

TOWNSHIP OF UNION PUBLIC SCHOOLS



Comprehensive Health Education

Grade 8

August 20, 2019

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

8th Course Description

The curriculum will help the students to develop positive healthy attitudes, respect for themselves and others and an appreciation for life. We hope to supplement and expand the positive attitudes already taught in the home. The goal is to establish a consistent foundation on which the students can make responsible decisions on the future.

This curriculum will help the students develop knowledge of family life and the importance of being a teenager. The responsibilities and confrontations associated with this age group will also be developed. The goal is for the student to make responsible decisions based on information received.

The students will develop a vocabulary that is used properly with correct terminology. The students will learn that they are responsible for their own behavior and actions. Possible outcomes for behavior will also be discussed.

8th Grade Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Wellness	14
Unit 2: Alcohol, Tobacco and other Drugs	10
Unit 3: Family Life/Sexuality	11
Unit 4: Community Health Skills	10

8th Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1: Wellness	<ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support 	<ul style="list-style-type: none"> • Adolescent Growth & Development • Body Systems 	

	<ul style="list-style-type: none"> a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 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 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 	<ul style="list-style-type: none"> Nutrition
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p> <p>Unit 2: Alcohol, Tobacco & other Drugs</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.3 Drugs and Medicines: All students will acquire 	<ul style="list-style-type: none"> Drugs Alcohol Tobacco

	<p>knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</p> <ul style="list-style-type: none"> • 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 		
<p>Suggested Resources Provide links to specific resources/activities</p> <p>Unit 3: Family Life/Sexuality</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 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 • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the 	<ul style="list-style-type: none"> • Building Healthy Relationships • Life Skills Training • Sexually Transmitted Infections & preventions 	

	<p>physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 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 • 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 	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> • Conflict resolution • HIV/AIDS • Infectious & non-infectious diseases • First Aid & Safety
<p>Unit 4: Community Health Skills</p>		
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>

Curricular Units

Unit 1: Wellness			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Growth and development 2.4.8.B.1</p> <p>2.4.8.B.2</p> <p>2.4.8.B.3</p> <p>2.4.8.B.5</p> <p>2.4.8.B.6</p>	<p>Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</p> <p>Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</p> <p>Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and the HPV vaccine.</p>	<p>Question Box – students anonymously ask questions without embarrassment.</p> <p>Research teen magazines and websites, in what ways do they try to influence teens? Report out to class.</p> <p>Goal setting worksheet – chooses a goal and graph how to achieve that goal.</p> <p>Love and Infatuation worksheet</p> <p>Promoting a Healthy Sexual Identity worksheet.</p> <p>Create a list of physical and emotional changes during pregnancy.</p>	
<p>Nutrition 2.1.8.B.1</p>	<p>Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p>	<p>Develop food guide pyramid of your diet.</p> <p>Research a country that has famine problems, describe steps being taken to correct.</p>	

<p>2.1.8.B.2</p> <p>2.1.8.B.3</p> <p>2.1.8.B.4</p>	<p>Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>Analyze the nutritional values of new products and supplements</p>	<p>Poster on nutritional deficiencies effects on the human body.</p> <p>Find an ad for a food or food product. What methods are used to encourage you to buy that food?</p> <p>Present your “ideal diet” plan</p>	
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Unit 1 Assessment Plan	
<p>Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<p>Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 1 Suggested Modifications/Accommodations/Extension Activities	
<p>English Language Learners (ELL) When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descripto</p>	<p>Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students’ IEP for specific modifications and accommodations</p>
	<p>Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction

<p>TS</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<ul style="list-style-type: none"> • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 1 Connections		
NJSLIS - Technology	Career Readiness Practices	
<p><i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p> <p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other</p>	<p><i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p> <ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. 	

cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the 21st Century Life and Skills

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/ assignments/etc.

Refer to the NJ Student Learning Standards

Specific Standards That May Apply:

K-4th

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related

- Math
- Language Arts
- Science
- Art
- Music

activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the

Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Mathematics

Statistics

Mathematics

Statistics

Mathematics

Statistics

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Statistics

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Statistics

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Statistics

Mathematics

Statistics

Unit 2: Alcohol, Tobacco & Other Drugs

Content Standards	Critical Knowledge & Skills (*Unpacked* Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	Reading Strategy. Finding the main ideas relating to alcohol abuse.	www.pacentral.org/bp/index.html
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.	Create a TV ad that encourages teens not to drink. Role play with group members.	www.pacentral.org/mediacenter/videos.html
2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.	Make a poster encouraging teens not to smoke. "Up In Smoke" worksheet.	exit cards
2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.	Create pamphlet to educate other about dangers of drugs.	
2.3.4.B.5	Identify the short- and long-term physical effects of inhaling certain substances.	Write a script for a public service announcement explaining long and short term effects of marijuana.	

