

Health

8

Prepared by:
Lisa McNerney

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on
January 21, 2020

Midland Park School District

**GRADE 8
HEALTH EDUCATION**

COURSE DESCRIPTION:

Students in Grade 8 will study positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. Health-literate students have the knowledge, skills, and ability to maintain and enhance personal health and fitness. Life skills emphasized throughout the program include setting goals; making decisions; identifying beliefs, attitudes, and motivations; assessing information; and advocating for personal, family, and community health. Comprehensive health education includes the following ten units: mental and emotional health; the body systems; physical fitness; the stages of life; adolescent growth and development; conflict management; alcohol; medicines and illegal drugs; infectious disease and noninfectious disease.

SUGGESTED COURSE SEQUENCE:

Unit 1: Mental and Emotional Health: 2 weeks

Unit 2: The Body Systems: 2 weeks

Unit 3: Physical Fitness: 2 weeks

Unit 4: The Stages of Life: 2 weeks

Unit 5: Adolescent Growth and Development: 2 weeks

Unit 6: Conflict Management: 2 weeks

Unit 7: Alcohol: 1 week

Unit 8: Medicines and Illegal Drugs: 2 weeks

Unit 9: Infectious Diseases: 2 weeks

Unit 10: Noninfectious Diseases: 2 weeks

Unit 11: Personal Wellness and Awareness: 1 week

PREREQUISITE: Health 7

Unit #1 Overview

Content Area: Health

Unit Title: Unit 1 – Managing Mental and Emotional Health

Target Course/Grade Level: Grade 8

Unit Summary:

This unit will help students learn how people experience and cope with emotions. It discusses the effects of physical health on mental and emotional health. It also describes ways to express and communicate emotions. This unit discusses mental illnesses, describing different kinds and explaining how depression differs from sadness. In addition, this unit describes how to get help with mental and emotional health problems.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Midland Park School District

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Midland Park School District

- Demonstrate the ability to prevent to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards

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

- C. Diseases and Health Conditions
- E. Social and Emotional Health

CPI#	Cumulative Progress Indicator (CPI)
-------------	--

NJSLS Standards

2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Career Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee
CRP2.	Apply appropriate academic and technical skills
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social, and economic impacts of a decision
CRP6.	Demonstrate creativity and innovation
CRP7.	Employ valid and reliable research strategies
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity

Educational Technology Standards

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results

Unit Essential Questions	Unit Enduring Understandings
---------------------------------	-------------------------------------

Midland Park School District

<ul style="list-style-type: none">● How does the brain control emotions?● How do hormones and life changes influence emotions?● How do emotions fit into a spectrum?● How can you recognize emotions?● Why do people have emotional triggers?● How can emotions be felt physically?● What is the difference between healthy and unhealthy emotions?● What are some communication skills that help express emotions?● What are appropriate and inappropriate ways to express emotions?● Why is self-esteem important?● What is the value of thinking through emotions?● Why do defense mechanisms and good physical and social health help us cope with emotions?● What are the factors that lead to mental illness?● What are the differences between anxiety disorders, mood disorders, and schizophrenia?● How do mental illnesses share symptoms?● How is depression different from sadness?● What are warning signs of depression?● Where can someone thinking of suicide get help?● Where can people with emotional problems or disorders get help?● What types of mental health professionals are there?	<ul style="list-style-type: none">● Mental health is the way people think about and respond to events in their daily lives.● Emotions are feelings produced in response to a life event.● Emotional health is the way a person experiences and deals with feelings.● Hormones are chemicals that help control how the body grows and functions.● An emotional spectrum is a set of emotions arranged by how pleasant they are.● Triggers are situations, people, and events that cause a person to feel an emotion.● Body language is expressing emotions with the face, hands, or posture.● Mental illness is a disorder that affects a person's thoughts, emotions, and behaviors.● Panic disorder is an anxiety disorder that causes a person to have periods of extreme anxiety.● A mood disorder is an illness in which people have uncontrollable mood changes.● Schizophrenia is a disorder in which a person breaks from reality in several ways.● Depression is a mood disorder in which a person feels extremely sad and hopeless for at least 2 weeks.● Suicidal thinking is the desire to take one's own life.● A counselor helps people work through problems by talking.● A psychologist tries to change thoughts, feelings and actions by suggesting ways to manage emotions.● A psychiatrist is a medical doctor who specializes in illness of the brain by using medicines and counseling.
---	--

Unit Learning Targets

Students will...

- Describe how the brain controls emotions
- Explain how hormones and life changes influence emotions.

Midland Park School District

- Describe how emotions fit into a spectrum
- Explain how to recognize emotions
- Describe how people have unique emotional triggers.
- Explain how to compare healthy and unhealthy emotions.
- Describe communication skills that help express emotions.
- Describe how defense mechanisms and good physical and social health help people cope.
- List factors that can lead to a mental illness.
- Describe the differences between anxiety disorders, mood disorders, and schizophrenia.
- Describe how depression is different from feeling sad.
- List warning signs that someone is severely depressed.
- Explain where to get help if someone is in danger of suicide
- Describe sources of help for someone with emotional problems or disorders.
- List types of mental health professionals.

Evidence of Learning

Summative Assessment (4 X days)

- Directed Reading.
- Concept Review
- Quizzes
- Tests

Equipment Needed: Computers, Inter-write Board

Teacher Resources: Textbooks, Teacher Resources, Online sources

Formative Assessments

- Pre-assessment survey
- Teacher observation
- Written responses
- Class Discussions
- Class work
- Role Playing / Refusal Skills

Alternative Assessments

- Oral Reports
- Exhibitions
- Portfolios

Midland Park School District

Modifications:

Special Education Student/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	
1	Emotions and Understanding Emotions	1 day
2	Expressing Emotions	1 day

Midland Park School District

3	Coping with Emotions	1 day
4	Mental Illness	2 days
5	Depression	1 day
6	Getting Help	2 days
7	Review	1 day
8	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.dcmp.org

www.discoveryeducation.com

www.kidshealth.com

www.neok12.com

Unit #2 Overview

Content Area: Health

Unit Title: Unit 2 - Your Body Systems

Target Course/Grade Grade 8

Level:

Unit Summary:

This unit will help students learn how the body is organized. They will explore the different body systems that work together to keep them alive. This unit also gives tips for taking care of the body systems and protecting overall health.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

Midland Park School District

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards:

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

- **A. Personal Growth and Development**
- **C. Diseases and Health Conditions**
- **D. Safety**

CPI#	Cumulative Progress Indicator (CPI)
NJSLS Standards	
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
Career Ready Practices	
CRP1.	Act as a responsible and contributing citizen and employee

