

# NEPTUNE CITY SCHOOL DISTRICT

# Health Curriculum Grade 8



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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Supervisor of Special Services

# 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 8 CURRICULUM

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# NEPTUNE CITY SCHOOL DISTRICT

## Health Grade 8

### Acknowledgements

The NEPTUNE CITY School District Health curriculum guide for grade 8 was developed through the efforts of Jason Smith and Nick Paratore, Physical Education teachers and under the guidance of the curriculum steering committee, inclusive 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.

## **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.

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**HEALTH  
GRADE 8  
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. 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. The district believes “*health literacy is an integral component of 21st century education.*” This curriculum is intended to produce students who are “*knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders*” (ASCD, 2004)., the contemporary view for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness.”



<b>Unit Plan Title</b>	Wellness
<b>Suggested Time Frame</b>	3 Days

**Overview / Rationale**

This unit introduces students to the standards of Personal Growth and Development. It builds upon student understanding for a healthy lifestyle by encouraging students to take responsibility for one’s own health, including habits, practices, genetics, available health data and improvements in technology.

**Stage 1 – Desired Results**

**Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**A. Personal Growth and Development**

- 2.1.8.A.1** Assess and apply health data to enhance each dimension of personal wellness.
- 2.1.8.A.2** Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- 2.1.8.A.3** Relate advances in technology to maintaining and improving personal health.
- 2.1.8.A.4** Determine the impact of marketing techniques on the use of personal hygiene products, practices and services.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our wellness choices?</li> <li>● How do health behaviors impact personal and family wellness?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Good hygiene is the practice of keeping clean through the use of healthcare and hygiene products. It requires applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>● Collecting health data, such as a health assessment, can help one assess current health levels and predict future wellness.</li> <li>● The advancement of technology and medicine helps us protect ourselves from the everyday cold, STDs, and many other illnesses.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The four parts of health (physical, emotional, mental, &amp; social) impact health and wellness.</li> <li>● How to interpret types of health data and how to make predictions of one's wellness.</li> <li>● Behaviors that are needed in order to live a healthy life.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe the four parts of health (physical, emotional, mental, &amp; social) and their impact on health and wellness</li> <li>● Interpret health data</li> <li>● Explain what good hygiene is and how it relates to wellness</li> <li>● Explain different types of advancements in medicine and awareness of health practices</li> </ul>

## **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

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>			
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>	
			<ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> <li>● A – assessed</li> </ul>
<b>Career Ready Practices</b>			
<b>9.1</b>	<b>Personal Financial Literacy</b>		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		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.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		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.
<b>Career Awareness, Exploration, and Preparation</b>			

- Police
- First Responder
- Counselor
- Doctor
- Nutritionist
- Wellness Coach
- Trainer

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards - ELA**

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

#### **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**

#### **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.

<b>Student Resources</b>	
<b>Primary Source Readings</b>	<u>Glencoe Teen Health</u> McGraw Hill Education 2014
<b>Secondary Source Readings</b>	<a href="http://www.NourishInteractive.com">www.NourishInteractive.com</a>
<b>Teacher Resources</b>	
<b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill Education 2014	
<b>Websites:</b> <a href="http://www.NourishInteractive.com">www.NourishInteractive.com</a>	
<b>Worksheets:</b> <u>Glencoe Teen Health</u> McGraw Hill Education 2014	

<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>Project: Students will create PPT presentations on each part of health, what factors in life affect that part of health, and what are the ways in which to improve their health in each area.</p>	<p><b>Other Evidence:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Debrief: Reflect immediately after an activity or lesson</li> <li>● Chapter Reviews</li> <li>● What are key words that express the main idea?</li> <li>● Exit Slips: Have students reflect on lessons learned during class</li> <li>● 3-2-1: Three things you learned, two things you found interesting and one question you still have</li> <li>● Make an advertisement.</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> </ul>

### Stage 3 – Learning Plan

#### **Suggested Learning Activities**

- Introductory activity: KWL the four parts of health; health data; and medical technology.
- Students read text on personal health, and take notes of key words and concepts from texts.
- Group presentations: Divide class into four groups assigning each group one of the four parts of health (physical, emotional, mental, & social)
- Student activity: Create a poster identifying situations they feel stress, i.e. special event, tests, moving
- Whole group discussion and analysis of how behavior affects health and wellness
- Whole group discussion on health products and medical technological advancements of the past century
- Student activity: Compare and contrast generic versus name brand products. Compose a list of the benefits of brand name and generic health and hygiene products

<b>Unit Plan Title</b>	Wellness - Nutrition
<b>Suggested Time Frame</b>	3 days

**Overview / Rationale**

This unit introduces students to the standards of wellness. It builds upon student understanding of nutrition, encouraging students to take responsibility for their own health. The unit explores aspects of nutrition pertaining to culture, environment, age and how they influence our eating habits. Students are encouraged to make healthy eating choices as well as be wary of new products and supplements.

**Stage 1 – Desired Results**

**Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**B. Nutrition**

- 2.1.8. B. 1** Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8. B .2** Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8 .B. 3** Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8. B.4** Analyze the nutritional values of new products and supplements.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some factors that affect your food choices?</li> <li>● How can a healthy eating pattern affect how your body develops from adolescents through adulthood?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Poor eating habits can hinder the body’s ability to grow and repair.</li> <li>● The eating pattern a person develops as a young person can affect future health and wellness, either positively or negatively.</li> <li>● Weight loss, weight gain or maintaining weight can be difficult if it requires major changes in one’s diet. Being realistic and not expecting immediate change can result in healthier and more lasting outcomes.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ The four parts of health (mental, emotional, social and physical) and how they impact their health and wellness.</li> <li>▪ How to interpret types of health data and how to use that data to make predictions for one’s wellness.</li> <li>● Advances in medicine and awareness of health practices.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe different healthcare and hygiene products and practices.</li> <li>● Interpret health data.</li> <li>● Explain what good hygiene is and how it relates to wellness.</li> </ul>

## **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
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### **Self-Management**

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### **Social Awareness**

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### **Relationship Skills**

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**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

Check ALL that apply – 21 <sup>st</sup> Century Themes		Indicate whether these skills are: ● E – encouraged ● T – taught ● A – assessed	
<b>Career Ready Practices</b>			
<b>9.1</b>	<b>Personal Financial Literacy</b>		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.
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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.
<b>Career Awareness, Exploration, and Preparation</b>			
<ul style="list-style-type: none"> <li>● Police</li> <li>● First Responder</li> <li>● Counselor</li> <li>● Doctor</li> <li>● Nutritionist</li> <li>● Wellness Coach</li> <li>● Trainer</li> </ul>			



## Interdisciplinary Connections

### New Jersey Student Learning Standards - ELA

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

### **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

### 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	
<b>Primary Source Readings</b>	<u>Glencoe Teen Health</u> McGraw Hill Education 2014
<b>Secondary Source Readings</b>	<a href="http://www.Smart-Mouth.org">www.Smart-Mouth.org</a>
<b>Supporting Text pages</b>	
Teacher Resources	
<b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill Education 2014	
<b>Supplemental Workbooks:</b> <u>Glencoe Teen Health</u> McGraw Hill Education 2014	
<b>Websites:</b> <a href="http://www.Smart-Mouth.org">www.Smart-Mouth.org</a>	

Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Essay: Nutrients and Our Body Systems</li> <li>● Project: Students will create a food menu for a restaurant. This menu will need to include a variety of dishes that show new and exciting ways to obtain all of the right amount of nutrients. Menu items will include ingredients and reasons as to why the dish is a healthy choice.</li> </ul>	<p><b>Other Evidence:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Debrief: Reflect immediately after an activity or lesson.</li> <li>● Essential questions</li> <li>● Chapter reviews</li> <li>● What are key words that express the main idea?</li> <li>● Exit Slip: Students reflect on lessons learned during class</li> <li>● 3-2-1: Three things you learned, two things you found interesting and one question you still have</li> <li>● Make an advertisement, poster or complete project</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Test</li> </ul>



### Stage 3 – Learning Plan

#### Suggested Learning Activities

- Introductory Activity: Based on prior lessons regarding how body systems are interrelated, discuss in groups the effects of nutrition on our bodies.
- Students research how the body uses and reacts to the foods we eat.
- Whole class discussion: The food guide pyramid and proper portion size
- Essay: How do nutrients impact body systems?
- Create a list of foods that have the seven types of nutrients.
- Create a menu of foods that are rich in nutrient value. Identify specific nutrients and write how they impact the body systems.
- Group discussion: Healthy eating patterns. How can eating healthy reduce disease and health care costs?
- Create a healthy eating pattern schedule, follow it for a week and report the results.
- Contact a corporation/business to research what they pay in annual health care costs related to nutrition.
- Create a list of diseases and the foods that reduce the risk of getting these diseases.
- Compare and contrast food labels with nutrients that are linked to reducing the risk of diseases.
- Watch selections from “*Super Size Me*” documentary to demonstrate how an unhealthy eating pattern affects the body systems and overall wellness

<b>Unit Plan Title</b>	Wellness – Social and Emotional Health
<b>Suggested Time Frame</b>	3 days

**Overview / Rationale**

This unit introduces students to the standards of Social and Emotional Health. It will allow students to identify factors that affect their social and emotional health, and strategies to foster positive social and emotional wellness. Students will also investigate ways to prevent and cope with conflict and stress.

**Stage 1 – Desired Results**

**Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.1 Wellness: All Students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**E. Social and Emotional Health**

- 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
- 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can you learn to like yourself and others?</li> <li>● How does adolescence play a role in developing strong, healthy relationships?</li> <li>● How does the incidence of conflict, harassment, bullying and violence play a role in personal relationships and social-emotional well-being?</li> <li>● Why is it important to develop strong coping mechanisms and how does it impact one's health and wellness?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Developing self-esteem, resiliency, tolerance, and coping skills support social and emotional health.</li> <li>● Building strong and healthy relationships with peers and others helps to avoid the incidence of violence, bullying, harassment and other conflicts. These factors can cause emotional and mental illnesses if left untreated or unresolved.</li> <li>● A proactive response to a social or emotional problem will help you recover quickly, which will keep the body's health inventory at an even keel.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Characteristics of a healthy social relationship.</li> <li>● Strategies to help resolve issues of conflict, harassment, bullying and violence within their various relationships.</li> <li>● How their home, school, and community can help prevent and resolve a crisis.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe a healthy social and emotional well-being</li> <li>● Explain why it is important to seek help immediately for emotional problems</li> <li>● Demonstrate how to cope with social and emotional issues in a mature manner</li> </ul>

## **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
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### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
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<b>Career Awareness, Exploration, and Preparation</b>			
<ul style="list-style-type: none"> <li>● Police</li> <li>● First Responder</li> <li>● Counselor</li> <li>● Doctor</li> </ul>			

- Nutritionist
- Trainer

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards - ELA**

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

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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**

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**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.

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#### **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.

<b>Student Resources</b>	
<b>Primary Source Readings</b>	<u>Glencoe Teen Health</u> McGraw Hill Education 2014
<b>Secondary Source Readings</b>	<a href="http://www.kidsmatter.edu">www.kidsmatter.edu</a>
<b>Supporting Text pages</b>	
<b>Teacher Resources</b>	
<b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill Education 2014	
<b>Websites:</b> <a href="http://www.kidsmatter.edu">www.kidsmatter.edu</a>	
<b>Worksheets:</b> <u>Glencoe Teen Health</u> McGraw Hill Education 2014	

<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Essay: Conflict, harassment, bullying, and violence</li> <li>● Projects: Students will work in groups to create a skit. The students will create a situation where they may feel alone, shy, or uncomfortable. The skit will portray different ways to improve social and emotional health.</li> </ul>	<p><b>Other Evidence:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Debrief: Reflect immediately after an activity or lesson.</li> <li>● Essential questions</li> <li>● Chapter reviews</li> <li>● What are key words that express the main idea?</li> <li>● Exit Slip: Students reflect on lessons learned during class</li> <li>● 3-2-1: Three things you learned, two things you found interesting and one question you still have</li> <li>● Make an advertisement, poster or complete project</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Test</li> </ul>

### Stage 3 – Learning Plan

#### **Suggested Learning Activities**

- Small groups will write and perform a skit describing a situation that may produce stress, the response to that stressor, ways to manage the stress in a healthy manner.
- Students investigate and list local support groups for emotional disorders, and compile the findings into a master list and distribute them to the class for future reference.
- Introductory activity: How can emotional and social health affect a person's wellness?
- Group activity: Identify social and emotional events. Compare and contrast how they affect a persons' wellness.
- Class discussion: Adolescent social/emotional stressors that can impact your relationships with your family and peers
- Class discussion: What role does culture plays in crisis management and change?
- Group activity: Compare and contrast social and emotional well-being
- Writing activity: Brainstorm and compose an essay on the factors and choices that contribute to the incidence of conflict, harassment, bullying, and violence

<b>Unit Plan Title</b>	Wellness – Diseases and Health Conditions
<b>Suggested Time Frame</b>	3 Days

**Overview / Rationale**

This unit introduces students to the standards of Diseases and Health Conditions. Students will explore the types of disease and other health conditions that they may experience in their lives. Knowledge of diseases and health conditions (including mental illness) can help with prevention, detection, and treatment.

**Stage 1 – Desired Results**

**Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**C. Diseases and Health Conditions**

2.1.8.C.1 Evaluate emerging methods to diagnose and treat 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.

2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.8.C.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 well-being.

**D. Safety**

2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can treatment of diseases impact the world? How do they differ? How can we prevent them?</li> <li>● Why is mental health an important part of health and how can it impact the people around a person with a mental disorder?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Current and emerging diagnostic, prevention, and treatment strategies can help people live healthier and longer than ever before.</li> <li>● Diseases have different effects on the body. Some attack the body more quickly than others, as well as affecting different parts of the body.</li> <li>● Having good mental health allows the person to make clear and wise decisions. Having poor mental health can cause issues that can impact that person's life as well as others.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Classifications of a disease.</li> <li>● Past, present, and future treatment methods for disease</li> <li>● How to cope with mental illness and its effects on those around a person with mental illness</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify the classifications of diseases, their risks, and how they are diagnosed and treated. <ul style="list-style-type: none"> <li>● Compare and contrast the effects of hepatitis, HIV/AIDS, and other STD's</li> <li>● Compare and contrast the effects of breast cancer and testicular cancer</li> </ul> </li> <li>● Explain the importance of getting vaccinations</li> <li>● Describe various mental illnesses, their symptoms, and treatment.</li> </ul>

## **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 skills
- 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
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<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>			
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b> ● E – encouraged ● T – taught ● A – assessed <b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		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		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.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
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X	Career Exploration	ETA	CRP11. Use technology to enhance productivity.
X	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
<b>Career Awareness, Exploration, and Preparation</b>			
<ul style="list-style-type: none"> <li>● First Responder</li> <li>● Counselor</li> <li>● Doctor</li> <li>● Nutritionist</li> </ul>			

- Wellness Coach

### Interdisciplinary Connections

#### New Jersey Student Learning Standards - ELA

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

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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

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<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>● Essay: New methods to treat diseases</li> <li>● Project: Students debate on the topic of vaccinations and flu shots. Students will be able to research topics and weigh the pros and cons of vaccinations.</li> </ul>	<p><b>Other Evidence:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Debrief: Reflect immediately after an activity or lesson.</li> <li>● Essential questions</li> <li>● Chapter reviews</li> <li>● What are key words that express the main idea?</li> <li>● Exit Slip: Students reflect on lessons learned during class</li> <li>● 3-2-1: Three things you learned, two things you found interesting and one question you still have</li> <li>● Make an advertisement, poster or complete project</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Test</li> </ul>

### Stage 3 – Learning Plan

**Suggested Learning Activities**

- Introductory Activity: Class discussion of diseases known to them
- Students discuss thoughts on text passages.
- Group Activity: Identify examples within the disease categories.
- Research activity: What are some new treatment methods emerging in the medical field? How do they compare with other methods?
- Group Activity / Class Discussion: Diseases, naming the category, detection, symptoms, body parts affected, treatments, prevention.
- Class Discussion: How do the local and state health departments deal with disease prevention and control?
- Class Discussion: Hepatitis, HIV/AIDS, and other STDs
- Group Activity: Compare and contrast the effects of hepatitis, HIV/AIDS, and other STDs.
- Class Discussion: Compare and contrast breast cancer and testicular cancer describing detection and treatment.
- Write about the history of vaccination and the diseases they prevent.
- Create an organizational chart of mental illnesses by signs and symptoms, behavior, emotions, professional treatment, and medication.

<b>Unit Plan Title</b>	Character Development
<b>Suggested Time Frame</b>	3 Days

**Overview / Rationale**

This unit introduces students to the standards of Character Development. It builds upon student understanding of critical thinking skills. The unit will focus on topics related to character and ethics. The use of critical thinking, decision making, problem solving, leadership, and communication skills are essential to making informed personal, family and community health decisions.

**Stage 1 – Desired Results**

**Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

**C. Character Development**

- 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.
- 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

**D. Advocacy and Service**

- 2.2.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
- 2.2.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.

**E. Health Services and Information**

- 2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.
- 2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How are character and health related?</li> <li>● What aspects of our character can be changed? How are they influenced?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Character is who you are when no one is looking. Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.</li> <li>● Ethical values are values set forth by the community as social norms, as to what is acceptable and what is not. Values are regarded as an important part of the community's well-being.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Codes of conduct set forth by the school and community and how they play a pivotal role in developing the student's development of ethical values.</li> <li>● Structure of a team, consisting of a leader and supporting roles with a common goal.</li> <li>● The types of services provided in school and the community.</li> <li>● Methods to obtain a position in health services and fitness.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe why the codes of conduct are important and how they may vary.</li> <li>● Analyze how personal and group adherence to codes of conduct is important.</li> <li>● Compare and contrast between leadership and supportive roles.</li> <li>● Describe how to access the health and fitness services provided to them in school and the community.</li> <li>● Explain how to obtain a specific career in health or fitness services.</li> </ul>

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### **Self-Awareness**

- Recognize one's own feelings and thoughts
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<b>Websites:</b> <a href="http://www.healthtrek.org/">www.healthtrek.org/</a>	

