

Bedminster Township School
Subject Area: PE & Health
Grade Level: 6 - 8

Unit #1 - 2.1 Personal and Mental Health
Personal Growth & Development [2.1],
Pregnancy & Parenting [2.1],
Social and Sexual and Emotional Health [2.1],
Community Health Services and Support [2.1]

Dates: Month (s) **Pacing Guide:** Time Frame: # up to 4 weeks per grade
(students are on a 6 day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about personal growth and development, pregnancy and parenting, emotional/social/sexual health, and community health services and support.

Enduring Understandings

- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Know factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Understand that relationships are influenced by many factors, individuals, and behaviors.
- Potential solutions to health issues are dependent on health literacy and location resources accessible in a community.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.
- Consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no (NJDoE) (NJSA 18A:35).
- There are social, emotional, and legal consequences of distributing and soliciting sexually explicit images / sexting through electronic means (NJDoE) (NJSA 18A:35-4.33).
- The connection of mental health and the relation of physical and mental health to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity (NJDoE) (NJSA 18A:35-4.39).

Skill and Knowledge Objectives

- Analyze the relationship between healthy behaviors and personal health.
- Predict challenges that may be faced by adolescent parents and their families.

- Understand coping strategies and control
- Define stress, Identify examples of stress, external stress, compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- Demonstrate communication skills that will support healthy relationships.
- Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, and life skills training, and describe how they can be accessed.
- Define depression, list examples and warning signs of depression and treatment option, analyze difficult situations that might lead to feeling sadness, anxiety, and or depression and identify individuals, agencies, or places in the community where assistance may be available.
- Identifying strategies and behaviors to maintain and influence wellness and body systems (
- Explain and identify physical, social, and emotional changes
- Responding to relationship disagreements and conflict
- Identifying situations and individuals that support situational feelings
- Health strategies
- Wellness traits
- Know where to find resources
- Understand conflict, disagreements, bullying, teasing
- Describe how climate change affects health
- Write formatted current events based on related health topics being studied

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Writing assignment - current events

Self-Reflection/Self-Assessment:

-

Summative Assessment:

- Instructor-created exams
- Mental Health Assessment
- [Assessments used through Healthsmart](#)

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP]

Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by:

Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Give an outline of a lesson
- Give a copy of teacher's lecture notes
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Spelling dictionary or electronic spell-checker
- Word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- Take a test in small group setting
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Resources

- [ETR Healthsmart Middle School](#)
- [NJDoE NJSLs CH&PE](#)
- [Sexting \(NJDoE\)](#)
- [Lessons aligned to state standards](#)
- [Teach and Talk Nutrition and Activity book](#)

- [Teach and Talk about Sex book](#)
- [Teach and Talk about tobacco free book](#)
- [Teach and Talk about safety and risks](#)
- [Danielson Framework for Teaching and Healthsmart alignment](#)

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 6:

- 2.1.8.PGD.1, 2, 3
- 2.1.8.SSH.1, 2

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 7:

- 2.1.8.PGD.4 (with grade 8)
- 2.1.8.EH.1, 2
- 2.1.8.SSH.3, 4, 5, 6
- 2.1.8.CHSS.1, 4, 6, 7, 8

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 8:

- 2.1.8.PGD.4 (with grade 7)
- 2.1.8.PP.1, 2, 3, 4, 5
- 2.1.8.SSH.7, 8, 9, 10, 11
- 2.1.8.CHSS.2, 3, 5

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 6:

- 2.1.8.PGD.1, 2, 3
- 2.1.8.SSH.1, 2
- 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.

- 2.2.8.MSC.1, 2, 3, 4, 5, 6, 7
- 2.2.8.PF.1, 2
- 2.2.8.LF.4, 5
- 2.3.8.HCDM.6, 7
- 2.3.8.ATD.1, 2, 3, 4, 5
- 2.3.8.DSDT.1, 2, 3, 4, 5

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 7:

- 2.1.8.PGD.4 (with grade 8)
- 2.1.8.EH.1, 2
- 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, 4, 5, 6
- 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, crises, and change.
 - 2.1.8.CHSS.1, 4, 6, 7, 8
- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, and life skills training, and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
 - 2.2.8.PF.3
 - 2.2.8.LF.1
 - 2.3 is covered in grades 6 and 8

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 8:

- 2.1.8.PGD.4 (with grade 7)
- 2.1.8.PP.1, 2, 3, 4, 5
- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.
- 2.1.8.PP.5:
 - 2.1.8.SSH.7, 8, 9, 10, 11
 - 2.1.8.CHSS.2, 3, 5
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
 - 2.2.8.PF.5
 - 2.2.8.LF.2, 3, 6, 7
 - 2.3.8.PS.1, 2, 3, 4, 5, 6, 7
 - 2.3.8.HCDM.1, 2, 3, 4, 5
 - 2.3.8.N.1, 2, 3, 4

Standards - Technology

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

- Boombox, interactive whiteboard use

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 6 Unit #2.1

**Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by:
Presentation Accommodations**

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Give an outline of a lesson
- Give a copy of teacher's lecture notes
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Spelling dictionary or electronic spell-checker
- Word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- Take a test in small group setting
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: PE & Health
Grade Level: #6-8

Bedminster Township School

Unit 2 - 2.2 Physical Wellness

Movement Skills and Concepts [2.2] with Nutrition [2.2], Physical Fitness [2.2] and Lifelong Fitness [2.2]

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade for health and Physical Education concepts are over 30 weeks
Concepts and skills for : Movement: 8-10 weeks / Physical Fitness 8-10 weeks / Lifelong Fitness 8-10 weeks totaling 30 weeks
(students are on a 6 day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about the topic of nutrition and covers the main nutrients needed for good health, food groups, eating habits, dietary guidelines, reading food labels, breakfast guidelines, healthy snacking, fast food, food choices, body image, managing weight, eating disorders, physical activity, and being fit. Students discuss where to find information about nutrition and physical activity and how to identify reliable sources. Then they read about the nutrients and identify key facts about each one.

Per the NJDoE, Physical Fitness is the ability to move, and perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions. Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move) (NJDoE). Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities. Nutrition is the intake of food, considered in relation to the body's nutritional needs. An adequate and well-balanced nutritional plan, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness

necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness (April 28, 2022).

Enduring Understandings

- Movement related to physical competency
- Individual and team goals
- Personal fitness, performance, and health status
- Fitness principles and mental and emotional endurance for performance and wellness
- Factors influencing meal choices and nutritional wellness
- Resources providing participation in physical activity

Skill and Knowledge Objectives

- Demonstrate transitions of movement in physical fitness
- Analyze eating habits and healthy behaviors to support weight maintenance
- Identifying strategies and behaviors to maintain and influence wellness and body systems (
- Explain and identify physical, social, and emotional changes
- Responding to relationship disagreements and conflict
- Identifying situations and individuals that support situational feelings
- Health strategies
- Wellness traits
- Know where to find resources
- Understand conflict, disagreements, bullying, teasing
- Describe how climate change affects health
- Write formatted current events based on related health topics being studied

Assessments / Modifications

Pre-Assessment:

- [Summary of What I know about healthy living/eating/lifestyle](#)

Formative Assessment:

- Quiz, test from Healthsmart lessons
- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- Writing assignment - current events

Self-Reflection/Self-Assessment:

- Do Nows - What I have learned about movement skills and concepts, physical fitness, lifelong fitness, and nutrition

Summative Assessment:

- [What I know about nutrition and physical activity](#)

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP]

Accommodations/Modifications for special populations including 504, At Risk, IEP, enrichment:

- Alternate pacing
- Pair up with a peer
- Multi level play

Resources

- [ETR Healthsmart](#)
- [NJDoE NJSLs CH&PE](#)

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 6:

- 2.2.8.MSC.1, 2, 3, 4, 5, 6, 7
- 2.2.8.PF.1, 2
- 2.2.8.LF.4, 5

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 7:

- 2.2.8.PF.3, 4
- 2.2.8.LF.1

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 8:

- 2.2.8.PF.5
- 2.2.8.LF.2, 3, 6, 7

Standards

CH&PE NJ Student Learning Standards 2.2 Physical Wellness by the end of Grade 8:

Movement Skills and Concepts

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

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

Lifelong Fitness

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

Nutrition

- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

Standards - Technology

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- Boombox, interactive whiteboard

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 6 Unit #2.2

Grade 7 Unit #2.2

Grade 8 Unit #2.2

**Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by:
Presentation Accommodations**

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Give an outline of a lesson
- Give a copy of teacher's lecture notes
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Spelling dictionary or electronic spell-checker
- Word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed

- Special lighting or acoustics
- Take a test in small group setting
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: PE & Health

Grade Level: #6-8

Bedminster Township School

Revised

Unit #3 - 2.3 Safety
Personal Safety,
Health Conditions, Diseases, and Medicines,
Alcohol, Tobacco, other Drugs and
Dependency, Substances Disorder and Treatment

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade for health related topics
(students are on a 6 day cycle)
(see lessons for each grade level below)

Overview

In this unit, students will examine their beliefs about drug use among teens, compare their perceptions to actual norms, and discuss the dangers, use and misuse, and influence of perceived norms on behaviors around marijuana, prescription medicine, vaping, other tobacco products, alcohol, marijuana and opioids.

Enduring Understandings

- Contraction of diseases
- Impacts of health conditions and disease
- Social, emotional, physical harm of alcohol, tobacco, and other drugs
- Contributing factors to alcohol, tobacco, and other drugs [including treatment options]
- Effects of social, emotional, and physical behaviors from alcohol and drugs
-

Skill and Knowledge Objectives

- The use of alcohol, tobacco (including e cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others
- Understand self-harm and warning signs and types of harm
- Write formatted current events based on related health topics being studied

Assessments / Modifications

Pre-Assessment:

- Independent assessment: [tell what I know about alcohol, tobacco, and other drugs](#)

Formative Assessment:

- Quiz, test from Healthsmart lessons
- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- Writing assignment - current events

Self-Reflection/Self-Assessment:

- Create a [Health Actions Pamphlet](#)

Summative Assessment:

- [Alcohol true/false quiz](#), share pair activity [Lesson 2] or Drug Free Pledge
- [What I know about alcohol, tobacco, and other drugs](#)

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP] in XXX

Accommodations/Modifications for special populations including 504, At Risk, IEP, G&T:

- Alternate pacing
- Pair up with a peer
- Multi level play

Resources

- [Healthsmart lessons - alcohol, tobacco, & other drug prevention](#)
- [NJDoE NJSLS CH&PE](#)

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 6:

- 2.3.8.HCDM.6, 7
- 2.3.8.ATD.1, 2, 3, 4, 5
- 2.3.8.DSDT.1, 2, 3, 4, 5

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 7:

- 2.3 is covered in grades 6 and 8

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 8:

- 2.3.8.PS.1, 2, 3, 4, 5, 6, 7
- 2.3.8.HCDM.1, 2, 3, 4, 5
- 2.3.8.N.1, 2, 3, 4

Standards

CH&PE NJ Student Learning Standards:

Personal Safety

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases and Medicines

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

breast cancer, HPV, testicular cancer).

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

Alcohol, Tobacco and other Drugs

- 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.

Dependency, Substances Disorder and Treatment

- 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Standards - Technology

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- Boombox, interactive whiteboard

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills

- responsible decision making

Grade 6 Unit #2.3

Grade 7 Unit #2.3

Grade 8 Unit #2.3

Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by: Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Give an outline of a lesson
- Give a copy of teacher's lecture notes
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Spelling dictionary or electronic spell-checker
- Word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- Take a test in small group setting
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days

- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate
