

NEPTUNE CITY SCHOOL DISTRICT

Health Curriculum Grade 6



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the NEPTUNE CITY School District to properly prepare the Neptune City students for successful integration into the NEPTUNE CITY High School Educational Program.

April 1, 2025

Document C1#1

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

HEALTH GRADE 6 CURRICULUM

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NEPTUNE CITY SCHOOL DISTRICT

Health Grade 6

Acknowledgements

The NEPTUNE CITY School District Health curriculum guide for grade 6 was developed through the efforts of Jason Smith, Physical Education teacher under the guidance of Dawn Reinhardt, Department Chairperson, Heba Abdo, Ed.D., Supervisor of STEM, and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum was written in alignment with the 2014 New Jersey Student Learning Standards for Comprehensive Health and Physical Education and the increased rigor that those standards bring to the teaching and learning of health. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will continue to make recommendations for improvement to the document.

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NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

**HEALTH
GRADE 6
CURRICULUM**

COURSE DESCRIPTION

The NEPTUNE CITY School District Comprehensive Health and Physical Education program's primary goal is to provide students with the necessary skills and knowledge that will allow them to lead healthy, active lifestyles, and influence healthy behaviors within the context of self, family, school, and the local and global community. This philosophy is in keeping with the state's initiative to prepare students to function optimally as global citizens and workers by focusing on taking personal responsibility. This curriculum is intended to produce students who lead an active, healthy lifestyle that fosters a lifelong commitment to wellness.

Unit Plan Title	Wellness, Growth, and Development
Suggested Time Frame	10 Days

Overview / Rationale
<p>This unit introduces students to the standards of health and wellness and builds upon nutrition and safety, as well as social and emotional health. Students learn to take responsibility for their own health and maintaining a healthy, active lifestyle.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>A. Personal Growth and Development</p> <p>2.1.6 A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.</p> <p>2.1.6 .A.2 Relate how personal lifetime habits, environment, and heredity influence growth and development in each life stage.</p> <p>2.1.6. A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p> <p>B. Nutrition</p> <p>2.1.6.B.1 Determine factors that influence food choices and eating patterns.</p> <p>2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices based on eating patterns.</p> <p>2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.</p> <p>D. Safety</p>

- 2.1.6.D.1** Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2** Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3** Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4** Assess how to use basic first-aid procedures.

E. Social and Emotional Health

- 2.1.6.E.1** Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2** Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.1.6.E.3** Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss and separation.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What are the consequences of our choices in terms of wellness? • In what ways can we keep ourselves disease free? • How can a healthy lifestyle prevent health risks? • How can we learn to like ourselves and others? 	<ul style="list-style-type: none"> • Lifelong wellness is dependent upon the behaviors in our everyday lifestyle behaviors. • Heredity, environmental factors, and lifestyle choices determine an individual's health. • Nutritional choices have a major impact on lifelong health. • Prevention of risky behaviors and treatment strategies can help people live healthier and longer than ever before. • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

	<ul style="list-style-type: none">● Social and emotional health is supported through self-esteem, resiliency, tolerance, and coping skills.
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Knowledge: <i>Students will know...</i>	Skills: <i>Students will be able to...</i>
<ul style="list-style-type: none"> ● That the four aspects of health are physical, emotional, mental and social. ● That the heart is a muscle that works when we exercise. ● Practicing personal health care includes personal hygiene and consumer choices such as taking care of your skin and hair, caring for your mouth and teeth, protecting your eyes and ears, and comparing the prices of these products. ● Preventative healthcare measures. ● How exercise and proper nutrition affect our bodies. ● How to make good eating choices. ● The components of a balanced diet. ● How to read and understand a food label. ● Our body has defense systems such as skin, sweat, mucous membranes, and the immune system. ● Methods used to prevent some diseases include routine hygiene practices, visiting your doctor when necessary and yearly, and receiving the recommended vaccinations. ● How and when to perform rescue breathing. ● When and how to perform the Heimlich. ● Basic first-aid procedures. ● Good safety practices for home, school, and community. ● There are internal and external conflicts. ● The long and short effects of stress. 	<ul style="list-style-type: none"> ● Define the 4 components of health. ● Explain the benefits of exercise and how it affects the body. ● List good hygienic practices. ● Compare and contrast different preventative healthcare measures. ● Prepare a chart listing the minimum daily requirements for good nutrition. ● Describe mental disorders and how they can affect a person's life. ● Describe and demonstrate basic first aid procedures. ● Explain how and when rescue breathing is performed. ● Evaluate their surroundings to determine whether they are meeting safe standards. ● Analyze a safety situation and respond to the necessary measures needed to maintain personal safety and minimize property damage/loss. ● Explain the difference between internal and external conflicts. ● List how stress affects the body. ● Define compromise, empathy, collaboration, and negotiation. ● Enlist coping methods in dealing with individual and family loss. ● Make decisions after carefully weighing the impact on their health.