<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>Project: Students will create 2 skits.</p> <ul style="list-style-type: none"> <li>● One skit will express poor behavior and character.</li> <li>● The second will express positive behavior and good character development.</li> </ul> <p>The outcome of the two scenarios will be a direct result of the quality of character of the person in the skit.</p>	<p><b>Other Evidence:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Debrief: Reflect immediately after an activity or lesson.</li> <li>● Essential questions</li> <li>● Chapter reviews</li> <li>● What are key words that express the main idea?</li> <li>● Exit Slip: Students reflect on lessons learned during class</li> <li>● 3-2-1: Three things you learned, two things you found interesting and one question you still have</li> <li>● Make an advertisement, poster or complete project</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Test</li> </ul>

### Stage 3 – Learning Plan

#### **Suggested Learning Activities**

- Introductory Activity: How are character and ethics related to obtaining and maintaining a career?
- Explain how displays of character/ethics impacts the community.
- Class discussion: How does the student body react to the code of conduct of your school?
- Side Debate: Choose a school rule and debate why the rule should or should not exist.
- Class Discussion: The importance of following ethical values and codes of conduct
- Small Group: Given a school code of conduct rule, identify how individuals and groups adhere to the rule.
- Class Discussion: The structure and roles of a team and their goals.
- Group Activity: Identify motivational techniques that encourage others.
- Class Discussion: How can the health services and fitness services provided by the school and community help to make you healthier?
- Group Activity: Develop a fitness or health service group for the school that will increase student participation and overall health.
- Research the fitness and healthcare services in your community.
- Design a plan of action to obtain a position as a healthcare provider.

<b>Unit Plan Title</b>	Drugs and Medications
<b>Suggested Time Frame</b>	3 Days

**Overview / Rationale**

This unit introduces students to the standards of Drugs and Medicines. It builds upon student understanding of drugs and medicines to help students make more informed decisions related to personal wellness and the wellness of others. This unit looks at the proper and improper use of drugs and medications, their effects, positive and negative, as well as addiction and its treatment.

**Stage 1 – Desired Results**

**Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

**A. Medicines**

**2.3.8.A.1** Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.

**2.3.8.A.2** Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse

**B. Alcohol, Tobacco, and Other Drugs**

**2.3.8.B.1** Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

**2.3.8.B.2** Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

**2.3.8.B.3** Analyze the effects of all types of tobacco use on the aging process.

**2.3.8.B.4** Compare and contrast smoking laws in New Jersey with other states and countries.

**2.3.8.B.5** Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

**2.3.8.B.6** Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

**2.3.8.B.7** Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

**2.3.8.B.8** Analyze health risks associated with injected drug use.

### **C. Dependency/Addiction and Treatment**

**2.3.8.C.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.

**2.3.8.C.2** Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

#### **Essential Questions:**

- How do I determine if 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?

#### **Enduring Understandings:**

*Students will understand...*

- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
- The abuse of prescription medication can lead to the abuse and addiction of illegal drugs such as heroin. Medicines must be used correctly in order to be safe and have the maximum benefit.
- The use of herbs, organics and supplements can benefit the body, but can also cause harm. The FDA does not regulate herbal supplements. As with any drug, the misuse and overdose of these types of medicines can cause various ill effects on the body systems.
- There are multiple factors that increase the risk of drug dependency including genetics, environment, age at which once starts, and social situations.

**Knowledge:**

*Students will know...*

- The dangers of possible addiction and overdose of prescription drugs.
- The benefits and dangers of herbs, supplements, and organics medicines.
- Types of inhalants and outcomes on the body after using.
- Sudden Sniffing Death Syndrome involves many substances that are inhaled.
- The physical and behavioral effects of each classification of drugs.

**Skills:**

*Students will be able to...*

- Compare and contrast the benefits and dangers of organics, herbs, and supplements in regard to body system repair, energy, and growth.
- Differentiate between synergistic (drugs can increase in potency by using different drugs at one time) and antagonistic effects (when a drug combination produces an effect that is less than the sum of the effects of the drugs acting alone).
- Recognize that Sudden Sniffing Death Syndrome (SSDS) occurs in seconds and demonstrate a knowledge that the body's natural release of epinephrine combined with the inhalant will cause arrhythmia (irregular heart beat) and death.
- Predict a series of outcomes for drug use regarding: effects on the body physically and behaviorally, relationships of the person's family and community, legal and financial complications, and long and short term consequences in a person's life.

## **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
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- Recognize the importance of self-confidence in handling daily tasks and challenges

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### **Responsible Decision Making**

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### **Relationship Skills**

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<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b> ● E – encouraged ● T – taught ● A – assessed <b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		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		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.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		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.
X	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
<b>Career Awareness, Exploration, and Preparation</b>			
<ul style="list-style-type: none"> <li>● Police</li> <li>● First Responder</li> <li>● Doctor</li> <li>● Nutritionist</li> </ul>			

- Wellness Coach

### Interdisciplinary Connections

#### New Jersey Student Learning Standards - EMT

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

#### **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

#### 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.

<b>Student Resources</b>	
<b>Primary Source Readings</b>	<u>Glencoe Teen Health</u> McGraw Hill Education 2014
<b>Secondary Source Readings</b>	<a href="https://www.cdc.gov/bam/index.html">https://www.cdc.gov/bam/index.html</a>
<b>Supporting Text pages</b>	
<b>Teacher Resources</b>	
<b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill Education 2014	
<b>Websites:</b> <a href="https://www.cdc.gov/bam/index.html">https://www.cdc.gov/bam/index.html</a>	

<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>Essay Option 1: Addiction can occur from prescription drugs, such as pain killers</p> <p>Essay Option 2: Safety precautions while using solvents, glues, and paints</p> <p>Essay Option 3: How drug use (dealing, or possession) can impact ones' life</p> <p>Project: Students will be assigned different types of symptoms. They will determine:</p> <ul style="list-style-type: none"> <li>● Is the medication they need is over the counter or prescription?</li> <li>● Is there a risk of addiction? If yes, why?</li> </ul> <p>Students will present their findings to the class.</p>	<p><b>Other Evidence:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Debrief: Reflect immediately after an activity or lesson.</li> <li>● Essential questions</li> <li>● Chapter reviews</li> <li>● What are key words that express the main idea?</li> <li>● Exit Slip: Students reflect on lessons learned during class</li> <li>● 3-2-1: Three things you learned, two things you found interesting and one question you still have</li> <li>● Make an advertisement, poster or complete project</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Test</li> </ul>

### Stage 3 – Learning Plan

#### Suggested Learning Activities

- Introductory Activity: Introduce the different types of drugs and medicines; bring in an empty prescription drug container for examination of information found on a label.
- Students will discuss safe ways to dispose of extra medication that may be addictive. Class will follow with discussion.
- Student Notes: List different types of prescription drugs, their purpose, side-effects, and dangers.
- Essay: Addiction can occur from prescription drugs, such as pain killers
- Create a chart describing the benefits and dangers of organics, herbs, and supplements.
- Create a chart labeling types of inhalants, effects, dangers, and long-term effects.
- Class discussion: What precautions are needed to properly use products that can be accidentally inhaled? Name possible outcomes from the use of inhalants.
- Group activity: write a skit expressing the dangers of the use of inhalants and perform it to the class.
- Essay: Safety precautions while using solvents, glues, and paints
- Group activity: Research different alcohol and drug treatment resources and counseling programs provided to the public.
- Essay: How drug use (dealing, or possession) can impact one's life
- Create a poster campaigning against a specific drug.
- Class discussion: What is your position on drug dependency due to a genetic or gender-related predisposition?

<b>Unit Plan Title</b>	Relationships and Sexuality
<b>Suggested Time Frame</b>	5 Days

### Overview / Rationale

This unit introduces students to the standards of Relationships, Sexuality, and Pregnancy. It builds upon student understanding of healthy relationships and their bodies, introduces sexual orientation, and expands upon puberty and making informed choices as they become sexually active. A students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

### Stage 1 – Desired Results

**Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

#### A. Relationships

- 2.4.8.A.1 Predict how changes within a family can impact family members.
- 2.4.8.A.2 Explain how the family unit impacts character development.
- 2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.
- 2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- 2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

#### B. Sexuality

- 2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
- 2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

**2.4.8.B.6** Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

**C. Pregnancy and Parenting**

**2.4.8.C.1** Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.

**2.4.8.C.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.

**2.4.8. C.3** Determine effective strategies and resources to assist with parenting.

**2.4.8. C.4** Predict short- and long-term impacts of teen pregnancy.

**2.4.8. C.5** Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we learn to understand and respect diversity in relationships?</li> <li>● How do affection, love, commitment, and sexual attraction play a role in developing a healthy relationship?</li> <li>● What is a healthy relationship and what warning signs of unhealthy relationships might lead to dating violence?</li> <li>● How do you know when you are ready to have a child?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>● Signs of an unhealthy relationship can include verbal or physical abuse, or encouraging you to do things against your beliefs.</li> <li>● Making poor choices regarding sexual activity and contraception can lead to a life of poor health, an unintended child, or even death.</li> <li>● Prenatal care has a direct impact on the delivery and long-term health of the child.</li> <li>● Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Signs of an unhealthy relationship.</li> <li>● Types of behaviors that can lead to deadly disease, STDs, or unintended pregnancy.</li> <li>● Types of contraception (condom, IUD, oral, patch, injection), reliability, risks, and impact of religious beliefs.</li> <li>● Self-examinations techniques for breast and testes.</li> <li>● Outcomes of alcohol, tobacco, drugs, diseases, and environmental hazards have on pre-natal/post-natal development.</li> <li>● Strategies and resources for effective parenting.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast between affection, love, commitment, and sexual attraction.</li> <li>● Identify the signs of an unhealthy relationship and strategies to end or fix an unhealthy relationship.</li> <li>● Describe the behaviors that can lead to deadly disease, STDs or unintended pregnancy.</li> <li>● Explain why performing a routine self-examination of the breast or testes reduces the risk of cancer.</li> <li>● List the steps necessary to perform a routine self-examination of the breast or testes.</li> <li>● Describe the impacts of alcohol, tobacco, drugs, diseases, and environmental hazards have on pre-natal/post-natal development.</li> <li>● Analyze the challenges and responsibilities of being a teen parent.</li> </ul>