Midland Park School District

CRP2.	Apply appropriate academic and technical skills		
CRP4.	Communicate clearly and effectively and with reason		
CRP5.	Consider the environmental, social, and economic impacts of a decision		
CRP6.	Demonstrate creativity and innovation		
CRP7.	Employ valid and reliable research strategies		
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP11.	Use technology to enhance productivity		
Educational Technology Standards			
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools		
8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability		
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do cells, tissues, and organs work together in the human body? ● How do body systems work together? ● What are the different parts of the nervous system? ● What are common problems of the nervous system? ● What are the different glands of the endocrine system? ● How do hormones affect growth and development? ● What are common problems of the endocrine system? ● What are the names of the bones and joints in the skeletal system? ● What are common problems of the skeletal system? ● What are three types of muscle? ● How do muscles move the body? ● What are common problems of the muscular system? ● How does the body digest food and absorb nutrients? ● What are common problems of the digestive system? ● How does the body excrete waste? ● What are common problems of the excretory system? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The body system is a group of organs that work together for one purpose. ● The nervous system is the body system that gathers and interprets information about the body's internal and external environments and responds to that information. ● The central nervous system includes your brain and spinal cord. ● Your endocrine system is a network of tissues and organs that release chemicals that control certain body functions. ● The skeletal system contains bone, cartilage, and the special structures that connect them. ● The muscular system is made up of muscles that move your body. ● The digestive system is a group of organs and glands that work together to physically and chemically break down, or digest food. ● The urinary system is a group of organs that work together to remove liquid wastes from the blood. ● The circulatory system is a system made up of three parts – your heart, your blood vessels, and your blood. ● The respiratory system is a body system that brings oxygen into the body and removes carbon dioxide from the body. ● Each body system depends on the other systems to maintain your overall health. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do cells, tissues, and organs work together in the human body? ● How do body systems work together? ● What are the different parts of the nervous system? ● What are common problems of the nervous system? ● What are the different glands of the endocrine system? ● How do hormones affect growth and development? ● What are common problems of the endocrine system? ● What are the names of the bones and joints in the skeletal system? ● What are common problems of the skeletal system? ● What are three types of muscle? ● How do muscles move the body? ● What are common problems of the muscular system? ● How does the body digest food and absorb nutrients? ● What are common problems of the digestive system? ● How does the body excrete waste? ● What are common problems of the excretory system? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The body system is a group of organs that work together for one purpose. ● The nervous system is the body system that gathers and interprets information about the body's internal and external environments and responds to that information. ● The central nervous system includes your brain and spinal cord. ● Your endocrine system is a network of tissues and organs that release chemicals that control certain body functions. ● The skeletal system contains bone, cartilage, and the special structures that connect them. ● The muscular system is made up of muscles that move your body. ● The digestive system is a group of organs and glands that work together to physically and chemically break down, or digest food. ● The urinary system is a group of organs that work together to remove liquid wastes from the blood. ● The circulatory system is a system made up of three parts – your heart, your blood vessels, and your blood. ● The respiratory system is a body system that brings oxygen into the body and removes carbon dioxide from the body. ● Each body system depends on the other systems to maintain your overall health.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do cells, tissues, and organs work together in the human body? ● How do body systems work together? ● What are the different parts of the nervous system? ● What are common problems of the nervous system? ● What are the different glands of the endocrine system? ● How do hormones affect growth and development? ● What are common problems of the endocrine system? ● What are the names of the bones and joints in the skeletal system? ● What are common problems of the skeletal system? ● What are three types of muscle? ● How do muscles move the body? ● What are common problems of the muscular system? ● How does the body digest food and absorb nutrients? ● What are common problems of the digestive system? ● How does the body excrete waste? ● What are common problems of the excretory system? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The body system is a group of organs that work together for one purpose. ● The nervous system is the body system that gathers and interprets information about the body's internal and external environments and responds to that information. ● The central nervous system includes your brain and spinal cord. ● Your endocrine system is a network of tissues and organs that release chemicals that control certain body functions. ● The skeletal system contains bone, cartilage, and the special structures that connect them. ● The muscular system is made up of muscles that move your body. ● The digestive system is a group of organs and glands that work together to physically and chemically break down, or digest food. ● The urinary system is a group of organs that work together to remove liquid wastes from the blood. ● The circulatory system is a system made up of three parts – your heart, your blood vessels, and your blood. ● The respiratory system is a body system that brings oxygen into the body and removes carbon dioxide from the body. ● Each body system depends on the other systems to maintain your overall health. 		

- How does the circulatory system transport and distribute nutrients?
- What are common problems of the circulatory system?
- What are common problems of the respiratory system?
- How does the health of the body systems affect total physical health?
- What are ways to protect the body systems from harm?

Unit Learning Targets

Students will...

- Describe how cells, tissues, and organs work together in the human body.
- Summarize how the body systems work together.
- Describe the different parts of and common problems of the nervous system.
- Identify the different glands of the endocrine system.
- Explain how hormones affect growth and development.
- Describe common problems of the endocrine system.
- Identify the different bones and joints in the skeleton.
- Describe common problems of the skeletal system.
- Identify the three types of muscle.
- Explain how muscles move the body.
- Describe common problems of the muscular system.
- Describe how the human body digests food and absorbs nutrients.
- Explain how the human body excretes waste.
- Describe common problems of the digestive and excretory systems.
- Describe how the circulatory system transports and distributes nutrients.
- Describe the process of breathing.
- Describe common problems of the circulatory and respiratory systems.
- Explain how the health of body systems affects total physical health.
- Describe ways to protect the body systems from harm.

Evidence of Learning

Summative Assessment (4 X days)

- Directed Reading
- Concept Review
- Quizzes

- Tests

Equipment Needed: Computers and Inter-write Board

Teacher Resources: Textbooks, Teacher resources, Online sources

Formative Assessments

- Pre-assessment survey
- Teacher observation
- Written responses
- Class discussions
- Class work

Alternative Assessments

- Oral Reports
- Exhibitions
- Portfolios

Modifications:

Special Education Student/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Body Organization	1 day
2	The Nervous System	1 day
3	The Endocrine System	1 day
4	The Skeletal and Muscular Systems	2 days
5	The Digestive and Urinary Systems	2 days
6	The Circulatory and Respiratory Systems	2 days
7	Caring for Your Body	1 day
8	Review	1 day
9	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.discoveryeducation.org

www.dcmp.org

www.neok12.com

www.kidshealth.com

Unit #3 Overview

Content Area: Health

Unit Title: Unit 3 – Physical Fitness

Target Course/Grade Level: Grade 8

Unit Summary:

This unit will help students learn the components of physical fitness, how exercise and diet affect fitness, and the benefits of exercise. Students will learn to test and assess physical fitness and set physical fitness goals. This unit will also help students learn what to do in case of injury and healthy practices that will prevent injury.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

- Demonstrate the ability to prevent to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards

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

- **A. Personal Growth and Development**
- **B. Nutrition**

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

- **B. Decision-Making and Goal Setting**

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- **A. Fitness and Physical Activity**

CPI #	Cumulative Progress Indicator (CPI)
--------------	--

NJSLS Standards

2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
------------------	--

2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development and development in each life stage.
------------------	--

2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
------------------	---

2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
------------------	---

2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
------------------	---

2.6.8. A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
-------------------	---

2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
------------------	--

2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
------------------	---

2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
------------------	--

2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
------------------	---

Career Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee
--------------	--

CRP2.	Apply appropriate academic and technical skills
--------------	---

CRP4.	Communicate clearly and effectively and with reason
--------------	---

CRP5.	Consider the environmental, social, and economic impacts of a decision
--------------	--

Midland Park School District

CRP6.	Demonstrate creativity and innovation
CRP7.	Employ valid and reliable research strategies
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity
Educational Technology Standards	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What are the components of physical fitness? 2. What is the relationship between exercise and fitness? 3. How does diet affect fitness? 4. What are the physical benefits of exercise? 5. How does exercise benefit mental and emotional health? 6. What are the social benefits of exercise? 7. Why should you test your fitness? 8. Why should you monitor your heart rate? 9. What are the tests for each component of fitness? 10. What are the influences on physical fitness goals? 11. What is frequency, intensity, time and type (FITT)? 12. What are the benefits of a fitness log? 13. What are warning signs of injury? 14. What are ways to protect yourself from injury while exercising? 	<p>Unit Enduring Understandings</p> <ol style="list-style-type: none"> 15. Physical fitness is the ability to do everyday tasks without becoming short of breath, sore, or tired. 16. Muscular strength is the amount of force muscles apply when they are used. 17. Muscular endurance is the ability to use a group of muscles over and over without getting tired easily. 18. Cardiorespiratory endurance is the ability of your heart and lungs to work efficiently during physical activity. 19. Flexibility is the ability to use joints easily. 20. Body composition compares the weight of fat in your body to the weight of your bones. 21. Exercise is any activity that maintains or improves your physical fitness. 22. The Target Heart Rate zone is 60 to 85% of your maximum heart rate. 23. Maximum heart rate is the largest number of times your heart can beat while exercising.
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ol style="list-style-type: none"> 24. Describe the five components of physical fitness. 25. Describe the relationship between exercise and physical fitness. 26. Explain how diet affects fitness. 27. Describe the physical benefits of exercise. 	

28. Explain how exercise benefits mental and emotional health.
29. Describe the social benefits of exercise.
30. Explain why you should test your fitness.
31. Explain why you should monitor your heart rate.
32. Describe the tests for each component of fitness.
33. List influences on physical fitness goals.
34. Explain why short-term goals are important.
35. Describe how intensity, frequency, type and time (FITT) affect physical fitness.
36. List things you could write in a fitness log.
37. Identify warning signs of injury.
38. Describe ways to protect yourself from injury while exercising.

Evidence of Learning

Summative Assessment (4 X days)

- Directed Reading
- Concept Review
- Quizzes
- Tests

Equipment Computers, Inter-write Board

Needed: Textbooks, Teachers resources, Online sources

Teacher

Resources:

Formative Assessments

- Pre-assessment survey
- Teacher observation
- Written responses
- Class Discussions
- Class work

Alternative Assessments

- Oral Reports
- Exhibitions

- Portfolios

Modifications:

Special Education Student/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Components of Physical Fitness	1 day
2	How Exercise and Diet Affect Fitness	2 days
3	The Benefits of Exercise	1 day
4	Testing Your Fitness	4 days
5	Your Fitness Goals	1 day
6	Injury and Recovery	1 day
7	Exercising Caution	1 day

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.discoveryeducation.com

www.dcmp.org

www.kidshealth.com

Unit #4 Overview

Content Area: Health

Unit Title: Unit 4 - The Stages of Life

Target Course/Grade Level: Grade 8

Unit Summary:

This unit will help students understand how the male and female reproductive systems work. This unit will also describe the stages of human life from fetal development through death.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social-Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

Midland Park School District

- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards

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

- **B. Sexuality**
- **C. Pregnancy and Parenting**

CPI#	Cumulative Progress Indicator (CPI)
-------------	--

NJSLS Standards

2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Career Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee
CRP2.	Apply appropriate academic and technical skills
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social, and economic impacts of a decision
CRP7.	Employ valid and reliable research strategies
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity

Educational Technology Standards

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

<p>8.1.8.A.2</p>	<p>Create a document using one or more digital applications to be critiqued by professionals for usability</p>
<p>8.1.8.A.4</p>	<p>Graph and calculate data within a spreadsheet and present a summary of the results</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the parts of the male reproductive system? ● What path does the sperm follow through the male reproductive system? ● What are common problems of the male reproductive system? ● What are ways to prevent common male reproductive problems? ● What are the structures in the female reproductive system? ● What is involved in the typical menstrual cycle? ● What are common problems of the female reproductive system? ● What are common problems of the female reproductive system? ● What changes occur to the mother's body during pregnancy? ● What factors affect the health of the mother and fetus? ● How does the fetus develop in the uterus? ● How do children develop during childhood? ● How do children develop during adolescence? ● What happens to the body during aging? ● What are the stages of grief? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Male sex cells are called sperm ● The testes make sperm and testosterone ● Common problems of the male reproductive system include: jock itch, STDs, hernias, undescended testicle, UTIs, cancer, testicular torsion, and prostate enlargement. ● The uterus is an organ that holds the fetus during pregnancy. ● The women's sex cell is called an ovum. ● Ovulation is the process of releasing an egg. ● Menstruation is the monthly breakdown and shedding of the endometrium. ● Common problems of the female reproductive system are: UTIs, vaginitis, endometriosis, STDs, toxic shock syndrome, and cervical, uterine and ovarian cancer. ● Pregnancy is the time when the new cell formed during fertilization grows and develops into a baby in the woman's uterus. ● The placenta is an organ that grows in the uterus and allows nutrients, gases, and wastes to be exchanged between the mother and the fetus. ● A human pregnancy lasts 40 weeks and consists of 3 trimesters. ● Complications of pregnancy and birth include: miscarriage, ectopic pregnancy, toxemia, gestational diabetes, Rh incompatibility, premature birth, breech birth, oxygen deprivation, and stillbirth. ● Infancy is development between birth and age 1. ● Childhood is the stage of development between infancy and adolescence. ● Adolescence is a time in a person's life when they mature from a child to an adult. ● Puberty is the stage of development when the reproductive system matures. ● Adulthood is the stage of life that follows adolescence and lasts until the end of life. ● Aging is a natural part of adulthood. ● Death is the end of life.

	<ul style="list-style-type: none"> ● Grief is deep sadness after a loss.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify the parts of the male reproductive system. ● Summarize the path of sperm through the male reproductive system. ● Describe common problems of the male reproductive system. ● Describe ways to prevent common male reproductive problems. ● Identify structures of the female reproductive system. ● Summarize the typical menstrual cycle. ● Describe common problems of the female reproductive system. ● Describe ways to prevent common female reproductive problems. ● Describe changes in the mother's body during pregnancy. ● Describe factors that affect the health of both the mother and fetus. ● Summarize human development before birth. ● Describe development during childhood. ● Explain development during adolescence. ● Describe what happens to the body during aging. ● Identify the stages of grief. 	
<p>Evidence of Learning</p>	
<p>Summative Assessment (4 X days)</p> <ul style="list-style-type: none"> ● Directed Reading ● Concept Review ● Quizzes ● Tests <p>Equipment Needed: Computers, Inter-write Board</p> <p>Teacher Resources: Textbooks, Teacher Resources, Online sources</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Oral Reports ● Exhibitions ● Portfolios 	
<p>Modifications: <i>Special Education Student/504</i></p>	

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Midland Park School District

Lesson #	Lesson Name	Time frame (hours/days)
1	The Male Reproductive System	2 days
2	The Female Reproductive System	2 days
3	Pregnancy and Birth	2 days
4	Growing and Changing	2 days
5	Review	1 day
6	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.neok12.com

www.dcmp.org

www.discoveryeducation.com

www.kidshealth.com

Unit #5 Overview

Content Health

Area:

Unit Unit 5 – Adolescent Growth and Development

Title:

Target Course/Grade Grade 8

Level:

Unit Summary:

This unit will discuss how personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. This unit will also discuss responsible actions regarding sexual behavior and how it impacts the health of oneself and others. Discussion of topics regarding gender identity, sexual orientation, and cultural stereotyping will be included.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts

- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards

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

- **B. Sexuality**

CPI#	Cumulative Progress Indicator (CPI)
NJSLS Standards	
2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

Midland Park School District

2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations and HPV vaccine.
Career Ready Practices	
CRP1.	Act as a responsible and contributing citizen and employee
CRP2.	Apply appropriate academic and technical skills
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social, and economic impacts of a decision
CRP6.	Demonstrate creativity and innovation
CRP7.	Employ valid and reliable research strategies
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity
Educational Technology Standards	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What role does the endocrine system play in growth and development? • What are the changes that happen to males and females during puberty? • How do your mental abilities change during adolescence? • How do changes during puberty affect behavior in adolescents? • What are the emotional and physical changes that happen during adolescence? • How does peer pressure affect your opinions and attitudes? • What are the benefits of sexual abstinence? • How can refusal skills be used to promote sexual abstinence? • What is the difference between gender identity and gender expression? • What is the meaning of the term sexual orientation? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Puberty is the part of adolescence when the reproductive system becomes mature. • Many physical changes happen to males and females during puberty. • Mental changes occur during puberty. • Emotional changes occur during puberty. • Sexual abstinence is the refusal to take part in sexual activity. • There are many contraceptive methods available for birth control. • There are many issues faced by gay, lesbian, bisexual, and questioning people. • It is important to empathize, promote acceptance, and respect all people irrespective of their sexual orientation.
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Summarize the role of the endocrine system in growth and development 	

Midland Park School District

- Compare the changes that happen in males with the changes that happen in females during puberty.
- Explain how your mental abilities change during adolescence.
- List the major categories of adolescent risk behavior
- Describe how changes during puberty can affect risk-taking behavior in adolescents.
- Identify emotional and social changes that happen during adolescence.
- Explain how additional responsibility prepares teens for adulthood.
- Describe how peer pressure can affect your opinions and attitudes.
- Explain the benefits of sexual abstinence
- Explain how refusal skills can be used to promote sexual abstinence.
- List the facts about different contraceptive methods: how they work, instructions for correct use, effectiveness, and other benefits.
- Compare and contrast attitudes and beliefs about sexuality, gender identity, sexual orientation, and gender equity across cultures.

Evidence of Learning

Summative Assessment (X days)

- Directed Reading
- Concept Review
- Quizzes
- Tests

Equipment Computers, Inter-write board

Needed:

Teacher Textbooks, Teachers Resources, Online sources

Resources:

Formative Assessments

- Pre-assessment survey
- Teacher observation
- Written responses
- Class Discussions
- Class work
- Role playing / Refusal skills

Alternative Assessments

- Oral Reports
- Exhibitions
- Portfolios

Modifications:

Special Education Student/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance

Midland Park School District

- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Your Changing Body	1 day
2	Your Changing Mind	1 day
3	Your Changing Feelings	1 day
4	Relationships	1 day
5	Abstinence	1 day
6	Contraception	2 days
7	Sexual Orientation & Gender Identity	2 days
8	Review	1 day
9	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

- www.advocatesforyouth.org
- www.neok12.com
- www.dcmp.org
- www.discoveryeducation.com

Unit #6 Overview

Content Health

Area:

Unit Unit 6 – Conflict Management

Title:

Target Course/Grade Grade 8

Level:

Unit Summary:

In this unit, students learn about conflict and its major sources. Students will learn to identify signs that conflict is about to happen and learn ways of avoiding conflict.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Midland Park School District

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards

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

- **E. Social and Emotional Health**

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

- **A. Interpersonal Communication**

CPI#	Cumulative Progress Indicator (CPI)
-------------	-------------------------------------

NJSLS Standards

2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
------------------	--

2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
------------------	--

2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations
------------------	---

2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
------------------	---

2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
------------------	--

Career Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee
--------------	--

CRP2.	Apply appropriate academic and technical skills
--------------	---

CRP4.	Communicate clearly and effectively and with reason
--------------	---

CRP5.	Consider the environmental, social, and economic impacts of a decision
--------------	--

CRP6.	Demonstrate creativity and innovation
--------------	---------------------------------------

CRP7.	Employ valid and reliable research strategies
--------------	---

Midland Park School District

CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP11.	Use technology to enhance productivity	
Educational Technology Standards		
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools	
8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability	
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the sources of conflict? • What are signs that conflicts are happening or about to happen? • What are ways to avoid conflict? • Why is communication important in a conflict? • What are ways to express yourself in a conflict? • Why is it important to listen in a conflict? • Why are negotiation, compromise and collaboration important in resolving conflicts? • Why is mediation used to resolve conflicts? • What are the sources of conflicts at school? • What are the sources of conflicts at home? • What are the sources of conflicts in communities? • What is the relationship between violence and aggression? • What are signs violence is about to happen? • What are ways to control anger? • How does one avoid and prevent violent situations? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Conflict is a clash of ideas or interests. • Conflicts are usually about resources, values and expectations, and emotions. • Signs of conflict are disagreement, emotions, and others' behaviors. • Conflict can be avoided by picking your battles, respecting different opinions, and taking a break. • Managing conflict is part of a cycle. • Expressing yourself in a calm, clear manner will help resolve conflict. • Active listening is listening to what the other person is saying and thinking about. • Negotiation is the act of discussing the issues of a conflict to reach an agreement. • Compromise is a solution to a conflict in which each side gives up something to reach an agreement. • Collaboration is a solution to a conflict in which both sides work together to get a response. • Mediation is a process in which another person listens to both sides of the conflict and then offers solutions to the conflict. 	
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Describe sources of conflict. • Describe signs that a conflict is about to happen • Describe ways to avoid conflict. • Explain the importance of communication in a conflict. • Describe the importance of listening in a conflict. • Describe negotiation as a tool to resolve conflict. • Compare compromise, collaboration and mediation. 		

- Describe conflicts at school.
- Describe conflicts at home.
- Describe conflicts in the community.
- Describe the relationship between aggression and violence.
- Identify ways to control anger.
- Discuss the importance of avoiding and preventing violent situations.

Evidence of Learning

Summative Assessment (4 X days)

- Directed Reading
- Concept Review
- Quizzes
- Tests

Equipment Computers and Inter-write Board

Needed:

Teacher Textbooks, Teacher resources, Online sources

Resources:

Formative Assessments

- Pre-assessment survey
- Teacher observation
- Written responses
- Class Discussions
- Class work
- Role Playing / Refusal Skill Scenarios

Alternative Assessments

- Oral Reports
- Exhibitions
- Portfolios

Modifications:

Special Education Student/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks

Midland Park School District

- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What is Conflict?	1 day
2	Communicating During Conflict	1 day
3	Resolving Conflicts	2 days
4	Conflict at School	1 day
5	Conflict at Home	1 day
6	Conflict in the Community	1 day
7	Conflict and Violence	1 day
8	Review	1 day
9	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.dcmp.org
www.discoveryeducation.org
www.neok12.com
www.kidshealth.com

Unit #7 Overview

Content Area: Health

Unit Title: Unit 7 – Alcohol

Target Course/Grade Level: Grade 8

Unit Summary:

This unit will teach students about the risks associated with drinking alcohol. The unit will detail the effects of alcohol on the body, on the family, and on society. Students will learn about how addiction to alcohol leads to a chronic disease called alcoholism.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards

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

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

CPI#	Cumulative Progress Indicator (CPI)
NJSLS Standards	
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
2.3.8.B.6	Explain the impact of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
Career Ready Practices	
CRP1.	Act as a responsible and contributing citizen and employee
CRP2.	Apply appropriate academic and technical skills
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social, and economic impacts of a decision

Midland Park School District

CRP6.	Demonstrate creativity and innovation		
CRP7.	Employ valid and reliable research strategies		
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP11.	Use technology to enhance productivity		
Educational Technology Standards			
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools		
8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability		
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the body process alcohol? ● What is BAC – Blood Alcohol Concentration? ● What are the factors that affect an individual’s reaction to alcohol? ● How does alcohol affect a person’s behavior? ● What are the risks of drinking alcohol? ● What are long-term risks effects of drinking alcohol? ● Why is it dangerous for women to drink alcohol? ● How does alcohol affect a person’s ability to make decisions? ● What is the relationship between alcohol and violence? ● How does alcohol impair a person’s ability to drive? ● What types of injuries can occur when alcohol is involved? ● What are pressures that tempt teens to drink alcohol? ● What are three steps you would take when deciding not to drink alcohol? ● What are some ways to resist pressures to drink? ● What is the difference between physical and psychological dependence? ● How can alcoholism affect a person’s social, mental, and emotional health? ● What are the factors that contribute to alcoholism? </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The Central Nervous System consists of the brain and spinal cord. ● Alcohol is a depressant that suppresses the Central Nervous System. ● Blood Alcohol Concentration (BAC) is the amount of blood in the bloodstream. ● Intoxication is the physical and mental changes produced by drinking alcohol. ● Alcohol poisoning is the damage to physical health caused by drinking too much alcohol. ● Cirrhosis is a disease that results from long-term exposure to alcohol. ● Tolerance is a condition in which a person needs more of a drug to feel the original effects of the drug. ● Fetal Alcohol Syndrome (FAS) is a group of birth defects that affect an unborn baby that is exposed to alcohol. ● Inhibitions are mental or physical processes that restrain your actions, emotions, and thoughts. ● Reaction time is the amount of time it takes for your brain to react to external stimulus. ● Pressures to drink come from two sources, internal and external. ● Making the decision not to drink and resisting internal pressures are important.\ ● Alcoholism is a disease in which a person is physically and psychologically dependent on alcohol. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the body process alcohol? ● What is BAC – Blood Alcohol Concentration? ● What are the factors that affect an individual’s reaction to alcohol? ● How does alcohol affect a person’s behavior? ● What are the risks of drinking alcohol? ● What are long-term risks effects of drinking alcohol? ● Why is it dangerous for women to drink alcohol? ● How does alcohol affect a person’s ability to make decisions? ● What is the relationship between alcohol and violence? ● How does alcohol impair a person’s ability to drive? ● What types of injuries can occur when alcohol is involved? ● What are pressures that tempt teens to drink alcohol? ● What are three steps you would take when deciding not to drink alcohol? ● What are some ways to resist pressures to drink? ● What is the difference between physical and psychological dependence? ● How can alcoholism affect a person’s social, mental, and emotional health? ● What are the factors that contribute to alcoholism? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The Central Nervous System consists of the brain and spinal cord. ● Alcohol is a depressant that suppresses the Central Nervous System. ● Blood Alcohol Concentration (BAC) is the amount of blood in the bloodstream. ● Intoxication is the physical and mental changes produced by drinking alcohol. ● Alcohol poisoning is the damage to physical health caused by drinking too much alcohol. ● Cirrhosis is a disease that results from long-term exposure to alcohol. ● Tolerance is a condition in which a person needs more of a drug to feel the original effects of the drug. ● Fetal Alcohol Syndrome (FAS) is a group of birth defects that affect an unborn baby that is exposed to alcohol. ● Inhibitions are mental or physical processes that restrain your actions, emotions, and thoughts. ● Reaction time is the amount of time it takes for your brain to react to external stimulus. ● Pressures to drink come from two sources, internal and external. ● Making the decision not to drink and resisting internal pressures are important.\ ● Alcoholism is a disease in which a person is physically and psychologically dependent on alcohol.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the body process alcohol? ● What is BAC – Blood Alcohol Concentration? ● What are the factors that affect an individual’s reaction to alcohol? ● How does alcohol affect a person’s behavior? ● What are the risks of drinking alcohol? ● What are long-term risks effects of drinking alcohol? ● Why is it dangerous for women to drink alcohol? ● How does alcohol affect a person’s ability to make decisions? ● What is the relationship between alcohol and violence? ● How does alcohol impair a person’s ability to drive? ● What types of injuries can occur when alcohol is involved? ● What are pressures that tempt teens to drink alcohol? ● What are three steps you would take when deciding not to drink alcohol? ● What are some ways to resist pressures to drink? ● What is the difference between physical and psychological dependence? ● How can alcoholism affect a person’s social, mental, and emotional health? ● What are the factors that contribute to alcoholism? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● The Central Nervous System consists of the brain and spinal cord. ● Alcohol is a depressant that suppresses the Central Nervous System. ● Blood Alcohol Concentration (BAC) is the amount of blood in the bloodstream. ● Intoxication is the physical and mental changes produced by drinking alcohol. ● Alcohol poisoning is the damage to physical health caused by drinking too much alcohol. ● Cirrhosis is a disease that results from long-term exposure to alcohol. ● Tolerance is a condition in which a person needs more of a drug to feel the original effects of the drug. ● Fetal Alcohol Syndrome (FAS) is a group of birth defects that affect an unborn baby that is exposed to alcohol. ● Inhibitions are mental or physical processes that restrain your actions, emotions, and thoughts. ● Reaction time is the amount of time it takes for your brain to react to external stimulus. ● Pressures to drink come from two sources, internal and external. ● Making the decision not to drink and resisting internal pressures are important.\ ● Alcoholism is a disease in which a person is physically and psychologically dependent on alcohol. 		

Midland Park School District

<ul style="list-style-type: none"> ● How can a person overcome alcoholism? 	<ul style="list-style-type: none"> ● Recovery from alcohol is learning to live without it.
---	---

Unit Learning Targets

Students will...

- Describe how the body processes alcohol.
- Explain Blood Alcohol Concentration (BAC).
- Identify factors that affect an individual's reaction to alcohol.
- Describe how alcohol affects a person's behavior.
- Identify risks of drinking alcohol.
- Identify long-term effects of drinking alcohol.
- Explain why a pregnant woman should not drink alcohol.
- Explain how drinking alcohol affects a person's ability to make decisions.
- Describe the relationship between alcohol and violence.
- Explain how alcohol impairs a person's ability to drive.
- Identify injuries where alcohol may be involved.
- Identify pressures that tempt teens to drink.
- Identify ways to resist pressures to drink.
- Compare physical and psychological dependence.
- Identify factors that can relate to alcoholism.
- Describe how a person can overcome alcoholism.

Evidence of Learning

Summative Assessment (4 X days)

- Directed Reading
- Concept Review
- Quizzes
- Tests

Equipment Computers, Inter-write Board,

Needed:

Teacher Textbooks, Teacher resources, Online sources

Resources:

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Pre-assessment survey ● Class Discussions ● Teacher observation | <ul style="list-style-type: none"> ● Class work ● Written Responses ● Role Playing/Refusal Skill Scenarios |
|---|---|

Alternative Assessments

- Oral Reports
- Exhibitions
- Portfolios

Modifications:

Special Education Student/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Alcohol and Your Body	1 day

Midland Park School District

2	Immediate Effects and Long-Term Effects of Alcohol	1 day
3	Alcohol and Decision Making – Alcohol, Driving, and Injuries	1 day
4	Pressure to Drink and Deciding Not to Drink	1 day
5	Alcoholism	1 day
6	Review	1 day
7	Review	1 day

Teacher Notes:

Curriculum Development Resources

- www.brainpop.com
- www.studyisland.com
- www.kidshealth.com
- www.neok12.com

Unit #8 Overview

Content Area: Health

Unit Title: Unit 8 – Medicines and Illegal Drugs

Target Course/Grade Level: Grade 8

Unit Summary:

This unit will help students to learn how to use medicine safely, understand the risks of abusing drugs, and avoid dangerous drugs. This unit describes several illegal drugs in detail and offers tips on how to avoid these drugs. In addition, this unit discusses where to go to get help for a drug problem.

21st Century Themes and Skills:

- 9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards

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

- **B. Decision-Making and Goal Setting**
- **E. Health Services and Information**

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

- **A. Medicines**
- **B. Alcohol, Tobacco, and Other Drugs**
- **C. Dependency/Addiction and Treatment**

CPI#	Cumulative Progress Indicator (CPI)
NJSLS Standards	
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs and herbal and medicines and the consequences of such abuse.
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.2	Predict the legal and financial consequences of the use, sale and possession of illegal substances.

Midland Park School District

2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment and memory.		
2.3.8.B.6	Relate the use of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment and memory.		
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental and physical wellness.		
2.3.8.B.8	Analyze health risks associated with injected drug use.		
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.		
Career Ready Practices			
CRP1.	Act as a responsible and contributing citizen and employee		
CRP2.	Apply appropriate academic and technical skills		
CRP4.	Communicate clearly and effectively and with reason		
CRP5.	Consider the environmental, social, and economic impacts of a decision		
CRP6.	Demonstrate creativity and innovation		
CRP7.	Employ valid and reliable research strategies		
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.		
CRP11.	Use technology to enhance productivity		
Educational Technology Standards			
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools		
8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability		
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the risks involved with current drugs, their use and abuse? ● How can I recognize the difference between drug use and abuse? ● Why do some teens choose to begin using drugs? ● What are the symptoms and stages of dependency? ● How can I utilize my knowledge and skills to make healthy decisions for myself? ● How can illegal or misused drugs affect my personal health? ● What are the legal consequences of using prescription or illegal drugs? ● What can I do to tell others that I am not interested in using illegal drugs? ● How does someone become addicted to drugs, and what are the signs of addiction? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● There are short and long term effects on the body when using illegal drugs. ● There are dangers and legal implications when using illegal drugs. ● There are methods and resources available to help people deal with the pressures of using drugs. ● There are stages of addiction and dependency, and these will impact the family and society. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the risks involved with current drugs, their use and abuse? ● How can I recognize the difference between drug use and abuse? ● Why do some teens choose to begin using drugs? ● What are the symptoms and stages of dependency? ● How can I utilize my knowledge and skills to make healthy decisions for myself? ● How can illegal or misused drugs affect my personal health? ● What are the legal consequences of using prescription or illegal drugs? ● What can I do to tell others that I am not interested in using illegal drugs? ● How does someone become addicted to drugs, and what are the signs of addiction? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● There are short and long term effects on the body when using illegal drugs. ● There are dangers and legal implications when using illegal drugs. ● There are methods and resources available to help people deal with the pressures of using drugs. ● There are stages of addiction and dependency, and these will impact the family and society.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the risks involved with current drugs, their use and abuse? ● How can I recognize the difference between drug use and abuse? ● Why do some teens choose to begin using drugs? ● What are the symptoms and stages of dependency? ● How can I utilize my knowledge and skills to make healthy decisions for myself? ● How can illegal or misused drugs affect my personal health? ● What are the legal consequences of using prescription or illegal drugs? ● What can I do to tell others that I am not interested in using illegal drugs? ● How does someone become addicted to drugs, and what are the signs of addiction? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● There are short and long term effects on the body when using illegal drugs. ● There are dangers and legal implications when using illegal drugs. ● There are methods and resources available to help people deal with the pressures of using drugs. ● There are stages of addiction and dependency, and these will impact the family and society. 		
<p>Unit Learning Targets <i>Students will...</i></p>			

Midland Park School District

- Identify and explain a drug's effects on the body and brain.
- Name and explain the factors that influence a drug's effects.
- Identify the dangers and explain the effects of using illegal drugs such as inhalants, marijuana, stimulants, anabolic steroids, narcotics, and hallucinogens.
- Identify ways to deal with pressure to use illegal drugs and determine alternatives to taking drugs.
- Recognize the stages of addiction and dependency and realize these will impact the individual, the family and society.

Evidence of Learning

Summative Assessment: (4 X days)

- Directed Reading
- Concept Review
- Quizzes
- Tests

Equipment Computers, Inter-write Board

Needed:

Teacher Textbooks, Teacher resources, Online sources

Resources:

Formative Assessments

- Pre-assessment survey
- Teacher observation
- Written responses
- Class Discussions
- Classwork
- Role Playing / Refusal Skill Scenarios

Alternative Assessments

- Oral Reports
- Exhibitions
- Portfolios

Modifications:

Special Education Student/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions

Midland Park School District

- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What are Drugs? Using Drugs as Medicine	1 day
2	Drug Abuse and Addiction	1 day
3	Stimulants and Depressants	1 day
4	Marijuana and Opiates	1 day
5	Hallucinogens and Inhalants	1 day
6	Designer Drugs	1 day
7	Heroin	1 day
8	Anabolic Steroids	1 day
9	Drug Poster Project	2 days
10	Staying Drug Free	1 day
11	Getting Help	1 day
12	Review	2 days
13	Test	1 day

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

- www.drugfreeworld.org
- www.dcmp.org
- www.discoveryeducation.com
- www.kidshealth.com/classroom

Unit #9 Overview

Content Area: Health

Unit Title: Unit 9 – Infectious Diseases

Target Course/Grade Level: Grade 8

Unit Summary:

This unit will help students learn about infectious diseases and how diseases are spread. Students will also learn how medications are used to treat infections.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships

Midland Park School District

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit #10 Overview

Content Area: Health

Unit Title: Unit 10 –Noninfectious Diseases

Target Course/Grade Level: Grade 8

Unit Summary:

This unit discusses different types of noninfectious diseases, such as hereditary diseases, nutritional diseases, allergies, autoimmune diseases, and cancer. Students will learn about risk factors associated with noninfectious diseases, ways to prevent noninfectious diseases, and how noninfectious diseases are treated. Environmental dangers such as poisons, toxins, and injuries are discussed.

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Midland Park School District

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Midland Park School District

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards:

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

- **A. Personal Growth and Development**
- **C. Diseases and Health Conditions**
- **D. Safety**

CPI#	Cumulative Progress Indicator (CPI)
NJSLS Standards	
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
Career Ready Practices	
CRP1.	Act as a responsible and contributing citizen and employee
CRP2.	Apply appropriate academic and technical skills
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social, and economic impacts of a decision
CRP6.	Demonstrate creativity and innovation
CRP7.	Employ valid and reliable research strategies
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity
Educational Technology Standards	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools

Midland Park School District

8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What is a noninfectious disease? ● What is the relationship between risk factors and noninfectious diseases? ● What are strategies for preventing noninfectious diseases? ● How are genes related to hereditary diseases? ● What are examples of hereditary diseases? ● How are metabolism and nutrition related to disease? ● What are examples of metabolic diseases? ● What are ways to prevent metabolic diseases? ● What does it mean to have an allergy? ● How are allergies and autoimmune diseases treated? ● How is the growth of cancer cells different from the growth of normal cells? ● Identify three ways to treat cancer ● Identify possible sources of environmental poison ● Describe how environmental poisons may cause disease. ● Explain how accidents and injuries may cause disease. ● Identify strategies to prevent accidents and minimize injuries. 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Noninfectious diseases that are not caused by a virus or a living organism. ● A sign of a disease is something another person can see or measure. ● A symptom of a disease is a feeling of pain or discomfort you have when you are sick. ● Many noninfectious diseases cannot be prevented. ● A risk factor is a characteristic or behavior that raises a person’s chances of getting a noninfectious disease. ● Some noninfectious diseases can be prevented. ● Most noninfectious diseases cannot be cured, but they can be treated. ● A hereditary disease is caused by defective genes inherited from a child from one or both parents. ● An allergy is an overreaction of the immune system to something in the environment. ● An autoimmune disease is a disease in which a person’s immune system attacks certain cells, tissues, or organs. ● Cancer is a disease in which cells grow uncontrollably and invade and destroy healthy tissue. ● Malignant tumors are cancerous and benign tumors are not cancerous. ● A toxin is a poison produced by a living organism. ● A traumatic injury is an injury that is caused by physical force.
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ● Explain what a noninfectious disease is. ● Explain the relationship between risk factors and noninfectious diseases. ● Identify strategies for preventing noninfectious diseases. ● Describe how genes are related to hereditary diseases. ● Describe how metabolism and nutrition are related to disease. 	

Midland Park School District

- Identify examples and ways to treat metabolic diseases.
- Describe ways to treat allergies and autoimmune diseases.
- Explain how the growth of cancer cells is different from the growth of normal cells.
- Describe how environmental poisons may cause disease.
- Explain how accidents and injuries may cause disease.

Evidence of Learning

Summative Assessment (4 X days)

- Directed Reading
- Concept Review
- Quizzes
- Tests

Equipment Needed: Computers, Inter-write Board

Teacher Resources: Textbooks, Teacher resources, Online sources

Formative Assessments

- Pre-assessment survey
- Teacher observation
- Written responses
- Class Discussions
- Classwork

Alternative Assessments

- Oral Reports
- Exhibitions
- Portfolios

Modifications:

Special Education Student/504

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans

Midland Park School District

- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Disease and Disease Prevention	1 day
2	Hereditary Diseases and Metabolic and Nutritional Diseases	1 day
3	Allergies and Autoimmune Diseases	1 day
4	Cancer	1 day
5	Chemicals and Poisons and Accidents and Injuries	1 day
6	Review	1 day
7	Test	1 day

Teacher Notes:

Curriculum Development Resources

www.cdc.gov

www.neok12.org

www.discoveryeducation.com

www.dcmp.org
www.kidshealth.org

Unit #11 Overview

Content Area: Health

Unit Title: Unit #11 – Personal Wellness and Awareness

Target Course/Grade Grade 8

Level:

Unit Summary:

This unit provides students with the knowledge and understanding needed to make personal wellness and awareness decisions regarding Career Education, Accident and Fire Prevention, Bullying, Domestic Violence and Child Abuse, Sexual Assault Prevention, Suicide Prevention, Lyme Disease, Stress Abstinence, Dating Violence, Breast Self-Examination, Cancer Awareness, Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids

21st Century Themes and Skills:

9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.6 - Demonstrate an understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

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.R2

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7

Midland Park School District

Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6

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

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

New Jersey Social and Emotional Competencies

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Midland Park School District

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Learning Targets

Standards

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

- **D. Safety**
- **A. Personal Growth and Development**
- **C. Disease and Health Conditions**
- **D. Advocacy and Service**

NJSA 18A:35-4.23a - Dating Violence Education

NJSA 18A:6-2 - Accident and Fire Prevention

NJSA 18A:35-5.4 - Breast Self-Examination

NJSA 18A:37-17 - Bullying Prevention Program

NJSA 18A:40-33 - Cancer Awareness

NJSA 18A:35-4.23 - Domestic Violence Education

NJSA 18A:40A-1 - Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids

NJSA 18A:35-5.1 - Lyme Disease Prevention

NJSA 18A:35-4.3 - Sexual Assault Prevention

NJSA 18A:35-4.19-20 - Stress Abstinence

NJSA 18A:6-111 - Suicide Prevention

CPR/AED Instruction Bill

CPI#	Cumulative Progress Indicator (CPI)
NJSLS Standards	
2.1.8.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health

Midland Park School District

2.1.8.C.1	Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies.
2.1.8.C.2	Debate strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.8.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
Career Ready Practices	
CRP1.	Act as a responsible and contributing citizen and employee
CRP2.	Apply appropriate academic and technical skills
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social, and economic impacts of a decision
CRP6.	Demonstrate creativity and innovation
CRP7.	Employ valid and reliable research strategies
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity
Educational Technology Standards	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is CPR and AED training important? ● How often should an adult woman perform a Breast Self-Exam? ● What types of cancer are common in teens? ● What are the implications of using and abusing Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids ● What is Lyme Disease? ● What is Sexual Assault and Dating Violence? ● What is Suicide and how to prevent it? ● What are common ways to prevent accidents and fires? ● How do we prevent bullying? ● What is Domestic Violence and Child Abuse? ● What is abstinence? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● CPR and AED training is important because it helps save lives. ● An adult woman should perform a Breast Self-Exam once a month. ● Common cancers in teens are Hodgkin Lymphoma, Testicular Cancer, and Sarcomas. ● Drugs, Alcohol, Tobacco, CDS, and Steroids are all readily used and abused. ● Lyme Disease is transmitted to humans from an infected tick ● Sexual Assault and Dating Violence are common in teens. ● Suicide is the taking of one’s life. It can be prevented by noticing the signs that someone is struggling. ● Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

Midland Park School District

	<ul style="list-style-type: none">● Domestic Violence is violence amongst family members. Child Abuse is abuse or neglect directed at a child.● Abstinence is abstaining from having sex.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none">● Describe and perform CPR and AED skills● Identify how an adult woman should perform a Breast Self-Exam.● Describe common cancers in teens are Hodgkin Lymphoma, Testicular Cancer, and Sarcomas.● Explain how Drugs, Alcohol, Tobacco, CDS, and Steroids are all readily used and abused.● Describe how Lyme Disease is transmitted.● Explain why Sexual Assault and Dating Violence are common in teens.● Identify ways suicide can be prevented by noticing the signs that someone is struggling.● Define Bullying as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.● Identify common signs of Domestic Abuse and Child Abuse● Explain why abstinence is the best way to prevent sexually transmitted diseases and unwanted pregnancies.	
Evidence of Learning	
<p>Summative Assessment (X days) 2</p> <ul style="list-style-type: none">● Pretest● Posttest● Worksheets and activities <p>Equipment Needed: Computer, Inter-write Board, Internet, YouTube Teacher Resources: YouTube</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none">● Teacher observation● Written responses● Class discussions● Class work <p>Alternative Assessments</p> <ul style="list-style-type: none">● Oral Reports● Exhibitions● Portfolios	
<p>Modifications: <i>Special Education Student/504</i></p> <ul style="list-style-type: none">● Allow errors	

Midland Park School District

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Provide one-on-one assistance
- Accept participation at any level
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Modified assessments/assignments, as needed
- Give tests orally, as needed
- Allow spelling errors

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing task

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	CPR/AED and Accident and Fire Prevention, Lyme Disease	1 day
2	Cancer Awareness and Breast Self-Exam	1 day
3	Bullying and Suicide Prevention	1 day

Midland Park School District

4	Sexual Assault, Dating Violence, Domestic Violence, Child Abuse, and Abstinence	1 day
5	Drugs, Alcohol, and Tobacco	1 day

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

<https://www.redcross.org/>

<https://www.nationalbreastcancer.org/breast-self-exam>

<https://www.cancer.gov/types/aya>

<http://headsup.scholastic.com/teachers/14-drug-education-activities>

<https://www.cdc.gov/lyme/index.html>

<https://www.loveisrespect.org/understanding-teen-dating-violence-and-sexual-assault/>

<https://save.org/>

<https://www.usfa.fema.gov/prevention/>

<https://www.stopbullying.gov/>

<https://injury.research.chop.edu/violence-prevention-initiative/types-violence-involving-youth/domestic-violence-and-child-abuse#.XegKi-3Yq00>

<https://www.kff.org/womens-health-policy/fact-sheet/abstinence-education-programs-definition-funding-and-impact-on-teen-sexual-behavior/>