HEALTH
Grade 5

Adapted from:
New Jersey Student Learning Standards
2020 Comprehensive Health & Physical Education Standards

Approval Date:
August 17, 2022

Implementation Date:
2022 - 2023 School Year

Last Updated:
August 2022

I. OVERVIEW

The Grade 5 Health curriculum is designed to develop the student's understanding of good health practices. Concepts are introduced at early grade levels. These concepts are expanded and enhanced as students progress through the grades, leading to a comprehensive understanding of the reasons for healthy living, and approaches to optimum health.

II. RATIONALE

Health is a state of physical, mental, and social well-being, not merely the absence of disease. Health is dynamic and always changing. It is influenced by one's heredity, environment and personal care. The health education program is aimed at favorably influencing knowledge, attitudes and practices relating to the individual, family and community. In our program we will attempt to take scientific facts and incorporate them into meaningful and understandable practices to provide healthful living. In addition, we strongly emphasize prevention measures to maintain one's optimum mental and physical health. This course is an integration of problem-solving skills, decision-making, critical thinking, communication and literacy as they apply to real-life situations for the students' mental, physical and social well-being. The curriculum addresses questions that children this age have, using very basic, age-appropriate information and delivery.

III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT

Bloomingdale Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above-named course:

- STANDARD 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

- STANDARD 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

- STANDARD 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

- STANDARD 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

- STANDARD 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

- STANDARD 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

- STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

- STANDARD 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

- STANDARD 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

- STANDARD 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

- STANDARD 2.1.5.PGD.2): Examine how the body changes during puberty and how these changes influence personal self-care.

- STANDARD 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

- STANDARD 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

- STANDARD 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

- STANDARD 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

- STANDARD 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

- STANDARD 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

- STANDARD 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

- STANDARD 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

- STANDARD 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

- STANDARD 2.3.5.DSDT.4 Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

- STANDARD 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

- STANDARD 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

- STANDARD 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

- STANDARD 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

- STANDARD 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

- STANDARD 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)

- STANDARD 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

- STANDARD 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

- STANDARD 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

- STANDARD 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

- STANDARD 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

- STANDARD 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

- STANDARD 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

- STANDARD 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

V. Links to NEW JERSEY STUDENT LEARNING STANDARDS

- Visual and Performing Arts
- English Language Arts
- Mathematics
- Science
- Social Studies
- Technology
- 21st Century Life and Careers

VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language

skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

VII. 21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

SCOPE AND SEQUENCE
(*Pacing Guide*)

Unit of Study	Estimated Time
Personal Growth, Development, Nutrition	3 weeks

Interpersonal Communication, Decision Making, Goal Setting & Character Development	3 weeks
Diseases, Healthy Conditions & Social Emotional Health	3 weeks
Community Health Services, Medicines & Alcohol, Tobacco & other Drugs	3 Weeks
Individuals & Relationships	3 Weeks

UNIT 1
Personal Growth, Development & Nutrition
UNIT SUMMARY
Within this unit, students will explore the following concepts: ● Health is influenced by the interaction of body systems. ● Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition related decisions that will contribute to wellness
NEW JERSEY STUDENT LEARNING STANDARDS
● STANDARD 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. ● STANDARD 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● STANDARD 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. ● STANDARD 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
INTERDISCIPLINARY CONNECTIONS
English Language Arts (Students K-12 Anchor Standards) ● NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Visual and Performing Arts (Students K-5) ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. ● 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. ● 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation. ● 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
None Applicable	None Applicable	None Applicable

TECHNOLOGY STANDARDS	
8.1: Computer Science None Applicable	**8.2 Design Thinking** None Applicable
ENDURING UNDERSTANDINGS	**ESSENTIAL QUESTIONS**
● Health is influenced by the interaction of body systems. ● Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition related decisions that will contribute to wellness	● What can I do to reduce health risks? ● What causes optimal growth and development? ● What nutrition facts should one consider in order to lead a healthy lifestyle? ● How do you determine appropriate portion sizes?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)
▪ Identify ways to reduce health risks ▪ Explore what causes optimal growth and development in individuals ▪ Identify nutrition facts that one should one consider in order to lead a healthy lifestyle. ▪ Determine appropriate portion sizes

SUGGESTED ACTIVITIES
● Create a Wellness Box of various situations related to physical and social emotional wellness. Working in teams, students can respond to the situation regarding their personal wellness from a physical, social, emotional and intellectual dimension of wellness (i.e., getting enough rest, eating healthy, friendships, personal fitness). ● Complete a crossword puzzle using clues regarding factors that influence food choices ● Plan a one-week menu of balanced meals

EVIDENCE OF LEARNING	
Formative Assessments: ● Informal methods of assessment for teachers ● Growth Mindset Strategies ● Whole Group Lessons ● Small Group Lessons ● Student projects ● Group discussion ● Writing Prompts	**Summative Assessment:** ● Journal Responses: ● Observation Checklists: ● In-Class Assignments: ● Anecdotal Records: ● Class Participation:
Benchmark Assessment:	**Alternative Assessments:**

● Informal methods of assessment for teachers ● Growth Mindset Strategies ● Whole Group Lessons ● Small Group Lessons	● Providing/developed as necessary for students opting out of unit.