## **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 skills
- 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

<b>In this unit plan, the following 21st Century Life and Careers skills are addressed:</b>			
<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b> <ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> <li>● A – assessed</li> </ul> <b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>		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		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	E	CRP6. Demonstrate creativity and innovation.
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<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		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.
X	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
<b>Career Awareness, Exploration, and Preparation</b>			
<ul style="list-style-type: none"> <li>● First Responder</li> <li>● Counselor</li> <li>● Nutritionist</li> <li>● Wellness Coach</li> <li>● Teacher</li> <li>● Athlete</li> </ul>			



## Interdisciplinary Connections

### New Jersey Student Learning Standards -ELA

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

### **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

### 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	<u>Glencoe Teen Health</u> McGraw Hill Education 2014
Secondary Source Readings	
Supporting Text pages	
Teacher Resources	
Texts: <u>Glencoe Teen Health</u> McGraw Hill Education 2014	
Websites: <a href="http://www.shinesa.org.au/relationships-and-sexual-health-education-for-secondary-y">www.shinesa.org.au/relationships-and-sexual-health-education-for-secondary-y</a>	

Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <p>Essay: Healthy Relationships</p> <p>Project: Raising a Child</p> <ul style="list-style-type: none"> <li>Students will work in groups of 4. Students will research and calculate the cost of a child over its first 18 years of life, including all a child’s needs such as daycare, diapers, formula, education, hobbies and interests, food, etc..</li> </ul>	<p><b>Other Evidence:</b></p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Debrief: Reflect immediately after an activity or lesson.</li> <li>Essential questions</li> <li>Chapter reviews</li> <li>What are key words that express the main idea?</li> <li>Exit Slip: Students reflect on lessons learned during class</li> <li>3-2-1: Three things you learned, two things you found interesting and one question you still have</li> <li>Make an advertisement, poster or complete project</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>Quizzes</li> <li>Test</li> </ul>

### Stage 3 – Learning Plan

#### **Suggested Learning Activities**

- Class discussion: Compare and contrast a healthy and an unhealthy relationship
- Create and perform a skit on identifying an unhealthy relationship and how to get out of it
- Class discussion: Cultural differences in dating
- Group activity: Identify risky behaviors that put one at risk of HIV/AIDS, STDs, and unintended pregnancies.
- Class discussion: Routine examinations needed to have a healthy life
- Class discussion: Contraception and effectiveness rates
- Teacher Power Point: Effectiveness of Contraceptives
- Class discussion: KWL pre-natal and post-natal care of a child
- Group activity: Pre- and Postnatal Care of a Child (procedures, test, vitamins, foods, and medication)
- Class discussion: The effects of alcohol, tobacco, and drugs on a fetus
- Class discussion: The cost of raising a child
- Student Interview of a parent or grandparent on what it is like being a parent

<b>Unit Plan Title</b>	Lifelines Suicide Prevention
<b>Suggested Time Frame</b>	5 Days

<b>Overview / Rationale</b>
<p>This unit introduces students to the standards of Social and Emotional Health. It builds upon student understanding of positive lifestyle choices and focuses on mental health and suicide. Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>

<b>Stage 1 – Desired Results</b>
<p><b>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</b></p> <p><b>Social and Emotional Health</b></p> <ul style="list-style-type: none"> <li>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</li> <li>2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</li> <li>2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss and separation.</li> </ul>

