Cover Page Health 6

Content Area: **Health**
Course(s): **PE/HEALTH**
Time Period: **1 Marking Period**
Length: **40-45 Days**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Health Grade 6

Content Area: Health
Course(s): Grade 6
Time Period: Academic Year
Length: 45 Lessons or 1 Marking Period of time
Status: Not Published

Summary of the Curriculum

The 6th grade health curriculum is designed to present knowledge of health and wellness to support a healthy lifestyle in the present day and improve an individual's health in the future. The curriculum will provide information on nutrition, disease and the body's response, risk behaviors and personal health and wellness. The information presented will allow students to gain insight into their body systems and how to keep physically healthy. They will learn about accepting responsibility for personal health decisions and practices and working with others to maintain a healthy environment as a productive citizen.

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Unit 01: Nutrition

Unit 02: Personal Safety

Unit 03: Personal Growth & Wellness

Unit 04: Health Conditions, Diseases & Medicines

Unit 05: Alcohol, Tobacco and other drugs

Student Outcomes:

After successfully completing this course, the student will:

- o Understand the importance of personal wellness.

- o Identify and understand healthy (& unhealthy) relationships

- o Medicines, their roles and abuse.

- o Demonstrate effective communication skills

- o Understand and identify methods of character development.

- o Define advocacy

- o Identify part of the immune systems and its response to illness

- o Evaluate risk factors for disease and health conditions

- o Identify appropriate online behavior through digital citizenship

- o Identify food choice factors

- o Create meal plans for weight gain, weight loss and special dietary needs

New Jersey Student Learning Standards

Student outcomes are based on the National Health Education Standards and the New Jersey Student Learning Standards for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, 2014, and 2020).

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Pregnancy and Parenting

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

2.1.8.PP.5: Identify resources to assist with parenting.

Emotional Health

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted

individuals to assist, communicate feelings with confidence, and recognize support systems.

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Social and Sexual Health

Social and Sexual Health Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. • 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).

2.1.8.SSH.9: Define vaginal, oral, and anal sex. • 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). • 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Community Health Services and Support

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

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

Physical Fitness

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively

without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Nutrition

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional

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

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

2.3 Safety by the End of Grade 8

Personal Safety

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

2.3.8.PS.2: Define sexual consent and sexual agency.

2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases and Medicines

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks.

Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

2.3.8.HCDM.6: Explain how the immune system fights disease.

2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

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

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

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

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

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

Dependency, Substances Disorder and Treatment

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications

prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

New Jersey Student Learning Standards

Career Readiness Life Literacies, and Key Skills Practices

CRLLKSP 1   Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLLKSP 2   Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLLKSP 3   Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLLKSP 4   Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring

innovation to an organization.

CRLLKSP 5   Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLLKSP 6   Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLLKSP 7   Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLLKSP 8   Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLLKSP 9   Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 01: Nutrition

Content Area:
Course(s):   **PE/HEALTH**
Time Period:
Length: **13-17 Days**
Status: **Not Published**

Enduring Understandings

Eating patterns are influenced by a variety of factors

Personal caloric requirements are dependent on age, gender, activity level and medical needs

Nutritional choices directly affects a person's current and long-term wellness

Increased knowledge of nutritional information will result in healthier choices

Summary of the Unit

This unit focuses on increasing the cognitive awareness of an individual's food choices by understanding the factors that influence our daily nutrition. Students will evaluate their own diet and become aware of how to make healthier food choices and how your diet can affect all areas of wellness.

Essential Questions

How do your nutritional choices affect all sides of your health triangle?

What factors can influences your food choices?

How do you determine if a food is healthy?

What everyday objects can help to identify serving size?

What role does nutrition play in weight gain, weight loss or maintenance?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Myplate.gov

Nutrition.gov

CDC.gov

USDA.gov

Supersize Me Video

Chew on This Text

Scholastic Choices Magazine

ResourcesInternet/YouTube
Kidshealth.org
BrainPop/BrainPop
EDPuzzles
DiscoveryEd.com

https://www.girlscouts.org/en/cookies/cookie-flavors.html

https://youtu.be/R-o-83k8dP0

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1-2 Days	Identify factors that influence personal eating habits	View Slides Presentation - Why do we eat what we eat? Read Glencoe 160-161 Class Discussion on food choice factors such as cultural, religious, medical, personal preference. Guided notes will be given.	Exit Ticket/Connection: Pick three food choice factors and explain how they apply to food choices made in your family or you individually. Chocolate Covered Ants DN-56 Food Choice factors	2.2.8.N.1

2-3 Days	Assess personal nutrition habits and basic food guide knowledge	Slides Presentation continued. Class activity of a Food Guide Carousel Slides Presentations on Food Guides through time. Visit www.myplate.gov and explore the resources available.	Student participation/Teacher Observation Correct categorization of food groups categories. Anatomy of a lunch DN-23 Recipe Analysis Chart DN-24 Favorite foods fold out DN-25 Complete venn diagram of 2/3 food guides Health Smart: MyPlate for Teens pg. 7-10 Completed myplate.gov scavenger hunt	2.2.8.N.4
1 Day	Identify the 6 nutrients and jobs they perform for the body	Read Glencoe 154-159 Identify the 6 nutrients. Discuss through activity the jobs they perform for the body and what foods the nutrients can be found in.	HealthSmart : What are nutrients? Lesson 1 pgs 2-5 Lesson 1 Review Questions	
4-5 Days	Compare and contract various diets and the pros and cons of each.	Class Discussion: What types of diets are you familiar with? What is a fad diet? Small group research project: Diets	Rubric grading of project presentation. Self and group assessments of work completed.	2.2.8.N.1 2.2.8.N.2 2.2.8.N.4 2.2.N.8.5
2 Days	Identify the important components of a food label	View reading a food label presentation and video: https://youtu.be/R-o-83k8dP0 View Girl Scout Cookie showdown presentation. Apply food label knowledge to activity. https://www.girlscouts.org/en/cookies/cookie-flavors.html	What's in a label? HealthSmart: Anatomy of a food label pg .21 Label Detective Pg. 22 Girl Scout Cookie Nutrition Worksheet	2.2.8.N.2

2 Days	Identify factors that impact weight gain, weight loss or maintenance. Analyze the caloric amount of common food items vs. recommended intake	Read Glencoe 168-173 View slides presentation on calories. Discuss amount calories needed per day per person and how to calculate that amount. Calorie chart can be found on www.myplate.gov View Calorie counts presentation. Guess the amount of calories in each of the common foods shown.	Figure out personal caloric needs based upon age, gender and level of physical activity. View Calorie counts presentation. Guess the amount of calories in each of the common foods shown. Calorie Counts Worksheet	2.2.8.N.1 2.2.8.N.2 2.2.8.N.4 2.2.N.8.5
2-3 Days	Design sample nutrition plans for various lifestyles, special needs, cultures	Read Glencoe 160-167. View presentation on nutritional needs. Discuss what type of factors would require the need for special diets?	Patient list and menu planner DN-49 Lesson 2 Review Questions	2.2.8.N.3

HE.6-8.2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
HE.6-8.2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
HE.6-8.2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
HE.6-8.2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.

- Alter assignment lengths if necessary.

- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.

- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with the teacher.

- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.

- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 02: Personal Safety

Content Area:
Course(s): **PE/HEALTH**
Time Period:
Length: **5-7 Days**
Status: **Not Published**

Summary of the Unit

This unit focuses on an personal safety, specifically identifying risk behaviors, the impact of technology on the health triangle and applying digital citizenship.

Enduring Understandings

Staying healthy is a lifelong process that includes all dimensions of wellness.

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

Responsible actions regarding behavior can impact the development and health of oneself and others.

Every health related decision has short term and long term consequences and affects the ability to reach health goals.

Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Essential Questions

What skills are necessary to support a healthy lifestyle?

Who or what influences the decisions you make in regards to your health?

What events may occur in your life that could have an impact on your social, mental/emotional or physical health?

What is digital citizenship and how can it be applied?

What impact does technology have on our relationships?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

 Formal Assessments

- Quizzes

- Tests

Project(s)

Teacher Observation

Self Assessment

Homework

Classwork

Role Play/Skits

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube
Kidshealth.org
BrainPop/BrainPop
EDPuzzles
DiscoveryEd.com'
Kahoot
https://www.mindbodygreen.com/articles/social-media-and-relationships
medicalnewstoday.com

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day	Identify the degree of risk in various situations	Define risk behaviors and lifestyle factors. Discuss choices that we make than can fall into each category. List basic safety rules you have been told to follow. Discuss the consequences of not following these rules.	Be careful, you'll poke your eye out! CH-48	2.3.8.PS.1 2.3.8.PS.6 2.3.8.PS.7 N.J.S.A. 18A:35-4.33
2-3 Days	Recall safety procedure for a variety of situations.	Define precautions. Discuss fire prevention, automobile safety, bicycle safety, water safety and environmental safety. Identify ways to stay safe in a variety of situations. Glencoe Teen Health Pgs 434-463	Fire Prevention Checklist CH-35 Are you a safe rider? CH-42 Environmental Hazards - Activity 6 Review Questions	2.3.8.PS.1 Accident and Fire Prevention (N.J.S.A. 18A:6-2)

1-2 Days	Define digital citizenship. Demonstrate strategies to use technology safely and legally Define digital footprint.	Define and explain digital citizenship. View BrainPop: https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/ Read and discuss related reading. https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/relatedreading/ Define digital footprint Discuss how your social media choices can impact your digital footprint now and in the future.	BrainPop Quiz Digital Citizenship Questionnaire https://www.englishworksheetsland.com/topics/digitalcitizen/4.pdf Kahoot Digital Citizenship	2.3.8.PS.1 2.3.PS.6
1 Day	Evaluate the relationship between technology/ social media and relationships	In small groups brainstorm the positive and negative of social media. Discuss how that can impact relationships. Read https://www.medicalnewstoday.com/articles/social-media-and-relationships#summary https://www.mindbodygreen.com/articles/social-media-and-relationships	Read and respond Reflection	2.3.8.PS.7

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
HE.6-8.2.3.8.PS.6	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
HE.6-8.2.3.8.PS.7	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
HE.6-8.2.3.8.PS.1	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

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- Alter assignment lengths if necessary.

- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.

- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with the teacher.

- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.

- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design

multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 03: Personal Health & Wellness

Content Area:
Course(s): **PE/HEALTH**
Time Period:
Length: **12 Days**
Status: **Not Published**

Summary of the Unit

This unit focuses on an individual's total health in accordance with all three sides of the health triangle. Students will evaluate their own health through a self assessment which includes information on family history and genetics and find ways to improve their overall health through physical activity,

Enduring Understandings

Staying healthy is a lifelong process that includes all dimensions of wellness.

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

Family history and genetics is vital information in assessing you own personal health.

Every health related decision has short term and long term consequences and affects the ability to reach health goals.

Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members.

Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Essential Questions

What skills are necessary to support a healthy lifestyle?

Who or what influences the decisions you make in regards to your health?

How can your family history impact your physical health; mental health?

How can you incorporate physical fitness into your own culture?

What resources are available in your community to increase your physical fitness level?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube
Kidshealth.org
BrainPop/BrainPop
EDPuzzles
DiscoveryEd.com
Kahoot

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day Health, Wellness and the health triangle	Define Health and Wellness.	Discuss what it means to be healthy. Define health and identify the three sides of the health triangle. Define Wellness. Glencoe Health Lesson 1	Guides notes Lesson 1 Review Questions Concept Mapping	2.1.8.PGD.4 2.2.8.LF.2
1 Day Health Triangle	Identify the three sides of the health triangle and describe components of each side. Describe communication skills that will support healthy relationships and social health Identify the benefits of physical activity across the health triangle	Discuss the three sides of the health triangle. Given examples, categorize each as social, physical or mental/emotional. Discuss positive examples that can improve our health triangle.	Applying Health Skills - Healthful Habits Enrichment - Thinking about good health	2.1.8.PGD.4 2.1.8.PF.1 2.1.8.SSH.3
1 Day Personal Health	Self assess the components of personal health	Discuss what person health is. Define hygiene and give examples of how we can keep our body clean by participating in a group carousel.	Hygiene Carousel Exit Ticket	2.1.8.PGD.4
1 Day Health influences	Analyze how genetics and family history can play a part in physical health	Read Glencoe Lesson 2, Health Influences and risk factors. Define heredity, genetics and lifestyle factors.	Lesson 2 Review Questions Family History worksheet	2.1.8.PGD.2
1 Day Health Services	Explain how health care can promote personal health.	Define health care. Discuss government agencies, the health care system and health care services available.	Guided notes Lesson 5 Review Questions	2.1.8.PGD.1

Time	Objective	Procedure/Resources	Activities/Assessment	Standards
1 Day Consumer Health	Gain knowledge in how to evaluate products and services to be a smart consumer.	Read Glencoe 236-239 Self assess consumer knowledge/health by completing an activity.	Are you a wise consumer? Chapter 3 inventory. Ad Techniques CH-10 Applying health skills activity 8	2.1.8.PGD.1
2 Days Caring for your skin	Identify the parts of the skin and how to properly care for it. Define dermatologist and identify skin problems.	Read Glencoe 240-245. View BrainPop:Skin https://www.brainpop.com/health/bodysystems/skin/ Bill Nye Skin	Guided notes Lesson 2 Review Questions BrainPop Quiz Bill Nye Skin Worksheet	2.1.8.PDG.4 2.1.8.CHSS.1
1 Day Caring for your teeth	Identify the parts of the tooth. Evaluate dental issues and how to prevent them.	Read Glencoe 246-249 View BrainPop: Teeth https://www.brainpop.com/health/bodysystems/teeth/	Guided notes Lesson 3 Review Questions BrainPop Quiz Enrichment Activity 49	2.1.8.PGD.4 2.1.8.CHSS.1
2 Days Caring for your Eyes	Identify the parts of the eye. Evaluate vision problems and forms of correction available.	Read Glencoe 250-251 View BrainPop: Eye / Vision problems https://www.brainpop.com/health/bodysystems/eyes/ Bill Nye Eye	Guided notes Eye Diagram Bill Nye eye worksheet	2.1.8.PGD.4 2.1.8.CHSS.1
1 Day Caring for your ears	Identify the parts of the ear. Define decibels and the hearing issues.	Read Glencoe 253-255. Identify the parts of the ear and how we hear sound. Discuss hearing issues and the definition of decibels.	Guided Notes Decibel Chart Worksheet	2.1.8.PGD.4 2.1.8.CHSS.1

HE.6-8.2.2.8.LF.4	Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
HE.6-8.2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
HE.6-8.2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
HE.6-8.2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
HE.6-8.2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

| HE.6-8.2.1.8.PGD.2 | Analyze how genetics and family history can impact personal health. |
| HE.6-8.2.1.8.PGD.4 | Analyze the relationship between healthy behaviors and personal health. |

Suggested Modifications for Special Education, ELL and Gifted Students

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- Allow additional time when in full class discussing for processing and discussion.

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- Repeat and clarify any directions given.

- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact

critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 04: Health Conditions, Diseases and Advocacy

Content Area:
Course(s): **PE/HEALTH**
Time Period:
Length: **12-15 Days**
Status: **Not Published**

Summary of the Unit

This unit will allows students to demonstrate an understanding of the body's immune response to a pathogen and identify risk factors and behaviors to prevent contraction of various diseases. Students will discuss universal precautions and their impact on public health. Students will define advocacy , evaluate various health issues and devise a plan to properly advocate for those issues.

Enduring Understandings

A healthy immune system is vital to protecting the body from disease.

The early detection and treatment of diseases and health conditions impacts one's health.

The prevention and control of diseases and health conditions are affected by many factors.

Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

Staying healthy is a lifelong process that includes all dimensions of wellness.

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Essential Questions

What behaviors will reduce or increase my risk of disease?

What factors play a role in disease transmission?

How will disease affect a person's overall health and wellness?

What happens in the body once a pathogen is detected?

Why are precautions helpful in preventing disease?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

 Formal Assessments

- Quizzes

- Tests

Project(s)

Teacher Observation

Self Assessment

Homework

Classwork

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day Immune System	Identify the components of the immune system	Discuss what happens to our bodies when we get sick. Identify the parts of the immune system and how they protect us.	Your body's defense worksheet	2.3.8.HCDM.6
1 Day Immune System	Explain how the immune system fights disease	Read Glencoe pg's 290-293. Discuss the immune system and lymphatic system. Scholastic Study Jam https://studyjams.scholastic.com/studyjams/jams/science/human-body/immune-system.htm Brain Pop, Immune System https://www.brainpop.com/health/bodysystems/immunesystem/movie	Lesson 6 Review Questions Study Jam Quiz	2.3.8.HCDM.6 2.3.8.HCDM.7 CRLLKSP 3,4,5 9.1.8.CR2
1-2 Days Communicable vs. Noncommunicable	Define communicable vs. non communicable disease	View presentation. Define the difference between communicable and non communicable. Complete Disease notes.	Comm vs. Noncomm worksheet	2.3.8.HCDM.1

4-5 Days Types of pathogens	Define the five types of pathogens that cause communicable disease and identify how they are transmitted.

Relate diseases to present day influencers/athletes/celebrities | View presentation. Discuss the ways communicable disease can enter the body.

Celebrities get sick too! Project | Comm vs. Noncomm worksheet continued

Completed project via rubric grading | 2.3.8.HCDM.6 |
| **1 Day Risk Factors** | Identify risk factors that may make a person more susceptible to disease or health conditions | Read Glencoe Health Lesson 2. Identify and discuss factors that influence your personal health.

Read https://newsinhealth.nih.gov/2016/10/understanding-health-risks#:~:text=Your%20personal%20health%20risk%20factors,whether%20you%20wear%20a%20seatbelt.

View BrainPop: Heredity

https://www.brainpop.com/health/geneticsgrowthanddevelopment/heredity/ | Your Personal Health Worksheet | 2.3.8.HCDM.3 2.3.8.HCDM.2 |
| **1 Day Universal Precautions** | Explain how the use of universal precautions can help prevent diseases and health conditions | Identify universal precautions. Discuss universal precautions in a post COVID world. Continue presentation. Discuss how we can help protect ourselves from pathogens. | Prevention Self assessment | 2.3.8.HCDM.1 |
| **2-3 Days Advocacy** | Define advocacy and develop an advocacy plan for a health issue | View the following CDC Website for climate change. Complete a scavenger hunt gathering information about the health issues related to climate change. https://www.cdc.gov/climateandhealth/effects/default.htm#:~:text=The%20health%20effects%20of%20these,and%20threats%20to%20mental%20health. | CDC Scavenger Hunt | 2.1.8.CHSS.7 |

HE.6-8.2.3.8.HCDM.6	Explain how the immune system fights disease.
HE.6-8.2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
HE.6-8.2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
HE.6-8.2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
HE.6-8.2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
HE.6-8.2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
HE.6-8.2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

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EDPuzzles
DiscoveryEd.com

cdc.gov

youtube.com

Kahoot

Suggested Modifications for Special Education, ELL and Gifted Students

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- Alter assignment lengths if necessary.

- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.

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- Repeat and clarify any directions given.

- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 05: Alcohol, Tobacco and other drugs

Content Area:
Course(s):   **PE/HEALTH**
Time Period:
Length: **4-5 Days**
Status: **Not Published**

Summary of the Unit

This unit focuses on risk behaviors that may lead to use of alcohol, tobacco and other drugs. Students will define and discuss peer pressure and identify strategies to handle social situations. Students will also differentiate between OTC and prescriptions medications and how to identify signs and symptoms of addiction.

Enduring Understandings

Substance abuse is caused by a variety of factors.

There are many ways to obtain help for treatment of alcohol, tobacco, and other substances.

There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health risk behaviors.

Medicines come in a variety of forms, are used for numerous reasons, and should be taken as directed in order to be safe and effective.

The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Essential Questions

What is the difference between OTC and prescription medications?

What strategies can be used to combat peer pressure?

What risk factors can make a person more likely to become addicted to medication?

How does the media (for example: music, television, movies, art, billboards, radio, clothing, magazines) influence alcohol, tobacco and other drugs use?

What are the physical, social and legal consequences of drug use?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Formal Assessments

- Quizzes

- Tests

Project(s)

Teacher Observation

Self Assessment

Homework

Classwork

Resources

HealthSMART workbooks

Health Text

Too Good for Drugs Workbook

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube
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EDPuzzles
DiscoveryEd.com
Kahoot
www.fda.gov

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day **Peer Pressure**	Explain the difference between positive and negative peer pressure	View Presentation. Define peer pressure. Discuss situations where peer pressure can be positive and situations where peer pressure is negative.	Peer Pressure Lines Activity 39 Enrichment	2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.5 CRLLKS 9.4.8.DC.6 NJSLS-ELA R.I.6.1 R.I.6.7 2.3.8.PS

1 Day OTC vs. Prescription	Differentiate between OTC and prescription medications	Read Glencoe 366-371 Discuss the difference between prescription and OTC medications and proper use.	HealthSmart: Looking at Labels pg. 19-20	2.3.8.ATD.4
1 Day OTC Usage	Determine appropriate OTC medicine usage	Read Glencoe 372-377 Discuss how to use medicine safely and identify signs of misuse.	HealthSmart: In the news pg. 21-22	2.3.8.ATD.4
1-2 Days Signs of Addiction **Services available**	Identify signs of addiction Identify services available to support addicts and family/friend	View Brain Pop, Addiction https://www.brainpop.com/health/personalhealth/addiction/movie Identify resources available in the Sayreville/Middlesex County community to support addicts as well as their friends and family.	BrainPop Quiz Portrait of a drug addict Activity 11: Types of drug abuse	2.3.8.ATD.1

HE.6-8.2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
HE.6-8.2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
HE.6-8.2.3.8.PS	Personal Safety
HE.6-8.2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
HE.6-8.2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
HE.6-8.2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.

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- Allow additional time when in full class discussing for processing and discussion.

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- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.