<ul style="list-style-type: none"> How to react positively in a negative situation. 	
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In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> E – encouraged T – taught A – assessed Career Ready Practices		
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ET	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		E	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation
<ul style="list-style-type: none"> EMT, Police, and First Responders

- Counselor
- Doctor
- Nutritionist and Wellness Coach
- Trainer and Athlete
- Teacher

Interdisciplinary Connections

New Jersey Student Learning Standards - ELA

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

W.7.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.7.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

C: Human Impacts on Earth Systems

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Technology Integration

NJSLS 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms

NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Integrated Social and Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☒ Recognize one's own feelings and thoughts
- ☒ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☐ Develop, implement and model effective problem solving and critical thinking skill
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

Student Resources	
Primary Source Readings	Text: Glencoe Teen Health, 2014, Bronson, Cleary, Hubbard
Secondary Source Readings	Google websites
Supporting Text Chapters	Chapters 5-6

Teacher Resources
<p>Text: Glencoe Teen Health, 2014, Bronson, Cleary, Hubbard</p> <p>Supplemental Workbooks:</p> <p>Websites: https://quizlet.com/61534978/4-parts-of-health-and-stress-unit-flash-cards/</p> <p>Worksheets:</p> <p>Videos:</p> <ul style="list-style-type: none"> • <i>Gym Class Bully</i> https://www.youtube.com/watch?v=pQg50hu7W-A • <i>Growing Up and Liking It</i> https://www.youtube.com/watch?v=QkSYglHcZFo • <i>Super-Size Me</i> https://www.youtube.com/watch?v=XmOj54D2GJI • <i>American Red Cross; Safety</i>

Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Create a restaurant menu that identifies healthy eating options • Design a fitness routine log that encourages exercises for beginners, as well as advanced participants. 	<p>Other Evidence:</p> <p><u>Formative Assessments</u> Do Now; daily assignments; exit questions; class discussion</p> <p><u>Summative Assessments</u> Unit Quiz; Vocabulary Test</p>

Stage 3 – Learning Plan	
	Descriptions
Suggested Learning Activities	<ul style="list-style-type: none"> ● Class discussion: Describe a healthy person. ● Group: Design a poster describing the four parts of health with examples of each and how they are inter-related (physical, emotional, mental, and social). ● Log your physical activities for a week. Chart your statistics. Set a goal for improvement. Create an exercise schedule to improve your physical well-being. ● Class discussion: What is a healthy balanced diet? ● Group activity: Peer teaching presentations; make a description of the following: carbohydrates, fats, proteins, vitamins, minerals. ● Create a list of influences on diet. Discuss better options. Group activity: Create a healthy eating plan for 3 days. ● Video: “<i>Super-Size</i>” Me. ● Discuss the function of the immune system. ● Class discussion: Describe different examples of mental disorders. ● Demonstration: Abdominal thrust, rescue breathing. First Aid. ● Video: American Red Cross; Safety. ● Notes: List the items that should be contained in a home first aid kit, and describe their use. ● Discuss: What is social and emotional health? Compare and contrast. ● Discuss: How is stress visible on the body? ● Group activity: Provide student groups with an interpersonal conflict they may encounter. Students develop positive solutions for dealing with the conflict. ● List the laws governing vandalism, bullying, harassment and violence in the home, school and community.

Unit Plan Title	Drugs and Medicines
Suggested Time Frame	8 Days

Overview / Rationale
This unit introduces students to the standards of drugs and medicines. It builds upon students' knowledge of tobacco, alcohol, and drug abuse to help students make positive decisions in using medicines wisely and supporting a healthy, active lifestyle.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>2.3 Drugs and Medicines</p> <p>A. Medicines</p> <p>2.3.6.A.1 Compare and contrast short and long term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p> <p>2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.</p> <p>B. Alcohol, Tobacco, and Other Drugs</p> <p>2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6.B.2 Relate tobacco use and the incidence of disease.</p> <p>2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and non-smokers.</p> <p>2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <p>2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision making and can place one at risk.</p> <p>2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.</p> <p>2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>

C. Dependency/Addiction and Treatment

- 2.3.6.C.1** Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2** Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3** 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.
- 2.3.6.C.4** Determine effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug-free.

2.2 Integrated Skills

A. Interpersonal Communication

- 2.2.6.A.1** Demonstrate verbal and non-verbal interpersonal communication in various settings that impact the health of oneself and others
- 2.2.6.A.2** Demonstrate the use of refusal, negotiation, and assertiveness skills in different situations.

B. Decision Making and Goal Setting

- 2.2.6.B.1.** Use effective decision-making strategies.
- 2.2.6.B.2** Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3** Determine how conflicting interests may influence one's decisions
- 2.2.6.B.4** Apply personal health data and information to support achievement of one's short and long term health goals.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I determine whether or not a medication will be effective? ● Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects? ● How do I make the “right” decisions in the face of peer, media, and other pressures? ● Why does one person become an addict and another does not? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Medicines must be used correctly in order to be safe and have the maximum benefit. ● Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. ● There are common indicators, stages and influencing factors of chemical dependency.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Ways to avoid the pressures from peers to use and abuse drugs, alcohol, tobacco. ● Certain drugs are used to treat disease. ● Drug interaction and stipulations may affect the effects of a drug on the body. ● The short- and long-term effects associated with injected drugs and the risk of HIV/AIDS such as: <ul style="list-style-type: none"> ● Physical: The body’s reaction to a drug, building tolerance to a drug, withdrawal symptoms ● Social: Losing friendships and other relationships, job loss ● Emotional: Dealing with addiction, fear of trouble from the law, loss of family and friends ● The signs and symptoms of substance abuse and the stages leading to addiction. ● Various services for help and support. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Demonstrate the necessary refusal skills. ● Explain how gateway drugs lead to harder drugs. ● Differentiate between use and abuse of drugs. ● Explain the short- and long-term effects of drugs. ● Classify each type of substance and the effect it can have on one’s health. ● Describe the signs, symptoms and stages of addiction. ● Explain the steps necessary to identifying a substance abuse problem and how to obtain treatment.

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices		
9.1	Personal Financial Literacy		ETA	CRP1. Act as a responsible and contributing citizen and employee.
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	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
X	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation
<ul style="list-style-type: none"> • EMT, Police, and First Responders • Counselor • Doctor • Nutritionist and Wellness Coach

- Trainer and Athlete
- Teacher

Interdisciplinary Connections

New Jersey Student Learning Standards - ELA

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

W.7.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.7.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.7.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

ESS3.C: Human Impacts on Earth Systems

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Technology Integration

NJSLS 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms

NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
Primary Source Readings	Text: Glencoe Teen Health, 2014, Bronson, Cleary, Hubbard
Secondary Source Readings	Google websites
Supporting Text Chapters	Chapters 14-17