SAMPLE RESOURCES
Websites www.cdc.gov www.nj.gov/education/standards/chp/ www.nps.k12.nj.us https://www.nj.gov/agriculture/ www.dole5aday.com www.kidshealth.org https://www.harmonysel.org/ https://ny.pbslearningmedia.org/subjects/health-and-physical-education/

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments

Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:
Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans:
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

UNIT 2
Diseases and Health Conditions, Personal Safety & Social Emotional Health
UNIT SUMMARY
Within this unit, students will explore the following concepts: ● There are actions that individuals can take to help prevent diseases and stay healthy ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● There are strategies that individuals can use to communicate safely in an online environment. ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. ● Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. ● Families shape the way we think about our bodies, our health and our behaviors. ● People have relationships with others in the local community and beyond. ● Communication is the basis for strengthening relationships and resolving conflict between people. ● Conflicts between people occur, and there are effective ways to resolve them.
NEW JERSEY STUDENT LEARNING STANDARDS
● STANDARD 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. ● STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● STANDARD 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● STANDARD 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. ● STANDARD 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
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- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Career Readiness, Life Literacies, and Key Skills

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- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

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Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.

3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
None Applicable	None Applicable	None Applicable

TECHNOLOGY STANDARDS	
8.1: Computer Science	8.2 Design Thinking
None Applicable	None Applicable

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- There are actions that individuals can take to help prevent diseases and stay healthy - Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. - There are strategies that individuals can use to communicate safely in an online environment. - Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. - Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. - Families shape the way we think about our bodies, our health and our behaviors. - People have relationships with others in the local community and beyond.	- How can positive health habits prevent the spreading of disease and injuries to self and others? - How and where can I seek help? - What can I do to avoid unhealthy risks? - What influences my behaviors and decisions? - What is the impact of conflict, violence, harassment, vandalism, bullying and gang violence?

● Communication is the basis for strengthening relationships and resolving conflict between people. ● Conflicts between people occur, and there are effective ways to resolve them.	

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- Identify positive health habits that prevent the spreading of disease and injuries to self and others
- Determine how and where can go to seek help based on the situation in uncomfortable situations
- Determine outside factors that can influence behaviors and decisions
- Determine the impact of conflict, violence, harassment, vandalism, bullying and gang violence
- Students will identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)
- Students will describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress

SUGGESTED ACTIVITIES

- Compare and contrast methods used to diagnose and treat diseases and health conditions
- Differentiate between communicable, noncommunicable, acute, chronic and inherited diseases and health conditions
- Explain how the use of public health strategies can prevent diseases and health conditions
- Analyze the impact of public health strategies in preventing diseases and health conditions
- Identify safe and unsafe situations
- Describe how to administer basic first aid procedures, including rescue breathing, choking, care of minor cuts, sprains and bleeding
- Analyze what actions would be considered abusive
- Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, bullying, gang violence and discrimination
- Describe the physical and emotional signs of stress and the short and long-term impacts of stress on the human body
- Compare and contrast ways individuals, families and communities cope with change, crisis, loss and separation

EVIDENCE OF LEARNING

Formative Assessments:	Summative Assessment:
● Informal methods of assessment for teachers ● Growth Mindset Strategies ● Whole Group Lessons ● Small Group Lessons ● Student projects ● Group discussion	● Journal Responses: ● Observation Checklists: ● In-Class Assignments: ● Anecdotal Records: ● Class Participation:

● Writing Prompts	
Benchmark Assessment: ● Informal methods of assessment for teachers ● Growth Mindset Strategies ● Whole Group Lessons ● Small Group Lessons	**Alternative Assessments:** ● Providing/developed as necessary for students opting out of unit.

SAMPLE RESOURCES
Websites www.cdc.gov www.nj.gov/education/standards/chp/ www.nps.k12.nj.us https://www.nj.gov/agriculture/ www.dole5aday.com www.kidshealth.org https://www.harmonysel.org/ https://ny.pbslearningmedia.org/subjects/health-and-physical-education/

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS
Special Education: Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides **English Learners:** Provide scaffolded assignments and assessments Pair visual prompts with visual presentations Check and sign assignment planner Native Language translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment and assessment as needed Highlight key vocabulary Use graphic organizers Provide verbal and written directions Preferential seating with a English-speaking peer **At Risk of Failure:** Check and sign assignment planner

Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:
Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans:
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

UNIT 3
Decision Making, Goal Setting, Character Development & Advocacy
UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Decision-making can be affected by the variety of influences that may not be in a person's best interest.
- Developing and implementing a plan increases the likelihood of reaching those goals.
- Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.
- Character is who you are when no one is looking.
- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

- STANDARD 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

- STANDARD 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

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- STANDARD 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

- STANDARD 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

- STANDARD 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
None Applicable	None Applicable	None Applicable

TECHNOLOGY STANDARDS	
8.1: Computer Science	8.2 Design Thinking
None Applicable	None Applicable

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
● Decision-making can be affected by the variety of influences that may not be in a person's best interest. ● Developing and implementing a plan increases the likelihood of reaching those goals. ● Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service. ● Character is who you are when no one is looking. ● Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.	● How can I make good decisions? ● How can goal setting enhance and improve my health? ● How are character and health related? ● To what extent do outside influences shape values? ● How can I promote accurate health information and healthy behavior for myself and others?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- ▪ Recognize sound decision making
- ▪ Explore how goal setting enhances and improves health
- ▪ Explore how character and health are related
- ▪ Explore how accurate health information can be obtained

SUGGESTED ACTIVITIES

- ● Write a paragraph including how they could apply the steps they had been introduced to make responsible decisions.
- ● Respond to a large circle drawn on a large piece of butcher paper - The words health, decision and choices are written in the center - From the center draw a line with the words family, peers and media
- ● Brainstorm how these categories influence their health decisions
- ● Interview an adult, collecting health data and information to ascertain how the individual's health status and decisions have influenced his/her lifetime goals and achievements.
- ● Write a summary of the interview and comment on the way health affected the achievement of lifetime goals, then record in their Health Journal.
- ● Develop a list of criteria a person of good character exhibits.
- ● Examine a teacher-developed list of leadership styles - The teacher will provide each group with a particular situation that would require a particular leadership style
- ● Outline the ways they can each contribute and achieve the goal in a specific time period.
- ● Reorganize groups to share ideas and evaluate the group action plan to achieve the goal - Answer journal questions:
  - ○ Were additional strategies needed to meet the goal?
  - ○ Did the strategies listed by your classmates work?
  - ○ Was your group committed to the goal?
- ● Write a letter to a community or global organization demonstrating an interest in volunteering

EVIDENCE OF LEARNING

Formative Assessments:	Summative Assessment:
● Informal methods of assessment for teachers ● Growth Mindset Strategies ● Whole Group Lessons ● Small Group Lessons ● Student projects ● Group discussion ● Writing Prompts	● Journal Responses: ● Observation Checklists: ● In-Class Assignments: ● Anecdotal Records: ● Class Participation:
Benchmark Assessment:	Alternative Assessments:
● Informal methods of assessment for teachers ● Growth Mindset Strategies ● Whole Group Lessons ● Small Group Lessons	● Providing/developed as necessary for students opting out of unit.

SAMPLE RESOURCES
Websites www.cdc.gov www.nj.gov/education/standards/chp/ www.nps.k12.nj.us https://www.nj.gov/agriculture/ www.dole5aday.com www.kidshealth.org https://www.harmonysel.org/ https://ny.pbslearningmedia.org/subjects/health-and-physical-education/

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:
Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans:
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

UNIT 4
Community Health Services, Medicines, Alcohol, Tobacco & Other Drugs
UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
- Medicines must be used correctly in order to be safe and have the maximum benefit.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

- STANDARD 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

- STANDARD 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

- STANDARD 2.3.5.DSDT.4 Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

- STANDARD 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

- STANDARD 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

- STANDARD 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

- STANDARD 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

- STANDARD 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
None Applicable	None Applicable	None Applicable

TECHNOLOGY STANDARDS

8.1: Computer Science	8.2 Design Thinking
None Applicable	None Applicable

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. - Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	- How do a person's unique talents contribute to a larger community? - What do I need to know to appropriately and safely use medicine? - Why do people make poor choices even with accurate information? - How do I make informed decisions in the face of peer, media and other pressures?

● Medicines must be used correctly in order to be safe and have the maximum benefit. ● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. ● Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways. ● The short- and long-term effects of substance abuse are dangerous and harmful to one's health. ● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.	● Why does one person become an addict and another does not? ● What types of consequences do behavioral choices have on physical, mental, emotional and social well-being?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

▪ Identify how their unique talents contribute to a larger community
▪ Identify how to to appropriately and safely use medicine
▪ Make informed decisions in the face of peer, media and other pressures
▪ Identify types of consequences that have an impact on behavioral choices on physical, mental, emotional and social well-being.

SUGGESTED ACTIVITIES

● Use a work bank to fill in and complete the sentences on a teacher-created worksheet.
● During the second part of the lesson, answer open-ended questions:
  ○ What does it mean to say that tobacco contains toxins?
  ○ Why is secondhand smoke harmful?
  ○ When carbon monoxide enters the blood, what would the heart have to do to get enough oxygen to the body?
● Design an ad against cigarettes - In the ad tell what harmful chemicals are in cigarettes and explain how secondhand smoke can harm others.
● Conclude with a poster design warning young people against smoking.
● Participate in a discussion on the effect of alcohol on the body.
● Following a class discussion and investigative reading on the topic of drugs, fill in an Illegal/controlled Substance KWL chart, generated on the computer.
● Discuss and list the signs and symptoms of inhalant abuse.
● Write a letter to a friend persuading them not to "sniff" - Describe the consequences.
● Be organized into small groups: Be assigned a category of drugs from the lesson and health textbook

- Brainstorm and record on their group sheets the effects of each assigned drug and what kind of help a person suffering from those effects would need.
- Come together to share their findings and fill in a graphic organizer template created by the teacher on the computer.
- Read a teacher-generated scenario relating to drug use followed by a discussion - The teacher will facilitate the discussion with specific questions addressing the link between HIV, drug use and infectious diseases.
- Explore the relationship between drug use and the dulling of decision-making skills.
- Be given cards with signs and symptoms of substance abuse problems
  - Attach the sign to a string going across the chalkboard
  - As each sign is posted, discuss the significance of the action and behavior
- Write a journal entry describing what he/she learned
- After the presentation, write thank you letters to the speaker identifying important concepts learned from the presentation

EVIDENCE OF LEARNING

Formative Assessments:
- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

Summative Assessment:
- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

Benchmark Assessment:
- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

Alternative Assessments:

- Providing/developed as necessary for students opting out of unit.

SAMPLE RESOURCES

Websites

www.cdc.gov
www.nj.gov/education/standards/chp/
www.nps.k12.nj.us
https://www.nj.gov/agriculture/
www.dole5aday.com
 www.kidshealth.org
 https://www.harmonysel.org/
 https://ny.pbslearningmedia.org/subjects/health-and-physical-education/

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
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Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:
Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans:
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students

Utilize graphic organizers

UNIT 5
Relationships & Puberty
UNIT SUMMARY
Within this unit, students will explore the following concepts: ● Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. ● Reliable personal and professional resources are available to assist with relationship problems. ● Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. ● Pregnancy can be achieved through a variety of methods.
NEW JERSEY STUDENT LEARNING STANDARDS
● STANDARD 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. ● STANDARD 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. ● STANDARD 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. ● STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
INTERDISCIPLINARY CONNECTIONS
English Language Arts (Students K-12 Anchor Standards) ● NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
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Career Readiness, Life Literacies, and Key Skills

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- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
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- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

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5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness,	9.3: Career and Technical Education

	Exploration & Preparation, and Training	
None Applicable	None Applicable	None Applicable

TECHNOLOGY STANDARDS	
8.1: Computer Science None Applicable	8.2 Design Thinking None Applicable

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
● Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. ● Reliable personal and professional resources are available to assist with relationship problems. ● Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. ● Pregnancy can be achieved through a variety of methods.	● How can communication enhance my personal health and develop positive relationships? ● How do we learn to understand and respect diversity in relationships? ● What kind of changes does the opposite gender go through during adolescence? ● In what ways can pregnancy occur?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)
▪ Communication enhance my personal health and develop positive relationships ▪ Learn to understand and respect diversity in relationships ▪ Identify the kind of changes the opposite gender goes through during adolescence ▪ Identify ways in which pregnancy occur

SUGGESTED ACTIVITIES
● Break into small groups to discuss and list factors that support and sustain healthy relationships ● Identify five characteristics of a friend ● Tell the teacher what two characteristics they would give up if they could only have three - Explain why orally ● Continue to discuss the many types of relationships a student might be involved with ● Discuss the changes the opposite gender goes through at puberty ● Be asked to create a list of changes they believe will take place in the opposite gender during puberty ● Engage in a discussion with the school nurse exploring why puberty begins at different times for each person ● Brainstorm supportive prenatal practices that support a healthy pregnancy ● Describe the various ways that pregnancy can be achieved: intercourse, IVF, surrogacy

- Discuss some other ways that families are created (adoption, foster care, etc…)

EVIDENCE OF LEARNING

Formative Assessments:
- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

Summative Assessment:
- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

Benchmark Assessment:
- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

Alternative Assessments:

- Providing/developed as necessary for students opting out of unit.

SAMPLE RESOURCES

Websites

www.cdc.gov
www.nj.gov/education/standards/chp/
www.nps.k12.nj.us
https://www.nj.gov/agriculture/
www.dole5aday.com
www.kidshealth.org
https://www.harmonysel.org/
https://ny.pbslearningmedia.org/subjects/health-and-physical-education/

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
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Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
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Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:
Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers