing

- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning

- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 4: Personal Growth and Development (6th grade)	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.1 Personal and Mental Health	
Supporting and Additional Standards	
<ul style="list-style-type: none"> ● 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. 	
Primary Interdisciplinary Connections:	
<ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally 	
Computer Science & Design Thinking	
8.2 Design Thinking	

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Glencoe Teen Health Textbook
- Progression Charts: i.e. sticker boards
- QR codes with iPads

Other Assessments

Formative:

- Teacher Observation
- Lesson/ Chapter reviews Assessment
- Masters & Practice Masters
- Teacher made rubrics
- Chapter Tests
- Projects Class work
- Performance in group and individual hands-on activities
- Internet activities
- Open-ended responses
- Students responses to questioning techniques using the Levels of Bloom's Taxonomy/questioning prompts

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How taking responsibility for ones own health is an essential step towards developing and maintaining a healthy, active lifestyle. ● The consequences of our choices in terms of Wellness ● What steps to take to have optimal growth and development 	<p><i>Students will be able to..</i></p> <ol style="list-style-type: none"> 1. Assess and apply health data to enhance each dimension of personal wellness. 2. Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. 3. Relate advances in technology to maintaining and improving personal health. 4. Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. 5. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual’s uniqueness. 6. Explain how health data can be used to assess and improve each dimension of personal wellness. 7. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 8. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
Instructional Plan	
Suggested Activities	Resources
<p>Topics Include:</p>	<p>http://unitedstreaming.com Movies</p>

Understanding Health and Wellness
Growing and Changing
Body Image
Dating Relationships

By the end of grade six:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit

General Internet Resources
Glencoe Health Textbook
<http://www.teenhealth.com>

Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grade 8:

Individual actions, genetics and family history can play a role in an individual's personal health
Responsible actions regarding behavior can impact the development and health of oneself and others

Core Instructional and Supplemental Materials

- Textbooks Glencoe Teen Health
- Chrome Books/ iPads

Teacher Notes:

- Progression/ Regression of students’ skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives

- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program

- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest

- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
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- Teach cognitive and methodological skills
- Use center, stations, or contracts
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- Debrief students
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- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 4: Nutrition (6th grade)	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.2 Physical Wellness	
Supporting and Additional Standards	
2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition)	

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● Glencoe Textbook ● Smartboard use ● Edpuzzles ● Google classroom 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Exit slips <p>Lesson/ Chapter reviews Assessment Masters & Practice Masters Teacher made rubrics Chapter Tests Projects Class work Performance in group and individual hands-on activities Internet activities Open-ended responses Students responses to questioning techniques using the levels of Bloom’s Taxonomy/ Questioning Questioning Prompts</p>
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Many factors influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. ● What makes a food healthy 	<p><i>Students will be able to..</i></p> <ol style="list-style-type: none"> 1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2. Identify and defend healthy ways for adolescents to lose,

- How do you determine appropriate portion sizes

gain, or maintain weight.3. Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.4. Analyze the nutritional values of new products and supplements.5. Determine factors that influence food choices and eating patterns.

6. Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

7. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

8. Compare and contrast nutritional information on similar food products in order to make informed choices.

Instructional Plan

Suggested Activities

Resources

Topics Include:

Nutritional Choices
Your Body Image
Current Health trends
Food Pyramid
Analyzing nutrition labels

By the end of grade six:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles

<http://unitedstreaming.com>

Movies

General Internet Resources

Glencoe Health Textbook

<http://www.teenhealth.com>

www.chefsolus.com

www.liveworksheets.com

www.wordmintpiuzzles.com

www.edpuzzles.com

<https://www.accessdata.fda.gov/>

[CDC Nutrition](http://www.cdc.gov/nutrition)

[National Alliance for Eating Disorders](http://www.nationaleatingdisorders.org)

[National Eating Disorder Educators Toolkit](http://www.nationaleatingdisorders.org/educators-toolkit)

[New Jersey Farm to School Program](http://www.njfarmtoschool.org)

[Rutgers New Jersey Health Kids Initiative](http://www.rutgers.edu/healthkids)

Expository writing
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By end of grade 8:

Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Core Instructional and Supplemental Materials

- Textbooks
- Chrome Books/ iPads
- Smartboards
- Google classroom

Teacher Notes:

- Progression/ Regression of students’ skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals

- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words

- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions

- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
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- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 4: Emotional Health (6th grade)	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.1 Personal Health and Mental Health	
Supporting and Additional Standards	
<ul style="list-style-type: none"> ● 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. 	

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● Textbooks ● Smartboards ● Computers ● Google classroom 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Exit slips <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - End of year SGO <p>Alternative:</p> <p>Lesson/ Chapter reviews Assessment Masters & Practice Masters Teacher made rubrics Chapter Tests Projects Class work Performance in group and individual hands-on activities Internet activities Open-ended responses Students responses to questioning techniques using the levels of Bloom’s Taxonomy/ Questioning Questioning Prompts</p>
Knowledge and Skills	
Content	Skills

Students will know...

- Self management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Taking responsibility for one's own health is an essential step towards developing and maintain a healthy, active lifestyle
- How can you learn to accept yourself and others differences

Students will be able to...

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
3. Explain how culture influences the ways families and groups cope with crisis and change.
4. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8. Following the lifelines curriculum for suicide prevention.

Instructional Plan

Suggested Activities

Topics include:

Social Health
Cyber bullying
Conflict Resolution
School Violence
Self-Esteem

Resources

<http://unitedstreaming.com>
Movies and documentaries:
Bullied, Cyberbully, Amanda Todd
General Internet Resources
Glencoe Health Textbook
<http://www.teenhealth.com>
www.believeinyou.com
www.liveworksheets.com

Positive Peer Relationships
Suicide prevention

By the end of grade six:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities

www.wordmintpuzzles.com

www.edpuzzles.com

<https://www.accessdata.fda.gov/>

<https://socialexpress.com/#http://thesocialexpress.com/>

Glencoe teen health book

[Classroom Wise Mental Health Resources for Teacher](#)

[GLSEN Mental Health First Aid](#)

[National Alliance on Mental Illness](#)

[NJDOE Culturally Responsive Resources](#)

[NJDOE Quick Reference Mental Health Guide](#)

[Suicide Prevention Resource Center](#)

“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook
Believe in me series
Everfi

By the end of 8th grade:

Self management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Google classroom
- smartboard

Teacher Notes:

- Progression/ regression of students’ skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud

- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests

- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list

- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 4: Health Conditions, Diseases and Medicines (6th grade)

Duration: 5 days

Standards/Learning Targets

Focus Standards (Major Standards)

2.3: Safety

Supporting and Additional Standards

- 2.3.8.HCDM.1. Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2 Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV,

testicular cancer).

- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prev

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Progression Charts: i.e. sticker boards
- QR codes with iPads
- Smartboards
- Computers
- textbook

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score

Benchmark:

- Baseline SGO
- Exit slips
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content

Students will know...

1. Taking responsibility for one's own health is an

Skills

Students will be able to...

1. Evaluate emerging methods to diagnose and treat

essential step towards developing and maintaining a healthy, active lifestyle.
 2. To what extent can we keep ourselves disease free?

diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
 2. Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. 3. Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional wellbeing.
 4. Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
 5. Determine the impact of public health strategies in preventing diseases and health conditions.
 6. Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

Instructional Plan

Suggested Activities

Topics include:

Current Health trends
 Communicable Diseases (including STD's, HIV/AIDS)
 Mental Health and Disorders
 Cancer
 Health Care Costs
 Communicable and Non-communicable Diseases

Resources

- [American Heart Association](#)
- [Discovery Education, Generation Health Lessons](#)
- [Johns Hopkins: Kids & Teens Health](#)
- [Kids Health Lesson Plans](#)
- [Mayo Clinic Health & Wellness](#)
- [PBS Disease, Illness and Disability](#)
- [Youth Stroke Education Toolkit](#)

Public Health
Tick Borne Disease Toolkit

By the end of grade six:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos

- www.nj.gov/health/cd/topics/vectorborne.shtml

Student Activities Workbook worksheets
Glencoe Textbook
Believe in me series
Everfi

By end of grade:

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud

- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests

- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list

- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
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- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
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- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 5: Social and Sexual Health (7th grade)	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.1 Personal and Mental Health	
Supporting and Additional Standards	
<ul style="list-style-type: none"> ● 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. ● 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. ● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships ● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. ● 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. ● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. ● 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. 	

- 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).

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Glenco text
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- Smartboard
- Computers
- Google classroom

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score
- Exit slips

Benchmark:

- Baseline SGO
- Exit slips
- End of year SGO

Alternative:

- Flour Baby project
- Contraceptive brochure

Knowledge and Skills

Content

Skills

Students will know...

- Inclusive schools and communities are accepting of all people and make them feel welcome and included
- Relationships are influenced by a variety of factors, individuals, and behaviors
- There are factors that contribute to making healthy decisions about sex
- Acceptance for another
- Citizenship
- Compassion
- Confidence
- Cooperation
- Honesty
- Integrity
- Patience
- Perseverance
- Responsibility

Students will be able to...

- Identify qualities and strategies for developing healthy relationships including healthy ways to manage or adapt to changes.
- Analyze how self-image, social norms (e.g., age, gender, culture, ethnicity), and personal beliefs may influence choices, behaviors, and relationships.
- Identify ways to recognize, respect, and communicate personal boundaries for self and others.
- Develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians.
- Develop strategies to manage inappropriate comments or advances from others. Identify appropriate ways to show interest and express affection for others.
- Describe the benefits of sexual abstinence before marriage (e.g., personal and relationship growth, preventing early or unintentional pregnancy and/or sexually transmitted diseases), and strategies that support the practice.
- Predict the impact of adolescent parenting (e.g., relationships, finances, education).

Instructional Plan

Suggested Activities

Topics include:

Healthy relationships
Personal Boundaries
Parenting

Resources

<https://www.varsitybrands.com/believe-in-you>
www.teenhealth.com
Glencoe teen health book
www.plannedparenthood.org
www.cdc.gov

Sexuality
Healthy ways of communicating
Self-image
Social norms and Personal Beliefs
Abstinence and contraceptives
Pregnancy and STD's

By the end of grade six:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources

- [CDC Dating Matters](#)
- [Cyber Wise](#)
- [EVERFI Digital Wellness](#)
- [National Sexual Violence Resource Center](#)
- [National Coalition Against Domestic Violence Curriculum Educators guide](#)
- [National Sex Education Standards](#)
- [Love Is Respect Toolkit](#)
- [Rutgers Answers](#)
- [Teens 4 Healthy Relationships](#)

Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook
Believe in me series
Everfi

By the end of grade 8:

Students should know inclusive schools and communities are accepting of all people and make them feel welcome and included

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

There are factors that contribute to making healthy decisions about sex.

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads

Teacher Notes:

- Progression/ regression of students’ skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)

- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
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- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 5 Personal Safety (7th grade)	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none"> ● 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). ● 2.3.8.PS.2: Define sexual consent and sexual agency. 	

- 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).
- 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).

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Progression Charts: i.e. sticker boards
- QR codes with iPads
- Textbook
- Computers
- Smartboard
- edpuzzles

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score

Benchmark:

- Baseline SGO
- Exit slips
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content

Students will know...

Skills

Students will be able to...

<ol style="list-style-type: none"> 1. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. Essential Questions: 2. What is the difference between healthy and unhealthy risks 3. Why do we sometimes take risks that can cause harm to ourselves or others 	<ol style="list-style-type: none"> 1. Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. 2. Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. 3. Analyze the causes and the consequences of noncompliance with the traffic safety system. 4. Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. 5. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. 6. Explain what to do if abuse is suspected or occurs. 7. Summarize the components of the traffic safety system and explain how people contribute to making the system effective. 8. Assess when to use basic first-aid procedures
Instructional Plan	
Suggested Activities	Resources
<p>Topics Include:</p> <p>Refusal Skills First Aid / CPR / Safety Abuse Internet Safety Suggested Activities: Social media safety</p>	<p>unitedstreaming.com Movies General Internet Resources Glencoe Health Textbook</p> <p>CDC Youth Violence Prevention</p>

Cyberbully

By the end of grade six:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos

[Cyberbullying Research Center](#)
[Cyberwise](#)
[National Center for Missing & Exploited Children](#)
[NJDOE Dating Violence, Keeping Our Kids Safe, Healthy & In School](#)
[New Jersey Drives Educators Resources](#)
[New Jersey Safe Routes](#)
[NJM Share The Keys](#)
[New Jersey State Bar Foundation Violence Prevention Anti-Bias Curriculum](#)

Student Activities Workbook worksheets
Glencoe Textbook
Believe in me series
Everfi
Role playing
Lock down drills
Fire drills

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Internet resources
- smartboards

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities

- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system

- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers

- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 5: Community Health Services and Support (7th grade)	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.1 Personal and Mental Health	
Supporting and Additional Standards	
<ul style="list-style-type: none"> • 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). • 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. • 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. • 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. • 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources <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> <p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals,</p>	

agencies or places in the community where assistance may be available.

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● Smartboards ● Computers ● Textbooks ● Internet platforms 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Exit slips - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. 2. Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. 	<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Evaluate various health products, services, and resources from different sources, including the Internet. 2. Compare and contrast situations that require support from trusted adults or health professionals. 3. Determine the validity and reliability of different types of health resources. 4. Distinguish health issues that warrant support from

<ol style="list-style-type: none"> 3. Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. 4. The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions. 5. Where do I go to access information about good health and fitness services? 6. Why is it so difficult for some people to access healthcare? 	<p>trusted adults or health professionals</p>
Instructional Plan	
Suggested Activities	Resources
<p>Topics Include:</p> <ol style="list-style-type: none"> 1. Nutrition 2. Social Health 3. Tobacco Drugs Alcohol 4. Conflict Resolution 5. Growth and Development 6. Safety and Emergencies 7. Communicable and Non-Communicable Diseases 8. Loss of employment 9. Poverty 10. Current Health 11. Media Influences 12. Personal Fitness 13. HIV/AIDS 	<ul style="list-style-type: none"> ● CDC Healthy Schools ● CDC Physical Education & Physical Activity Guidelines for schools ● Learning For Justice ● Minding Your Mind Peer Presenters ● New Jersey Online Gang Free Community Resources ● National Center on Safe Supportive Learning Environments Physical Health ● Trauma Sensitive Schools ● Trevor Project, Suicide Prevention, Professional Development and Resources ● Welcoming and Inclusive Schools

By the end of grade six:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos

- [Whole School Whole Community Whole Child \(WSCC Model\)](#)

Student Activities Workbook worksheets
Glencoe Textbook
Believe in me series
Everfi
Role playing

By end of 8th grade:

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

Different people have different capacities to deal with different situations and being aware of a wide variety of tools and re

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing

- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing

- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)

- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion

- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 6 Pregnancy and Parenting (8th grade)	Duration: 5 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.1 Personal and Mental Health	
Supporting and Additional Standards	
<ul style="list-style-type: none"> ● 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. ● 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. ● 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. ● 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. ● 2.1.8.PP.5: Identify resources to assist with parenting. 	

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Glencoe textbook ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● Google classroom ● smartboard 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Exit slips <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - Flour baby project
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. ● There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. ● How you know when you are ready to have a child 	<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. 2. Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth. 3. Determine effective strategies and resources to assist with parenting. 4. Predict short and long term impacts of teen pregnancy.

<ul style="list-style-type: none"> • What are the responsibilities of having a child 	<ol style="list-style-type: none"> 5. Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth. 6. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. 7. Identify the signs and symptoms of pregnancy. 8. Identify prenatal practices that support a healthy pregnancy. 9. Predict challenges that may be faced by adolescent parents and their families. 10. Successfully complete the Flour baby project by recording in a daily log.
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Instructional Plan

Suggested Activities	Resources
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<p>Topics Include:</p> <ul style="list-style-type: none"> Pregnancy Prenatal care Drug and Alcohol Effects of Pregnancy Teen Parents Parenting Heredity and Growth Fertilization Embryonic Development Fetal Development Flour baby project <p>By the end of grade six:</p> <ul style="list-style-type: none"> Topic Vocabulary 	<ul style="list-style-type: none"> www.teenhealth.com Glencoe teen health book www.plannedparenthood.org www.cdc.gov Kids Health New Jersey Department of Health New Jersey Safe Haven New Jersey Department of Children and Families PBS Teen Pregnancy Lesson Plans
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Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook
Everfie

Ed Puzzles
Flour baby project

By the end of 8th grade:

An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.

There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Smartboard
- Worksheets
- Google classroom

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
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- Teacher modeling
- Pattern sentences (speak and/or writing)
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- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions

- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 6 Alcohol, Tobacco, and other substances (8th grade)	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.3 Safety	
Supporting and Additional Standards	
<ul style="list-style-type: none"> ● 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. ● 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. ● 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. ● 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. ● 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. 	

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● Smartboards Computers ● Internet resources 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Baseline SGO - Exit slips - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. 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. 2. Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others. 3. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? 	<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. 2. Predict the legal and financial consequences of the use, sale, and possession of illegal substances. 3. Analyze the effects of all types of tobacco use on the aging process. 4. Compare and contrast smoking laws in New Jersey with other states and countries. 5. Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction

<p>4. How do I make the "right" decisions in the face of peer pressure, media and other pressures?</p>	<p>time and the related impairment of behavior, judgment, and memory.</p> <p>6. Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.</p> <p>7. Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>8. Analyze health risks associated with injected drug use.</p> <p>9. Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>10. Relate tobacco use and the incidence of disease.</p> <p>11. Compare the effects of laws, policies, and procedures on smokers and nonsmokers.</p> <p>12. Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm on one's health.</p> <p>13. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>14. Summarize the signs and symptoms of inhalant abuse.</p> <p>15. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis</p>
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Topics Include:</p> <p>Alcohol and Tobacco (Health Risks) Fetal Alcohol Syndrome Community Health Addiction Costs to Society</p>	<ul style="list-style-type: none"> ● CDC E-Cigarettes and Alcohol ● EVERFI Truth Initiative Vaping ● Kids Health Drugs, Alcohol, Steroids & Tobacco ● NJDOE Keeping Our Kids Safe, Healthy & In School ● National Institute on Drug Abuse: How Nicotine Affects the Brain

Treatment Centers
Help Agencies
Media Influences
Tobacco Use in Relation to Diseases
Health Risks of Drugs and Alcohol
Legal and Financial Consequences
Drug Addiction

By the end of grade six:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Foldables
Discussion of community resources

- [Scholastic The Real Cost of Vaping](#)

Examine media for different health articles
Expository writing
School nurse visit
Online quizzes and activities
“Building Health Skills” activities
“Hands-on Health” activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets
Glencoe Textbook
Everfi
Ed Puzzles

By the end of 8th grade:

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.

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads

Teacher Notes:

- Progression/ regression of students’ skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing

- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing

- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)

- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion

- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit 6: Dependency, Substance Disorder and Treatment (8th grade)	Duration: 10 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
2.3 Safety	
Supporting and Additional Standards	
<ul style="list-style-type: none"> ● 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. ● 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. ● 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical 	

well-being.

- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Primary Interdisciplinary Connections:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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Evidence of Student Learning

Performance Tasks/Use of Technology:

- Progression Charts: i.e. sticker boards
- QR codes with iPads
- Computers
- Smartboards
- Internet resources

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Summative:

- Student participation
- Rubric score

Benchmark:

- Baseline SGO
- Exit slips
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content

Students will know...

1. Substance abuse is caused by a variety of factors.
2. The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment,

Skills

Students will be able to...

1. Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

<p>treatment, and the support of family, friends, and others</p> <ol style="list-style-type: none"> 3. Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others. 4. What are the factors that cause addiction? 	<ol style="list-style-type: none"> 2. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. 3. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. 4. Explain how wellness is affected during the stages of drug dependency/addiction. 5. Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. 6. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free
Instructional Plan	
Suggested Activities	Resources
<p>Topics Include:</p> <ol style="list-style-type: none"> 1. Alcohol and Tobacco (Health Risks) 2. Fetal Alcohol Syndrome 3. Community Health Addiction 4. Costs to Society 5. Treatment Centers 6. Help Agencies 7. Media Influences 8. Tobacco Use in Relation to Diseases 9. Health Risks of Drugs and Alcohol 10. Legal and Financial Consequences 11. Drug Addiction 	<ul style="list-style-type: none"> ● Kids Health Drugs and other Challenges ● The Center on Addiction Prevention

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Everfi
Ed Puzzles

By the end of 8th grade:

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads

Teacher Notes:

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