Teacher Resources
<p>Text: Glencoe Teen Health, 2014, Bronson, Cleary, Hubbard</p> <p>Supplemental Workbooks:</p> <p>Websites: edpuzzle.com; quizlet.com; https://quizlet.com/52251425/6th-grade-health-drug-education-flash-cards/</p> <p>Worksheets:</p> <p>Videos:</p> <ul style="list-style-type: none"> ● Glencoe: <i>Through the Lies of the Smoke</i> ● Glencoe: <i>A Wasted Breath: Kids on Inhalants</i> ● Glencoe: <i>The Real Truth About Alcohol, Marijuana & Inhalants</i>

Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Create drug awareness pamphlet 	<p>Other Evidence:</p> <p><u>Formative Assessments</u> Do Now; daily assignments; exit questions</p> <p><u>Summative Assessments</u> Unit test</p>

Stage 3 – Learning Plan	
	Descriptions
Suggested Learning Activities	<p>Day 1:</p> <ul style="list-style-type: none"> • Introductory activity: Create a list of as many medicines and drugs that student can name. • Review Vocabulary Terms. • Discussion: Medicine interaction and effectiveness. <p>Days 2-3:</p> <ul style="list-style-type: none"> • Group activity: Create anti-drug/alcohol/tobacco campaign advertisement; peer-teach information. <p>Days 4-5:</p> <ul style="list-style-type: none"> • Discussion: What are signs and symptoms of a drug user and how do you find help? • Practice in class making an emergency phone call for various scenarios.

Unit Plan Title	Human Relations and Sexuality
Suggested Time Frame	15 Days

Overview / Rationale
This unit introduces students to the standards of relationships and sexuality. It builds upon student understanding the various aspects of human relationships and sexuality, promoting good choices for healthy living.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>2.4 Human Relationships and Sexuality</p> <p>A. Relationships</p> <p>2.4.6.A.1 Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4. Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p>B. Sexuality</p> <p>2.4.6.B.1 Compare growth patterns of males and females during adolescence.</p> <p>2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STI's, HPV or unintended pregnancy.</p> <p>2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p> <p>C. Pregnancy and Parenting</p> <p>2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6.C.2 Identify the signs and symptoms of pregnancy.</p> <p>2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy</p> <p>2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.</p>

2.1 Wellness

C. Diseases and Health Conditions

2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.

Essential Questions: <ul style="list-style-type: none">• How do we learn to understand and respect diversity in relationships?• How do we know when a relationship is not worth saving?• Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?• How do you know when you are ready to have a child?• What determines how and when we grow?	Enduring Understandings: <ul style="list-style-type: none">• Relationships may be short or long and it is important to know when a relationship is more harmful than healthy.• Sexual activity is a personal decision that involves weighing many different factors.• Unsafe sexual practices can lead to unintended pregnancies and sexually transmitted infections.• Having a child involves a high level of commitment and responsibility. The individual readiness to have a child varies greatly.• Physical growth and maturity are determined by many factors. Everyone is different and matures at their own rate.
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none">• How to decipher between a healthy and unhealthy relationship.• How the growth pattern changes for male and female during their respective life cycle.• The risks for diseases are increased with sexual activity.• Strategies to implement when choosing to remain abstinent such as positive peer pressure.	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none">• Compare and contrast healthy/unhealthy relationships.• Explain the various ways and importance of dating for personal growth.• Explain risks of sexual activity.• Describe the different stages of pregnancy• Compare and contrast the physical, social, emotional, and economic impacts of adolescent sexual activity.

