



Totowa Public Schools

Health

Grades 6-8

Aligned to NJ: 2020 SLS: Comprehensive Health and Physical Education Standards

BOE Adopted: 08/31/2022

Revised: 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Personal and Mental Health	9 Weeks	
Drugs & Medicine	9 Weeks	
Inegrated Wellness Skills	9 Weeks	
Family Life	9 Weeks	Learning objectives in this unit are further broken down by grade level.
		Curricular Mandate List

Unit Title	Personal Health
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Students will recognize the components of a healthy and active lifestyle and justify the importance with reasoning.
Enduring Understandings	<ul style="list-style-type: none"> • There are specific health skills that we can use to promote our own wellness.
Learning Outcomes	<ul style="list-style-type: none"> • Describe how decisions affect personal health and the health of others. • Identify influences on health. • Explain how poor healthy literacy leads to making unhealthy choices. • Compare and contrast the impact of genetics, family history and personal health practices on personal growth and development in each life stage. • Demonstrate refusal skills to avoid making unhealthy choices. • Identify factors that cause others to cause harm to themselves or others. • Explain how to overcome negative influences when making decisions about my personal health. • Explain how we can learn to like ourselves. • Describe how lifestyle choices affect health and diseases. • Identify consequences of poor health decisions. • Identify ways we can keep ourselves disease free.

- Explain the traits of good mental and emotional health.
- Identify and describe mental and emotional health problems.
- Describe common emergencies and explain treatments for them.
- Identify the causal factors and methods for preventing exposure to Lyme disease.
- Analyze how to support healthy social and emotional health.
- Identify healthy stress management strategies.
- Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- Examine the Dietary Guidelines for Americans and analyze different requirements for children, adults, and pregnant women.
- Analyze the nutritional value of products.
- Create a nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- Career Exploration - Students will examine careers in nutrition and other health fields which help us to lead a healthy lifestyle.

Assessment Evidence	
Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
Summative	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	

Resources & Equipment	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents The Health Teachers Book of Lists (Patricia Rizzo-Toner, The Center for Applied Research in Education, 1999) Decisions for Health, HOLT; 2007 https://www.naturalhigh.org/Approved Class Resource List
Content & Interdisciplinary Standards	
NJ: 2020 SLS: Comprehensive Health and Physical Education	
Core Ideas	NJSLS Performance Expectations
Individual actions, genetics, and family history can play a role in an individual's personal health.	<ul style="list-style-type: none"> • 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.
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	<ul style="list-style-type: none"> • 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations. • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective, factors support, mental and emotional health.
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	<ul style="list-style-type: none"> • 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.
Different people have different capacities to deal with different situations and being aware of a	<ul style="list-style-type: none"> • 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.

wide variety of tools and resources is beneficial.

Comprehensive Health and Physical Education Practices

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Comprehensive Health and Physical Education Practices

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

NJ: 2016 SLS: English Language Arts

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

2020 SLS: Computer Science & Design Thinking	
Core Ideas	NJSLS Performance Expectations (By the end of 8th Grade)
Advancements in computing technology can change individuals' behaviors. Society is faced with tradeoffs due to the increasing globalization and automation that computing brings.	<ul style="list-style-type: none"> • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	<ul style="list-style-type: none"> • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.	<ul style="list-style-type: none"> • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. • 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	NJSLS Performance Expectations (By the end of 8th Grade)

Goals (e.g., higher education, autos, and homes, retirement), affect your finances.	<ul style="list-style-type: none"> 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
The mode of information can convey a message to consumers or an audience.	<ul style="list-style-type: none"> 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
There are ethical and unethical uses of information and media.	<ul style="list-style-type: none"> 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
Interdisciplinary / 21st Century Connections	
Visual and Performing Art	<ul style="list-style-type: none"> 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
21 st Century Connections	<ul style="list-style-type: none"> Critical Thinking Information and Media Literacy Planning and Budgeting
SEL	<ul style="list-style-type: none"> Social Awareness Responsible Decision-Making Relationship Skills <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Drugs and Medicine
-------------------	--------------------

Unit Duration	9 Weeks
Unit Summary & Rationale	<i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will examine the importance of medicines and the impact that drugs and alcohol have on leading a healthy lifestyle. Students will understand and recognize the negative health impact on alcohol, tobacco, and other drugs.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Students will use their understanding of medicine and other drugs to investigate and draw conclusions that will positively influence decision-making skills, and contribute to a healthy, active lifestyle.
Enduring Understandings	<ul style="list-style-type: none"> • Leading a healthy and active lifestyle requires more than just proper nutrition. Being able to make informed decisions helps us lead a healthy lifestyle.
Learning Outcomes	<ul style="list-style-type: none"> • Compare and identify information found on over-the-counter and prescription medicines. • Determine whether a medication will be effective? • Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? • How do I make the “right” decisions in the face of peer, media and other pressures? • Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.

- Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- Explain factors in which one person becomes an addict, and another does not.
- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- Summarize the signs and symptoms of inhalant abuse;
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- 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.
- Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
- Analyze health risks associated with injected drug use.
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
- Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse; and predict social situations that may require the use of decision-making skills.

Assessment Evidence

Formative

Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets

Summative	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents</p> <p>The Health Teachers Book of Lists (Patricia Rizzo-Toner, The Center for Applied Research in Education, 1999)</p> <p>Decisions for Health, HOLT; 2007</p> <p>https://www.naturalhigh.org/Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ: 2020 SLS: Comprehensive Health and Physical Education	
Core Ideas	NJSLS Performance Expectations
Diseases can be contracted from a variety of sources and choices individuals make may	<ul style="list-style-type: none"> 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.

<p>contribute to or prevent a person from being susceptible to a disease or health condition.</p>	<ul style="list-style-type: none"> • 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.
<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<ul style="list-style-type: none"> • 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 can result in positive and/or negative outcomes.
<p>A variety of factors can contribute to alcohol, tobacco, and drug disorders and a wide variety of treatment options are available depending on the needs of the individual.</p>	<ul style="list-style-type: none"> • 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.

<p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	<ul style="list-style-type: none"> • 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.
<p>Comprehensive Health and Physical Education Practices</p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<p>Comprehensive Health and Physical Education Practices</p>	<ul style="list-style-type: none"> • Acting as responsible and contributing member of society • Communicating clearly and effectively (verbal and nonverbal) • Resolving conflict • Attending to personal health, emotional, social and physical well-being • Making decisions • Managing-self • Using technology tools responsibly
<p>NJ: 2016 SLS: English Language Arts</p>	
<ul style="list-style-type: none"> • RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments 	

- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of 8th Grade)
Advancements in computing technology can change individuals' behaviors. Society is faced with tradeoffs due to the increasing globalization and automation that computing brings.	<ul style="list-style-type: none"> • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	<ul style="list-style-type: none"> • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.	<ul style="list-style-type: none"> • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	NJSLs Performance Expectations (By the end of 5th Grade)
There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
Multiple solutions often exist to solve a problem.	<ul style="list-style-type: none"> 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	<ul style="list-style-type: none"> 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<ul style="list-style-type: none"> 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	<ul style="list-style-type: none"> 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	<ul style="list-style-type: none"> 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

<p>Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<ul style="list-style-type: none"> 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
<p>Interdisciplinary / 21st Century Connections</p>	
<p>Science</p>	<ul style="list-style-type: none"> MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
<p>Social Studies</p>	<ul style="list-style-type: none"> 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation) 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
<p>21st Century Connections</p>	<ul style="list-style-type: none"> Critical Thinking
<p>SEL</p>	<ul style="list-style-type: none"> Social Awareness Responsible Decision-Making Relationship Skills New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx

<p>Unit Title</p>	<p>Integrated Wellness</p>
--------------------------	----------------------------

Unit Duration	9 Weeks
Unit Summary & Rationale	<i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will examine ways to promote living a healthy lifestyle. It is important for students to respect themselves, one another, and the similarities and differences of their peers. This includes learning who to turn to for help and begin to develop relationships skills, and emotional self-awareness.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the health and support services available in my school and community? Students will learn and identify how to access those services. • Students will develop skills and learn strategies to form meaningful relationships and interact in healthy and appropriate ways.
Enduring Understandings	<ul style="list-style-type: none"> • Developing healthy relationships is important to growing as a person.
Learning Outcomes	<ul style="list-style-type: none"> • Explain the importance of having health literacy when making decisions about one's health. • Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others. • Identify ways to overcome negative influences when making decisions about my health. • Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination.

- Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (e.g., peer pressure, conflict).
- Recognize domestic and dating violence and warning signs.
- Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds.
- Explain how character and health related? What aspects of our character can be changed?
- Develop methods and strategies that will promote character development in individual, group, and team environments.
- Identify strategies to identify when a relationship is not worth maintaining.
- Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities.
- Describe how to stand up for and communicate my beliefs to others in a respectful manner.
- Explain how we learn to understand and respect diversity in relationships?
- Identify and develop a position in relation to a health-related issue that affects the school community.
- Identify ways to inspire and promote a healthy lifestyle and address health issues.
- Develop a plan to achieve lifetime wellness.
- Investigate different opportunities available and implement a plan that motivates volunteerism.
- Determine when health situations require support from adults or qualified health professionals.
- Using technology develop a web-based glossary of health products, services, and resources to be shared with peers.

- Discuss ways to determine if health information is reliable and accurate.
- Discuss suicide prevention.
- Identify ways and places to access resources and information.
- Identify common mental illnesses (e.g., depression, anxiety, panic disorders) and determine methods to detect and treat them; and describe what steps should be taken if self or other kinds of abuse are suspected.
- Explore careers in the healthcare field.

Assessment Evidence	
Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
Summative	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment	Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents

The Health Teachers Book of Lists (Patricia Rizzo-Toner, The Center for Applied Research in Education, 1999)
 Decisions for Health, HOLT; 2007
[https://www.naturalhigh.org/Approved Class Resource List](https://www.naturalhigh.org/Approved-Class-Resource-List)

Content & Interdisciplinary Standards

NJ: 2020 SLS: Comprehensive Health and Physical Education

Core Ideas	NJSLS Performance Expectations
<p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities.</p>	<ul style="list-style-type: none"> ● 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings into applied settings. ● 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.
<p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p>	<ul style="list-style-type: none"> ● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
<p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p>	<ul style="list-style-type: none"> ● 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 in a safe manner to self and others.

<p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status.</p>	<ul style="list-style-type: none"> ● 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. ● 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.
<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p>	<ul style="list-style-type: none"> ● 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 using technology and cross-training, and lifetime activities.
<p>Community resources can provide participation in physical activity for self and family members.</p>	<ul style="list-style-type: none"> ● 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

	<ul style="list-style-type: none"> • 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.
<p>Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<ul style="list-style-type: none"> • 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.
<p>Comprehensive Health and Physical Education Practices</p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<p>Comprehensive Health and Physical Education Practices</p>	<ul style="list-style-type: none"> • Acting as responsible and contributing member of society • Communicating clearly and effectively (verbal and nonverbal) • Resolving conflict • Attending to personal health, emotional, social and physical well-being • Making decisions • Managing-self • Using technology tools responsibly
<p>NJ: 2016 SLS: English Language Arts</p>	

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

The study of human–computer interaction can improve the design of devices and extend the abilities of humans.

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

- 8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

Core Ideas	NJSLs Performance Expectations (By the end of Grade 2)
An individual's strengths, lifestyle goals, choices, and interests affect employment and income.	<ul style="list-style-type: none"> 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<ul style="list-style-type: none"> 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact
Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	<ul style="list-style-type: none"> 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	<ul style="list-style-type: none"> 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8)
Interdisciplinary Connections / 21st Century Connections	
Visual and Performing Art	<ul style="list-style-type: none"> 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media
Math	<ul style="list-style-type: none"> 6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
21 st Century Connections	<ul style="list-style-type: none"> Critical Thinking Career Awareness and Planning

	<ul style="list-style-type: none"> • Global and Cultural Awareness • Information and Media Literacy
SEL	<ul style="list-style-type: none"> • Social Awareness • Self-Management • Responsible Decision-Making • Relationship Skills <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Family Life
Unit Duration	8 Weeks
Unit Summary & Rationale	<p><i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will learn skills and strategies to develop meaningful relationships with others, as well as interact with others in a healthy and appropriate manner. Students will acquire knowledge on the physical, emotional and social aspects of relationships as they relate to supporting a healthy and active lifestyle. One's ability to successfully interact with others and maintain supportive relationships affects one's overall health and well-being. The ability to work collaboratively, use effective communication skills, refusal skills, as well as an awareness of social support groups,</i></p>

available for those who feel abused or bullied by others are important to the health of both individuals and the community groups, they are part of.

Unit Goals

Essential Questions

- Students will explain the basic function of the human body and understand how families support and influence development.
- How do words and actions impact the way one feels and thinks about oneself and others.

Enduring Understandings

- There are specific health skills that we can use to promote our own wellness. We use the skills and knowledge to make decisions that allow us to lead a healthy lifestyle.

Learning Outcomes

Grades 6 & 7

- Compare the changes that happen in males with the changes that happen in females during puberty.
- Describe the interrelationship of mental, emotional, social, and physical health during adolescence.
- Explain and demonstrate how refusal skills and good communication help to maintain healthy relationships.

Grade 7

- Explain why family roles and responsibilities change over time.
- Summarize the role of the endocrine system in growth and development.
- Identify the structures and function of the male and female reproductive systems.
- define and describe the typical menstrual cycle.