<p><b>essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do you identify someone who is suicidal?</li> <li>● What steps can you take to help someone who is suicidal?</li> <li>● What effects can suicide have on people left behind?</li> <li>● How are depression and suicide linked?</li> </ul>	<p><b>during Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● The warning signs of suicidal behavior: <ul style="list-style-type: none"> <li>● Talking about wanting to die or to kill themselves</li> <li>● Looking for a way to kill themselves, like searching online or buying a gun</li> <li>● Talking about feeling hopeless or having no reason to live</li> <li>● Talking about feeling trapped or in unbearable pain</li> <li>● Talking about being a burden to others</li> <li>● Increasing the use of alcohol or drugs</li> <li>● Acting anxious or agitated; behaving recklessly</li> <li>● Sleeping too little or too much</li> <li>● Withdrawing or isolating themselves</li> <li>● Showing rage or talking about seeking revenge</li> <li>● Extreme mood swings</li> </ul> </li> <li>● How to respond to troubled peers.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to identify suicide warning signs and respond to a person in need.</li> <li>● Available resources, be able to name one helpful adult, and know how resources will respond.</li> <li>● Techniques for conflict resolution strategies.</li> <li>● Healthy and unhealthy behaviors impact personal health.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe the warning signs of suicide and demonstrate how to respond to a person in need.</li> <li>● Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</li> <li>● Demonstrate effective conflict management or resolution strategies.</li> <li>● Describe how to maintain a positive attitude about intervention and help seeking behaviors.</li> </ul>

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<b>Check ALL that apply – 21<sup>st</sup> Century Themes</b>		<b>Indicate whether these skills are:</b>	
			<ul style="list-style-type: none"> <li>● E – encouraged</li> <li>● T – taught</li> <li>● A – assessed</li> </ul>
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X	Income and Careers		CRP2. Apply appropriate academic and technical skills.
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	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
<b>Career Awareness, Exploration, and Preparation</b>			
<ul style="list-style-type: none"> <li>● Police and First Responders</li> <li>● Doctor</li> <li>● Nutritionist and Wellness Coach</li> <li>● Trainer and Athlete</li> </ul>			

- 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**

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Student Resources	
<b>Primary Source Readings</b>	Lifelines handout sheets
<b>Secondary Source Readings</b>	<a href="https://www.sprc.org/resources-programs/lifelines-curriculum">https://www.sprc.org/resources-programs/lifelines-curriculum</a>
Teacher Resources	
<b>Texts:</b>	
<b>Websites:</b> <a href="https://www.sprc.org/resources-programs/lifelines-curriculum">https://www.sprc.org/resources-programs/lifelines-curriculum</a>	
<b>Worksheets:</b> Lifelines handouts	

Stage 2 – Assessment Evidence	
<b>Performance Task(s):</b>	<b>Other Evidence:</b>
Informational Pamphlet: <i>Suicide Prevention</i>	<u>Formative Assessments</u> Do Now, Exit Slip
	<u>Summative Assessments</u> Unit quiz and test, vocabulary, group projects

<b>Stage 3 – Learning Plan</b>	
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Intro to the lifelines program</li> <li>● Session 1: <ul style="list-style-type: none"> <li>● Warning signs and FACTS handout</li> <li>● What would you do handout</li> <li>● T/F questionnaire</li> </ul> </li> <li>● Session 2: DVD <i>Scenarios</i> <ul style="list-style-type: none"> <li>● FACTS handout</li> <li>● Discussion topics</li> </ul> </li> <li>● Session 3: DVD <i>One Life Saved</i> <ul style="list-style-type: none"> <li>● Discussion and question handout</li> <li>● Create a list of people and resources of helpful people</li> </ul> </li> <li>● Session 4: Help Seeking Pledge handout; role-playing</li> <li>● Group activity: Create an informational pamphlet for suicide prevention and or a helpful resource for others to use.</li> </ul>

<b>Grade 8 Lifelines Video List</b>	
<i>A Wasted Breath: Kids on Inhalants</i>	<i>Super Bugs</i>
<i>Alcohol Blackouts</i>	<i>Super Size Me</i>
<i>Binge Drinking Blowout</i>	<i>Teased, Taunted, Bullied</i>
<i>Cocaine and The Brain</i>	<i>The Common Cold</i>
<i>Girl Gangs</i>	<i>The Real Truth About Alcohol, Marijuana, &amp; Inhalants</i>
<i>Hard Choices</i>	<i>The Truth About Alcohol</i>
<i>Making Friends</i>	<i>Wash Those Hands</i>
<i>Natural High 3</i>	<i>When In Doubt, Throw It Out</i>
<i>Shattered: If Your Kid's on Drugs</i>	<i>For the Love of Nancy</i>
<i>Smoking: The Toxic Truth</i>	<i>The Ryan White Story</i>
<i>Spit Tobacco: No Dip, No Brainer</i>	<i>Lifelines</i>

## **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](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



**PACING GUIDE**

<b>Health Grade 8</b>	
<b>Units of Study</b>	<b>TIME</b>
Wellness	3 Days
Wellness - Nutrition	3 Days
Wellness - Social and Emotional Health	3 Days
Wellness - Diseases and Health Concerns	3 Days
Character Development	3 Days
Drugs and Medications	3 Days
Relationships and Sexuality	5 Days
Lifelines: Suicide Prevention	5 Days

NEPTUNE CITY SCHOOL DISTRICT  
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An Affirmative Action Equal Opportunity Employer

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