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy		ETA	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation
<ul style="list-style-type: none"> • EMT, Police, and First Responders • Counselor • Doctor

- Nutritionist and Wellness Coach
- Trainer and Athlete
- Teacher

Interdisciplinary Connections

New Jersey Student Learning Standards

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

W.7.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.7.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- . Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

C: Human Impacts on Earth Systems

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Technology Integration

NJSLS 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms

NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
Primary Source Readings	Text: Glencoe Teen Health, 2014, Bronson, Cleary, Hubbard
Secondary Source Readings	Google search
Supporting Text Chapters	Chapters 1-2, and 18-19

Teacher Resources
<p>Text: Glencoe Teen Health, 2014, Bronson, Cleary, Hubbard</p> <p>Supplemental Workbooks:</p> <p>Websites: www.edpuzzle.com and www.quizlet.com</p> <p>Worksheets:</p> <p>Videos:</p> <ul style="list-style-type: none"> ● Glencoe: <i>Four Different Teenagers, Four Different Decisions</i> ● Glencoe: <i>Kids to Kids: Talking About Puberty</i> ● Glencoe: <i>Teenage Sex: Resisting the Pressure</i> ● Glencoe: <i>Body changes, male and female</i> (kid friendly) ● Glencoe: <i>What Is Puberty?</i> (characters)

Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Complete male and female anatomy charts 	<p>Other Evidence:</p> <p><u>Formative Assessments</u> Do Now; daily assignments; questions</p> <p><u>Summative Assessments</u> Unit quiz and test, vocabulary quiz, and group projects</p>

Stage 3 – Learning Plan	
Instructional Strategies	Descriptions
Suggested Learning Activities	<ul style="list-style-type: none"> ● Introductory activity: Male and female changes during puberty – What do students know? ● Group activity: <ul style="list-style-type: none"> ● Create a list of changes males and females go through during adolescence. ● Label the male and female reproductive diagrams. ● Student activity: Write a description of how the body develops throughout the life cycle, comparing and contrasting each part of the cycle. ● Videos: <ul style="list-style-type: none"> ● <i>Body changes, male and female</i> (kid friendly) ● <i>What Is Puberty?</i> (characters) ● Class discussions: <ul style="list-style-type: none"> ● The life cycle from birth through death ● The menstruation cycle ● What role, if any, does heredity play in our relationships and sexuality? ● Healthy versus unhealthy dating relationships ● Sexting and cyberbullying ● Ways to prevent sexting and finding help.

Unit Plan Title	Lifelines Suicide Prevention
Suggested Time Frame	5 Days

Overview / Rationale
This unit introduces students to the standards of social and emotional health to promote a caring, competent school community in which help-seeking is encouraged and modeled, and suicidal behavior is recognized as an issue that cannot be kept secret.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>E. Social and Emotional Health</p> <p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss and separation.</p>

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you identify someone who is suicidal and what steps can you take to help someone who is suicidal? • What effects can suicide have on people left behind? • How are depression and suicide linked? 	<p>Enduring Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Relevant facts about suicide, including warning signs. • How to recognize the threat of suicidal thoughts and behaviors and to take troubled peers seriously. • How to respond to troubled peers. • To demonstrate positive attitudes about intervention and help-seeking behaviors. • To identify resources, be able to name one helpful adult, and know how resources will respond.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Suicide warning signs include FACTS: <ul style="list-style-type: none"> • F: Feelings • A: Actions • C: Changes • T: Threats • S: Situations • How to respond to a person in need • Depression and its link to suicide • How to demonstrate positive attitudes about intervention and help seeking behaviors • How to identify resources, be able to name one helpful adult, and know how resources will respond • How to manage conflict and implement resolution strategies • What the interrelationships of emotional, intellectual, physical, and social health in adolescence 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain key vocabulary terms. • Describe the warning signs of suicide. • Demonstrate how they would respond to a person in need. • Analyze the relationship between healthy behaviors and personal health. • Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. • Demonstrate effective conflict management or resolution strategies. • Describe how to maintain a positive attitude about intervention and help seeking behaviors. • Identify helpful adults and how their resources can assist in difficult situations.

<ul style="list-style-type: none"> How health and unhealthy behaviors impact personal health. 	
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In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> E – encouraged T – taught A – assessed Career Ready Practices	
9.1	Personal Financial Literacy		ETA	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation
<ul style="list-style-type: none"> EMT, Police, and First Responders

- Counselor
- Doctor
- Nutritionist and Wellness Coach
- Trainer and Athlete
- Teacher

Interdisciplinary Connections

New Jersey Student Learning Standards - ELA

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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Technology Integration

New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms
- Microsoft Platform – Word, EXCEL, PowerPoint

NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
Primary Source Readings	<i>Lifelines</i> handout sheets
Secondary Source Readings	Google search
Supporting Text Chapters	Chapters 3-4

Teacher Resources
<p>Texts:</p> <ul style="list-style-type: none"> Harbin, Betty and Bottoms, Gene. Planning for Improved Student Achievement. HSTW and SREB, 2008 <p>Supplemental Workbooks:</p> <p>Websites: https://www.sprc.org/resources-programs/lifelines-curriculum; edpuzzle.com; quizlet.com</p> <p>Worksheets - By <i>Lifelines Prevention</i>:</p> <ul style="list-style-type: none"> What Would You Do? Help Seeking Pledge One Life Saved FACTS <p>Video:</p> <ul style="list-style-type: none"> <i>Lifelines Prevention DVD</i>

Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> Lifelines Scripted Role-Plays 	<p>Other Evidence:</p> <p><u>Formative Assessments</u> Do Now; daily assignments; questions</p> <p><u>Summative Assessments</u> Unit quiz and test, vocabulary, group projects, performance tasks</p>

Stage 3 – Learning Plan	
Instructional Strategies	Descriptions
Suggested Learning Activities	<ul style="list-style-type: none"> ● Intro to the <i>Lifelines Prevention</i> Program <ul style="list-style-type: none"> ● Student knowledge about suicide ● Student attitudes about suicide and suicide intervention ● Student attitudes about seeking adult help ● Student attitudes about keeping a friend's suicide thoughts a secret ● Session 1: Warning signs and FACTS handout; “What would you do?” handout and T/F questionnaire ● Session 2: DVD <i>Scenarios</i>, FACTS handout, and discussion topics ● Session 3: DVD <i>One Life Saved</i>; discussion and question handout; create a list of people and resources of helpful people ● Session 4: Help Seeking Pledge handout; role-playing and handout questions ● Group activity: Create an informational pamphlet for suicide prevention and/or a helpful resource for others to use ● Assignment: Investigate school and community groups that offer assistance for adolescents in crisis

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use online translator to assist students with pronunciation:

http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material

- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Guidelines for Glencoe Instructional Strategies

Engage Activity: Choose an *Engage* activity that is connected to the standards, fits the lesson and grabs students' attention. Examples include:

- Display an interesting object/picture
- Demonstrate an exciting result
- Model a lab
- Discuss memorable, related experiences
- Show a short, relevant video clip
- Use the Internet to find a location
- Collect data related to students' lives

Explore Activity: Choose an *Explore* activity that is connected to the standards, fits the lesson and provides opportunities to build background knowledge. Examples include:

- Manipulate related materials
- Investigate connected information sources (Websites, periodicals, newspapers, etc.)
- Compare/contrast ideas
- Defend controversial opinions
- Interview classmates
- Build models
- Analyze data collected for the previous day's homework assignment

Explain Activity: *Explain*, often called lecture, is the most common form of delivery of information. *Explain* has an important place in the daily plan and should be delivered in a variety of forms. Schedule *Explain* activities to match the attention span of students. *Explain* strategies often start with direct instruction and provide time to teach, instruct and address content once students are engaged and have explored content. Connect the content to real-world problems and situations and include examples to model the new information. During the *Explain* activity, students should always record information using research-based strategies. Keep in mind that, no matter which note-taking strategies they use, students should leave class with written documentation of information they need. Cue students to important information and frequently check for understanding to ensure students are getting the content knowledge they need. Choose an *Explain* activity that is connected to the standards, fits the lesson and provides pertinent information to develop concepts. Examples include:

- Lecture with guided notes
- Media presentation
- Interactive discussion

- Student presentations

Explain

- Delivers content in the most appropriate (research-based) format.
- Ensures that students organize information.
- Uses a research-based format for note-taking, such as teacher-prepared, interactive or combination of notes.
- Includes print or broadcast media with guides, discussion, and other types of presentations.
- Includes frequent checks for understanding throughout the process.
- Utilizes a variety of visual, focusing answers that maximize active participation.
- Scripts questions into the explanation to encourage interaction and higher-order thinking.
- Focuses the cues and questions on what is important, rather than what is unusual.
- Connects standards to the real world and helps students make sense of the content.
- Includes short- and long-term student accountability.
- Helps target and build the habit(s) of success.

Practice Together Activity: Choose a *Practice Together* activity that is connected to the standards, fits the lesson and reinforces content development. Examples include:

- Complete a practice problem or lab.
- Use manipulatives.
- Construct a graph or timeline.
- Make predictions using information from the lecture.
- Complete collaborative writing.
- Create a whole-group graphic organizer.
- Engage in shared reading using overhead transparencies and Smart Board.

Practice in Teams/Groups/Pairs Activity: Working with other students in small groups provides additional practice with continued teacher support. In *Practice in Groups/Pairs*, students are more likely to help each other, ask clarifying questions, admit confusion and work together toward completion. Consider the most appropriate size (small groups, pairs) and grouping options for the activity. Small groups continue application of new content with similar material, helping students to transfer and apply new information. Guided practice allows students to work and respond in small groups, encouraging collaboration and teamwork. Communication skills are refined as students work together toward mastery of

standards. Choose a *Practice in Teams* activity that is connected to the standards, fits the lesson and provides appropriate practice activities. Examples include:

- Solve similar problems
- Practice active reading strategies
- Ask/Answer questions
- Peer review
- Design other problems, questions or labs
- Research information
- Revise writing
- Design individual investigation or projects

Practice in Teams/Groups/Pairs:

- Uses the most appropriate grouping method for this content (pairs, small or cooperative groups)
- Includes similar but varied problems based on standards
- Requires less teacher-directed support and more student-directed practice
- Allows the teacher to monitor and provide specific extra help
- Incorporates the identified habit of success
- Incorporates literacy strategies

Practice Alone: Choose a *Practice Alone* activity that is connected to the standards, fits the lesson and extends application of content. Consider individual needs of students and accountability. *Practice Alone* assignments can vary from student to student. Examples include:

- Compare and contrast using a Venn diagram.
- Write a final draft.
- Complete new problems.
- Design an experiment to solve a new problem.
- Create a brochure.
- Complete a RAFT assignment.

Practice Alone:

- Helps students transfer knowledge gained during the previous practice strategies to new problems and situations
- Includes appropriate quantity of problems or examples
- Supports individual accountability through notebooks, reports, etc.

- Includes distributive practice spread out over time so that students maintain and deepen content knowledge and skills.

Evaluate Understanding: Choose an *Evaluate Understanding* activity that is connected to the standards, fits the lesson, assesses mastery of content and provides accountability. Select appropriate assessment methods that will provide useful instructional feedback. Examples include:

- Open response
- Oral discussion
- Exit slip
- Journal entry
- Paper and pencil quiz
- Lab report
- Book review
- Group report
- Project or model
- Frayer mode
- RAFT assignment

Closing Activity: Choose a *Closing Activity* that is connected to the standards, fits the lesson and reinforces the content included in the day's lesson. Examples include:

- Cartoons
- Exit slip
- One-minute paper
- Journal sharing or discussion
- Review of major content points
- Answer questions

Closing:

- Cements students' understanding of the content
- Maintains on-task behaviors until the end of class
- Answers questions and clarifies instructions
- Sets up next day's instruction
- Explains the purpose and outcome for homework (practice, preparation for new learning, etc.)
- Provides a way for all students to participate and verbalize the day's learning

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Additional Resources
<p><i>Fifteen Literacy Strategies Every Teacher Can Implement</i></p> <ol style="list-style-type: none"> 1. Admit Slips — Students compose a written response to one question at the beginning of class, such as “Which problem was hard for you?” or “What did you learn from your homework?” 2. Exit Slips — As students leave class, they give their teacher a slip on which they have responded to questions such as: “What did I learn?” and “What am I confused about?” 3. Graphic Organizers — As students read a passage, they outline the main ideas according to the organizational pattern of the text. Venn diagrams can be used, for example, for a passage that is organized by comparison/contrast. As students gain more experience, they select the organizer that matches the organizational pattern. These organizers are also known as mind maps or thinking maps. 4. KWL Charts — Used as a pre-reading and note-taking strategy, KWL charts have three columns: “What I Know” (before reading), “What I Want to Learn” and “What I Have Learned” (answers to the questions). Students fill in these columns as they read, and class discussion focuses on the columns. 5. Open-Response Questions — On each test, students should have at least one open-response question that asks them to explain a process to solve a problem, compare different processes or ideas, analyze the importance of certain ideas, or apply learning. Questions should be scored by a rubric. 6. Double-Entry or Two-Column Notes — Students take notes using pages that are divided into two columns. On the left side are the main ideas from reading or a class lecture; on the right are the details. It can also be used as an explanation process. On the left is a sample problem; on the right side are the steps to solve the problem. 7. Retelling — Pairs of students are given a reading passage. The first student reads aloud a section of one or two paragraphs. The second student, without looking at the text, summarizes what the first student read aloud. They both look at the text and compare it to their understanding. They reverse roles and continue until they have finished the passage. 8. Weekly Reflections — At the end of the week, students write for three to five minutes to reflect on what they did and learned that week. Possible topics include: “How I solved a

problem,” “How I used reading skills to learn this week,” “The most valuable thing I learned” and “How I will apply what I learned to a career.”

- 9. Jigsaw Reading** — Students are divided into groups of four and each student takes a number from one to four. All “number ones” get the same article to read. After reading their article, all those who read the same article —article one, for instance — group together and discuss the main points. They return to their home groups and share the main ideas from all articles. Each group then makes a one-minute presentation to the whole class on the common ideas.
- 10. Anticipation Guides** — Students respond to five or six statements that challenge or support preconceived ideas about key concepts. The most effective statements are those about which students have some knowledge, but not necessarily a complete understanding.
- 11. RAFT** — Students learn to focus their writing by defining their Role, Audience, Format and Topic. For example: “As a graphic arts student, I am writing a letter to an editorial cartoonist to ask him how he designs his cartoons.”
- 12. Interactive Reading Guides** — Students use this variation of the study guide to work with a partner or group and to discuss essential ideas while reading. Interactive questions are developed by the teacher, and students brainstorm to connect personal knowledge to a passage. Students make predictions, create visual images, raise questions of their own and make inferences.
- 13. Concept Definition Maps** — Students focus on content-specific vocabulary using a graphic organizer that encompasses the key components of a definition: class or category, properties or characteristics, and illustrations or examples. Students are encouraged not only to understand the formal definition of a term, but to integrate their personal knowledge into a definition.
- 14. Frayer Model** — Students use the Frayer Model (Frayer, Frederick and Klausmeier, 1969) to record information about a concept. The graphic organizer contains four compartments: essential characteristics, nonessential characteristics, examples and non-examples.
- 15. Visual Prediction Guide** — Students use the visual prediction guide (Irvin, 2001) to “read” visual information in texts. The teacher guides students through a text, offering only visual information, and students note information about the form: charts, diagrams or illustrations. Students then create their own visuals to illustrate text.

PACING GUIDE

Health - Grade 6	
UNITS OF STUDY	TIME
Wellness, Growth and Development	10 Days
Drugs and Medications	8 Days
Human Relationships and Sexuality	15 Days
Lifelines: Suicide Prevention	5 Days

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
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