- Describe how sperm are made and summarize the path of sperm through the male reproductive system.
- Describe changes in the mother's body during pregnancy.
- Describe the pregnancy timeline and fetal development from fertilization to the birth of the baby.
- Describe three factors that affect the health of both the mother and the fetus.
- Explain how relationships can help you stay healthy.
- Explain the difference between HIV and AIDS.
- Identify ways that HIV can be transmitted from person to person.

Grade 8

- Explain the benefits of sexual abstinence.
- Explain how refusal skills can be used to promote sexual abstinence.
- Explain why abstinence is the only 100% sure way to avoid sexually transmitted diseases and prevent pregnancy.
- Define sexually transmitted disease and identify common sexually transmitted diseases.
- Learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
- Learn about types of cancer and prevention and detection.
- Learn what dating violence is and how to prevent it.
- Learn domestic violence and the implications of abuse. Learn how to prevent sexual assault. Learn about abstinence. Learn about suicide prevention.
- Define gender identity, gender expression and sexual orientation.
- Define vaginal, oral, and anal sex.

- Describe pregnancy testing and the signs of pregnancy, and list pregnancy options.

Assessment Evidence	
Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, oral assessments
Summative	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations, Oral Assessments
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents</p> <p>The Health Teachers Book of Lists (Patricia Rizzo-Toner, The Center for Applied Research in Education, 1999)</p> <p>Decisions for Health, HOLT; 2007</p> <p>https://www.naturalhigh.org/Approved-Class-Resource-List</p>
Content & Interdisciplinary Standards	

NJ: 2020 SLS: Comprehensive Health and Physical Education

Core Ideas	NJSLS Performance Expectations
Individual actions, genetics, and family history can play a role in an individual’s personal health.	<ul style="list-style-type: none"> • 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.
Responsible actions regarding behavior can impact the development and health of oneself and others.	<ul style="list-style-type: none"> • 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	<ul style="list-style-type: none"> • 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.
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	<ul style="list-style-type: none"> • 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.
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	<ul style="list-style-type: none"> • 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.
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<ul style="list-style-type: none"> • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships.

	<ul style="list-style-type: none"> • 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.
<p>There are factors that contribute to making healthy decisions about sex.</p>	<ul style="list-style-type: none"> • 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).
<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
<p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p>	<ul style="list-style-type: none"> • 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).
<p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p>	<ul style="list-style-type: none"> • 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).
<p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<ul style="list-style-type: none"> • 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).

<p>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.</p>	<ul style="list-style-type: none"> • 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness. • 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.
<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<ul style="list-style-type: none"> • 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.
<p>Comprehensive Health and Physical Education Practices</p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<p>Comprehensive Health and Physical Education Practices</p>	<ul style="list-style-type: none"> • Acting as responsible and contributing member of society • Communicating clearly and effectively (verbal and nonverbal) • Resolving conflict • Attending to personal health, emotional, social and physical well-being • Making decisions • Managing-self • Using technology tools responsibly

NJ: 2016 SLS: English Language Arts

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2020 SLS: Computer Science & Design Thinking

Core Ideas	NJSLS Performance Expectations (By the end of Grade 8)
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems	<ul style="list-style-type: none"> • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.	<ul style="list-style-type: none"> • 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Technological disparities have consequences for public health and prosperity.	<ul style="list-style-type: none"> 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	NJSLS Performance Expectations (By the end of Grade 8)
Multiple solutions often exist to solve a problem.	<ul style="list-style-type: none"> 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	<ul style="list-style-type: none"> 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.D C.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
There are ethical and unethical uses of information and the media.	<ul style="list-style-type: none"> 9.4.8.IM L.9: Distinguish between ethical and unethical uses of information and media (e.g.,1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	<ul style="list-style-type: none"> 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
Interdisciplinary Connections	

Science	<ul style="list-style-type: none"> MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem
21 st Century Connections	<ul style="list-style-type: none"> Critical Thinking Digital Citizenship Information and Media Literacy
SEL	<ul style="list-style-type: none"> Social Awareness Self-Management Responsible Decision-Making Relationship Skills <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
Time/General	Processing	Comprehension
<ul style="list-style-type: none"> Allow extra time Repeat and clarify directions Provide breaks in between tasks Have student verbalize directions Provide timelines/due dates for reports and projects 	<ul style="list-style-type: none"> Provide extra response time Have student verbalize steps Repeat directions Provide small group instruction Include partner work 	<ul style="list-style-type: none"> Provide reading material on student's level Have student underline important points Assist student on how to use context clues to identify words/phrases Ensure short manageable tasks

Tests/Quizzes/Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments

- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.