Unit 2 Assessment Plan

Formative Assessment <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists 	<ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

• Examinations of Student Work

Unit 2 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL)

When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support English Language Learners:
 *All WIDA Can Do Descriptors can be found at:

<https://wida.wisc.edu/teach/cando/descriptors>

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Special Education / 504

When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support Students with Disabilities:

***Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted and Talented

When possible, provide links to specific samples/documents/assignments/etc.

Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Unit 2 Connections

NJSLS - Technology

When possible, provide links to specific samples/documents/assignments/etc.

Refer to the NJ Technology Standards

K-4

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.5.A.2 Format a document using a word processing application

Career Readiness Practices

When possible, provide links to specific samples/documents/assignments/etc. Refer to the NJ Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

~~8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media~~

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

21st Century Skills

When possible, provide links to specific samples/documents/assignments/etc.

Refer to the 21st Century Life and Skills

Specific Standards That May Apply:

K-4th

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.4 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/assignments/etc.

Refer to the NJ Student Learning Standards

- Math
- Language Arts
- Science
- Art
- Music

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways:

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 3: Family Life & Sexuality			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
2.4.8.A.1	Predict how changes within a family can impact family members.	Who are you? Worksheet	www.pecentral.org/bp/index.html
2.4.8.A.2	Explain how the family unit impacts character development.	Who are you? Oral presentation	www.pecentral.org/mediacenter/videos.html
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.	Design your family tree project. Identify changes in relationships with parents, grandparents, siblings, etc.	exit cards
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.	Improving communication with parents worksheet	
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	Role play scenarios designated by the teacher.	
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.	Present article on healthy relationship styles.	

Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<ul style="list-style-type: none"> In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses 	<ul style="list-style-type: none"> Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects

<ul style="list-style-type: none"> • Journals • Checklists • Examinations of Student Work 	<ul style="list-style-type: none"> • Presentations • Essays
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Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: * All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Use of cognates to increase comprehension • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: * Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 3 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i>
<p>K-4</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee.

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

problem or issue

21st Century Skills
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- Language Arts
- Science
- Art
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K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

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- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
9.3.HU-FAM.2 Identify community resources to provide family and community services.
9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

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Unit 4: Community Health Skills

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Conflict Resolution</p> <p>2.2.8.A.1</p> <p>2.2.8.A.2</p>	<p>Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p>	<p>Role Play teacher directed scenarios.</p> <p>Evaluate song lyrics that promote negative behaviors. Write a review on how that can be changed to a positive.</p> <p>Worksheet – strengths and weaknesses for preventing conflicts from growing.</p> <p>Gestures - Game</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacentre/videos.html</p> <p>exit cards</p>
<p>Communicable/Non-Communicable Diseases</p> <p>2.1.8.C.1</p> <p>2.1.8.C.2</p> <p>2.4.8.B.4</p>	<p>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.</p> <p>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>Relate certain behaviors to placing one at greater risk for HIV/AIDS and unintended pregnancy.</p>	<p>Create a chart of behaviors that can lead to the spread of pathogens over a week, describe results and solutions.</p> <p>Use decision making process for healthy decisions based on teacher directed scenarios.</p> <p>Create a booklet that tells teens about the dangers of STDs.</p> <p>Develop a plan on how to avoid contracting HIV. Specifically write steps to reach your goal.</p> <p>Create poster advocating abstinence and the diseases that can be avoided.</p>	<p>www.pecentral.org/bp/index.html</p> <p>www.pecentral.org/mediacentre/videos.html</p> <p>exit cards</p>

Co

Unit 4 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- In-class assignments

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Open ended questions

<ul style="list-style-type: none"> • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<ul style="list-style-type: none"> • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays
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Unit 4 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Special Education / 504 <i>When possible, provide links to specific samples/documents/assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Gifted and Talented <i>When possible, provide links to specific samples/documents/assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 4 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p>5-8</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

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