TOWNSHIP OF UNION PUBLIC SCHOOLS

Grade 8
Health

Adopted
September 19th, 2023

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.

Unit 1

Unit Title: – Personal Growth and Development

Grade level: Grade   Timeframe: 15 Days

Rationale

Personal Growth and Development will focus on the emotional, sexual, and personal health of the students. Students will be expected to learn the importance of emotional health and the impact it has on the whole student. The students will examine emotional management strategies and coping skills. The students will analyze the relationship between healthy behaviors and personal health as well as ways to promote a healthy lifestyle. The students will analyze healthy sexual relationships and the different relationships that can occur in society.

Focus Questions

How can appropriate healthcare promote personal health?

What are both the internal and external body parts of the male and female reproductive system, and natural variations that can exist with each?

What is the relationship between healthy behaviors and personal health?

Standards

Standards (Taught and Assessed):

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

Evaluate available resources that can assist in solving problems.

Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Respect- 2.1.8.PGD.4: 2.1.8.EH.1: 2.1.8.SSH.3: 2.1.8.SSH.4: 2.1.8.SSH.5: 2.1.8.SSH.6:	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values. *Essential Vocabulary:* Wellness, Respect, Trust, Caring	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals	**Activities:** Students will engage in role play activities utilizing their learned terminology. Students will research issues related to respect in current event articles. Students will give an oral presentation related to their experiences with respect. Students will create letters that seek advice, classmates will respond. Students will generate a list of behaviors that demonstrate respect and disrespect.	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:** Individualized as needed **IEP/504/At risk:** Modifications/

				Accommodations as stated in IEP. Individualize as needed
Trust 2.1.8.PGD.4: 2.1.8.EH.1: 2.1.8.SSH.3: 2.1.8.SSH.4: 2.1.8.SSH.5: 2.1.8.SSH.6:	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values. ***Essential Vocabulary****:* Wellness, Respect, Trust, Caring	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals	**Activity:** Divide class into groups to discuss and report out the five aspects of trustworthiness (honesty, reliability, courage, loyalty, good reputation). Write an essay about a person you trust, including why you trust them. Have teams of students debate opposing sides of an issue that involves trust. Develop a checklist of evaluating the trustworthiness of another person.	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504/At risk:** Modifications/ Accommodations as stated in IEP. Individualize as needed

Caring 2.1.8.PGD.4: 2.1.8.EH.1: 2.1.8.SSH.3: 2.1.8.SSH.4: 2.1.8.SSH.5: 2.1.8.SSH.6:	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values. *Essential Vocabulary*: Wellness, Respect, Trust, Caring	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialog ues Written Responses Journals	**Activity:** Brainstorm. the definition of caring. Create a list of Do's and Don'ts for caring. Plan a service project to be handed in to a service club. Create posters illustrating acts of caring. Analyze the caring actions of people in the news or on television. Pair share about a situation that happened to them regarding how they cared for someone in their community.	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504/At risk:** Modifications/ Accommodations as stated in IEP. Individualize as needed

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Unit 2

Unit Title: Emotional Wellness-Alcohol, Tobacco, and Other Drugs
Grade level: Grade 8   **Timeframe: 10 Days**

Rationale

Emotional health is an essential component of the well rounded students. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learning. Student learning will center around student emotional behavior, moods, emotions and decision making. Lessons on Alcohol, Tobacco, and other Drugs and how they play a role in emotional health will be a focus in this unit.

Focus Questions

How can the use of alcohol, tobacco, and other drugs impact your life?

How can alcohol,tobacco, and other drugs impact decision making?

What are the positive and negative outcomes of drugs, alcohol, and tobacco use in a social setting?

Standards

Standards (Taught and Assessed):

2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.

2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Evaluate available resources that can assist in solving problems.

Apply critical thinking and problem-solving skills in classroom and family settings.

Social-Emotional Learning Competencies

Self Awareness
Self Management
Social Awareness
Responsible Decision Making
Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Impact of Alcohol, Drugs and Tobacco	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. Compare the short- and long-term physical effects of all types of tobacco use. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. Identify the short- and long-term physical effects of inhaling certain substances.	Reading Strategy. Finding the main ideas relating to alcohol abuse. Create a TV ad that encourages teens not to drink. Role play with group members. Make a poster encouraging teens not to smoke. "Up In Smoke" worksheet. Create pamphlets to educate others about the dangers of drugs. Write a script for a public service announcement explaining long and short term effects of marijuana.	**Activities:** Reading Strategy. Finding the main ideas relating to alcohol abuse. Create a TV ad that encourages teens not to drink. Role play with group members. Make a poster encouraging teens not to use inhalants. "Using Inhalants" worksheet. Create a pamphlet to educate others about the dangers of drugs. Write a script for a public service announcement explaining long and short term effects of alcohol. Demonstrate through role-play the impact of effective refusal skills to decrease the amount of experimentation with alcohol, tobacco, and other drugs.	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504/At risk:** Modifications/ Accommodations as stated in IEP. Individualize as needed

Benchmark Assessment 1

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Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Unit 3

Unit Title: Social and Sexual Health

Grade level: Grade 8   **Timeframe: 11 Days**

Rationale

Social and Sexual Health will focus on age appropriate information about reproduction and offspring. The goal is to lay the foundation for social and sexual health in future grades. The importance of expressing feelings, thoughts, and emotions will also be major components of this section. Students will also develop an understanding for personal safety and proper use of technology.

Essential Questions

What are characteristics of a positive relationship?

What are the differences between affection, love, commitment, and sexual attraction?

Standards

Standards (Taught and Assessed):

2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

Social-Emotional Learning Competencies

    Self Awareness
    Self Management
    Social Awareness
    Responsible Decision Making
    Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **At risk:** Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

| Relationships | Explain when the services of professionals are needed to intervene in relationships.

Differentiate between affection, love, commitment, and sexual attraction.

Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age. | In-class assignments

Think, pair, share

Homework

Class discussions

Do Now

Peer Review

Informal Observations/ Dialogues

Written Responses

Journals

Examinations of Student Work | **Activities:**

Identify incidents requiring first aid.

Role Play with certain first aid issues and assess the needs.

Create a TV ad that encourages proper technology use.

Make a poster informing the public of what to do in an emergency.

Create a pamphlet to educate others about proper behavior and treatment of others. | **ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.

GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios

At Risk: Individualized as needed

IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed |

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

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Interdisciplinary Connections

Interdisciplinary Connections	**Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**
Math Language Arts Science Art Music	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Unit 4 Community Health Skills/ LEAD

Unit Title: Community Health Skills/LEAD	
Grade level: Grade 8	**Timeframe: 10 Days**

Community Health Services and Support will serve as an important unit to inform students of emergency situations, resources, feelings, health professionals and different organizations that will support citizens in the time of need. They will also learn about laws, rights, and services that will affect a student and their life.

The LEAD Program in Grade 7 uses interactive games, role-play, visual aids, and fun activities to teach and reinforce the social emotional skills students need to build pro-social relationships and make healthy choices. Students learn to set reachable goals, make responsible decisions, identify and manage their emotions, communicate effectively, and apply these skills to resolve conflicts peacefully, manage anger, and respond to bullying peacefully.

Essential Questions

What skills and characteristics will lead to a successful person?

Do you have certain characteristics that make you successful?

What are certain ideas that lead to your social health and a successful life?

Standards

Standards (Taught and Assessed):

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

Social-Emotional Learning Competencies

Self Awareness
Self Management
Social Awareness
Responsible Decision Making
Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **At risk:** Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Goal Setting	Students learn how to set and reach personal goals. Students also learn to recognize and manage potential obstacles that can get in the way of reaching a goal.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	**Activities:** Goal Setting Steps Goal Setting Criteria Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504/At risk:** Modifications/ Accommodations as stated in IEP. Individualize as needed

| Decision Making | Students learn to plan their actions, evaluate their choices, and problem solve using the steps for responsible decision making. Students also examine how goals, peers, media, and family influence decisions. | In-class assignments

Think, pair, share

Homework

Class discussions

Do Now

Peer Review

Informal Observations/ Dialogues

Written Responses

Journals

Examinations of Student Work | Decision Making Model Understanding Consequences Predicting Positive and Negative Consequences Personal Responsibility

Identify Resources for Support
Interactive games
Role-play
Visual aids
Cooperative learning activities | **ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.

GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios

At Risk: Individualized as needed

IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed |
| Identifying and Managing Emotions` | Students learn to recognize and manage their emotions using healthy strategies. Students analyze how emotions and self- awareness | In-class assignments

Think, pair, share | Identify Intense Emotions Physical Signals of Emotions Emotion Management Strategies | **ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on |

	influence decision making. Students also learn to discern the emotions of others and demonstrate care and respect for self and others.	Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Impact of Emotions on Decisions Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504/At risk:** Modifications/ Accommodations as stated in IEP. Individualize as needed
Effective Communication	Students learn and apply effective communication skills to handle conflict peacefully, share feelings and ideas with others, and enhance cooperation in order to maintain positive relationships. Students also analyze how perceptions and	In-class assignments Think, pair, share Homework Class discussions Do Now	Elements of Communication Non-Verbal Communication Differentiate Assertive, Aggressive, and Passive Communication Identify Resources for Support Interactive games Role-play	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual

		Peer Review	Visual aids	learning, including graphic organizers.
	emotions can influence communication.		Cooperative learning activities	
		Informal Observations/ Dialogues		**GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios
		Written Responses		
		Journals		
		Examinations of Student Work		**At Risk:** Individualized as needed
				IEP/504/At risk: Modifications/ Accommodations as stated in IEP. Individualize as needed
Bonding and Relationships	Students learn and apply peer refusal strategies and peer selection skills to promote healthy bonding and connectedness. Students identify the benefits of belonging to positive peer groups as well as the effects of associating with negative peer groups.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review	Empathy Peer Refusal Strategies Assertiveness and Peer Refusal Benefits of Positive Peer Groups Understanding Influence	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.

		Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504/At risk:** Modifications/ Accommodations as stated in IEP. Individualize as needed
Respect for Self and Others	Students study the link between thoughts and their effects on attitudes and actions. Students identify the positive and reciprocal consequences of treating themselves and others with respect.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses	Differences Scavenger Hunt Louder than Words Game Effects of Self-Respect Respect for Others and Personal Responsibility Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum

		Journals Examinations of Student Work		compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504/At risk:** Modifications/ Accommodations as stated in IEP. Individualize as needed
Conflict Resolution	Students learn to identify healthy and unhealthy approaches to resolving conflict. Students learn to evaluate situations and the relationships involved in a conflict. Students also demonstrate effective negotiation skills to re-solve conflicts through compromise.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Healthy Approaches to Conflict Negotiation Skills Emotions and Conflict Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content,

				student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504/At risk:** Modifications/ Accommodations as stated in IEP. Individualize as needed
Constructive Criticism	Students explore constructive criticism, how to give constructive criticism, and how to receive it. Students apply effective communication skills, emotion management and empathy to receive constructive criticism and use it in their efforts to reach their goals.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Destructive and Constructive Criticism Receiving Criticism Communication and Criticism Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios

				At Risk:Individualized as needed IEP/504/Modifications/ Accommodations as stated in IEP. Individualize as needed
Identifying and Managing Bullying Situations	Students learn to recognize bullying behaviors and demonstrate healthy ways for targets and witnesses to respond to bullying behavior. Students identify several motivations for bullying and demonstrate healthy alternatives to bullying behavior.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Defining Bullying Behavior Bullying Behavior Motivations Responsibilities of Targets and Witnesses Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios At Risk:Individualized as needed IEP/504/ Modifications/ Accommodations as stated in IEP. Individualize as needed

| Teen Dating Violence | Students examine the healthy and unhealthy characteristics of dating relationships. Students identify possible warning signs of abuse relationships. Students also recall the skills learned in the course through a comprehensive course review. | In-class assignments

Think, pair, share

Homework

Class discussions

Do Now

Peer Review

Informal Observations/ Dialogues

Written Responses

Journals

Examinations of Student Work | Healthy Dating Relationships
Warning Signs of teen Dating Violence
Course Review
Skill Application

Identify Resources for Support
Interactive games
Role-play
Visual aids
Cooperative learning activities | **ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers.

GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios

At Risk: Individualized as needed

IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed |

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.