



# **Rochelle Park School District**

## **Curriculum Guide**

### **Health Grades: 6-8**

BOE Approved on August 30, 2022

## Overview

The NJSLS-CHPE (New Jersey Student Learning Standards for Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/index.shtml>) highlights the expectation that all students participate in a high-quality, K–12 sequential health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. They will develop the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

The Rochelle Park K-2 Health Curriculum guide supports the implementation of the following disciplinary concepts:

- Personal Growth and Development
- Pregnancy and Parenting
- Emotional Health
- Social and Sexual Health
- Community Health Services and Support
- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases, and Medicine
- Alcohol, Tobacco, and other Drugs
- Dependency, Substances Disorder and Treatment

### *Section 18A:35-4.7 - Parent's statement of conflict with conscience*

*Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.*

*N.J.S. § 18A:35-4.7*

*L.1979, c.428, s.2, eff. 2/11/1980*

**CHPE: HEALTH**

**Grades 6-8**

2.1 Personal and Mental Health

**DISCIPLINARY CONCEPT: Personal Growth and Development**

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
Individual actions, genetics, and family history can play a role in an individual's personal health.	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.
Responsible actions regarding behavior can impact the development and health of oneself and others.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

<b>Key Vocabulary</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>	<b>Resources/Materials</b>
<p><b>Grade 6</b> 2.1.8.PGD.1, 2.1.8.PGD.3, 2.1.8.PGD.4:</p> <p>Puberty, Sperm, Testes, Egg, Ovary, Menstruation, Hygiene (Male and Female), Testosterone, Estrogen, Progesterone, Adolescence, Hormone, Physical Traits, Emotional Traits</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the human reproductive systems, internal body parts and their functions, and the natural variations that exist in human bodies.</li> <li>Explain how appropriate health care can promote personal health.</li> <li>Analyze the relationship between healthy behaviors and personal health.</li> <li>Hygiene basics for the male/female body.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will lead a Guided Discussion on the human reproductive system including functions and variations</li> <li>Videos on the human reproductive system</li> <li>Videos promoting personal health</li> <li>Think-Pair-Share about teacher provided topics: i.e. how to promote your own personal health, hygiene</li> <li>Fill-in Diagrams of the reproductive systems of human bodies</li> </ul>	<ul style="list-style-type: none"> <li>Summative Assessment</li> <li>Formative Assessment</li> <li>Exit Ticket</li> <li>Think-Pair-Share</li> <li>Quiz</li> <li>Test</li> <li>Projects/Presentation on: human reproductive systems (male/female), personal health, personal hygiene</li> <li>3- 2- 1</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>Sex Education Activities: <a href="https://www.amazon.com/Education-Activities-Just-Health-Unit/dp/0876288514/ref=sr_1_1?crd=27NU6EQ0P372L&amp;keywords=sex+education+activities+patricia+rizzo+toner&amp;qid=1648472988&amp;s=books&amp;prefix=sex+education+activities+patricia+rizzo+toner%2Cstripbooks%2C55&amp;sr=1-1">https://www.amazon.com/Education-Activities-Just-Health-Unit/dp/0876288514/ref=sr_1_1?crd=27NU6EQ0P372L&amp;keywords=sex+education+activities+patricia+rizzo+toner&amp;qid=1648472988&amp;s=books&amp;prefix=sex+education+activities+patricia+rizzo+toner%2Cstripbooks%2C55&amp;sr=1-1</a></li> <li>Scholastic Choices Magazine <a href="https://choices.scholastic.com">https://choices.scholastic.com</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Puberty Chart (male/female/both) changes in body</li> </ul>		<a href="http://astic.com/">astic.com/</a>
<p><b>Grade 7</b> 2.1.8.PGD.1, 2.1.8.PGD.2, 2.1.8.PGD.3, 2.1.8.PGD.4:</p> <p>Male- Penis (Foreskin, Circumcision, Erectile/Flaccid), Scrotum, Testes, Epididymis, Vas Deferens, Semen, sperm ejaculation, Prostate Gland, Cowper's Gland, Urethra) Testicular Exam, Testosterone, Scrotum, Infertility</p> <p>Female- External (Vulva, Labia Minora/Majora, Clitoris, Mons Pubis) Internal- Vagina, Cervix, Uterus, Eggs Fallopian Tubes, Ovaries, Estrogen/Progesterone) Breast Self Exam, Ovum, ovulation, Menstrual Cycle, menopause, Pap smear, mammogram, abstinence</p> <p>Genetics, XX, XY, Chromosomes (Autosomes/Sex Chromosomes)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the human reproductive systems, the external and review internal body parts and their functions, and the natural variations that exist in human bodies.</li> <li>• Explain how appropriate health care can promote personal health.</li> <li>• Analyze how genetics and family history can impact personal health.</li> <li>• analyze the relationship between healthy behaviors and personal health.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Write a descriptive path of sperm and egg cells as it travels through the reproductive system.</li> <li>• Label internal and external genitalia of male and female.</li> <li>• Guided Discussion led by the teacher on the reproductive systems, health and hygiene</li> <li>• Videos: human reproduction, personal health, hygiene</li> <li>• Think-Pair-Share on the topics of human reproduction, personal health, hygiene to identify the key terms or functions</li> <li>• Explain and video demonstration of breast and testicular exam</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations on the reproductive systems, personal health (family history or healthy behaviors)</li> <li>• Fill-in Diagrams of human reproductive systems</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Sex Education: The missing pieces <a href="https://www.amazon.com/Sex-Education-Patricia-Rizzo-Toner/dp/098024871X">https://www.amazon.com/Sex-Education-Patricia-Rizzo-Toner/dp/098024871X</a></li> <li>• Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> </ul>
<p><b>Grade 8</b> 2.1.8.PGD.1, 2.1.8.PGD.4: Sexually Transmitted Diseases (STD), Sexually Transmitted Infection (STI), Viral Infection, Bacterial Infection, Parasitic Infection; Fertilization, Embryo, Fetus, Placenta, Trimester, Labor,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how appropriate health care can promote personal health</li> <li>• Analyze the relationship between healthy behaviors and personal health.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion lead by teacher on healthy behaviors and relationship, and STDs</li> <li>• Videos on STDs and/or healthy relationships</li> <li>• Think-Pair-Share of</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Assessment</li> <li>• Formative Assessment</li> <li>• Exit Ticket</li> <li>• Quiz</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Sex Education: The missing pieces <a href="https://www.amazon.com/Sex-Education-Patricia-Rizzo-Toner/dp/098024871X">https://www.amazon.com/Sex-Education-Patricia-Rizzo-Toner/dp/098024871X</a></li> <li>• Scholastic Choices</li> </ul>

<p>Contractions, Contraception, General Practitioner, Gynecologist, Urologist, Yearly Physical, STD/STI Testing, Self-Advocacy, Pap Smear</p>		<p>the characteristics of healthy relationships, STDs, and personal health</p> <ul style="list-style-type: none"> <li>● Projects/Presentations on personal health in relation to STDs and/or healthy relationships</li> <li>● Collaborative team work activities</li> <li>● Treatment options for STDs/STIs</li> <li>● Review procedure for STD/STI testing</li> <li>● Review procedure for gynecological exams (Pap smear)</li> </ul>		<p>Magazine  <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></p>
<p><b>Interdisciplinary Connections</b></p>		<p><b>ELA</b>            RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RI.7.1. 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.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).            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.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.            W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>		<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.            9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>		
<p><b>Computer Science and Design Thinking</b></p>		<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>		

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent	Leveled readers
Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
Think-pair- share	Answer masking		Critical/Analytical thinking	Answer masking
Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

## CHPE: HEALTH

### Grades 6-8

#### 2.1 Personal and Mental Health

#### DISCIPLINARY CONCEPT: Parenting and Pregnancy

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	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.	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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<b>Grade 6</b> 2.1.8.PP.1, 2.1.8.PP.2  Embryo, Fetus, Fertilization/Conception, Egg cell, Sperm Cell	Students will be able to: <ul style="list-style-type: none"> <li>Summarize the stages of pregnancy from fertilization to birth.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on fertilization/conception</li> <li>Label parts of fetal development</li> <li>Videos on the stages of pregnancy</li> <li>Think-Pair-Share on aspects of pregnancy</li> <li>Fill-in Diagrams on pregnancy and its stages</li> <li>Projects/Presentations on the stages of pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>Sex Education Activities: <a href="https://www.amazon.com/Education-Activities-Just-Health-Unit/dp/0876288514/ref=sr_1_1?crd=27NU6EQ0P372L&amp;keywords=sex+education+activities+patricia+rizzo+toner&amp;qid=1648472988&amp;s=books&amp;prefix=sex+education+activities+patricia+rizzo+toner%2Cstripbooks%2C55&amp;sr=1-1">https://www.amazon.com/Education-Activities-Just-Health-Unit/dp/0876288514/ref=sr_1_1?crd=27NU6EQ0P372L&amp;keywords=sex+education+activities+patricia+rizzo+toner&amp;qid=1648472988&amp;s=books&amp;prefix=sex+education+activities+patricia+rizzo+toner%2Cstripbooks%2C55&amp;sr=1-1</a></li> </ul>
<b>Grade 7</b> 2.1.8.PP.1, 2.1.8.PP.2 Zygote, embryo, blastocyst,	Students will be able to: <ul style="list-style-type: none"> <li>Describe pregnancy testing, the signs of</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on fetal development.</li> <li>Videos describing</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>Sex Education</li> </ul>

<p>implantation, amniotic sac, placenta, umbilical cord, fetus, Pregnancy, Trimesters</p>	<p>pregnancy, and pregnancy options, including parenting, abortion, and adoption</p> <ul style="list-style-type: none"> <li>Summarize the stages of pregnancy from fertilization to birth.</li> </ul>	<p>fetal development</p> <ul style="list-style-type: none"> <li>Label pregnancy diagram</li> <li>Draw the path of the egg</li> <li>Think-Pair-Share</li> <li>Fill-in Diagrams of the stages of pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on pregnancy testing, signs, options, parenting, abortion and or adoption with small group collaboration</li> </ul>	<p>Activities:</p> <p><a href="https://www.amazon.com/Education-Activities-Just-Health-Unit/dp/0876288514/ref=sr_1_1?crid=27NU6EQ0P372L&amp;keywords=sex+education+activities+patricia+rizzo+toner&amp;qid=1648472988&amp;s=books&amp;prefix=sex+education+activities+patricia+rizzo+toner%2Cstripbooks%2C55&amp;sr=1-1">https://www.amazon.com/Education-Activities-Just-Health-Unit/dp/0876288514/ref=sr_1_1?crid=27NU6EQ0P372L&amp;keywords=sex+education+activities+patricia+rizzo+toner&amp;qid=1648472988&amp;s=books&amp;prefix=sex+education+activities+patricia+rizzo+toner%2Cstripbooks%2C55&amp;sr=1-1</a></p> <ul style="list-style-type: none"> <li>Sex Education: The missing pieces <a href="https://www.amazon.com/Sex-Education-Patricia-Rizzo-Toner/dp/098024871X">https://www.amazon.com/Sex-Education-Patricia-Rizzo-Toner/dp/098024871X</a></li> </ul>
<p><b>Grade 8</b> 2.1.8.PP.1, 2.1.8.PP.2, 2.1.8.PP.3, 2.1.8.PP.4, 2.1.8.PP.5:</p> <p>Fertilization/Conception, Zygote, Embryo, Fetus, Placenta, Trimester, Labor, Contractions, Contraception, Gynecologist, HCG, Urine Test, C-Section, Episiotomy, Epidural, Amniotic Fluid, Amniotic Sac, Placenta, Umbilical Cord, Labor, Birth, Miscarriage, Abortion, Ectopic Pregnancy, Preclampsia, Gestational Diabetes, Rh Incompatibility, Breech Birth, Oxygen Deprivation, Stillbirth, Safe</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the stages of pregnancy from fertilization to birth.</li> <li>Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</li> <li>Predict challenges that may be faced by adolescent parents and their families.</li> <li>Identify resources to assist with parenting.</li> <li>Identify the costs of parenting.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on Labor and Childbirth</li> <li>Videos of fetal development in each trimester and childbirth.</li> <li>Draw the path of the egg</li> <li>Think-Pair-Share</li> <li>Fill-in Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on the challenges that adolescent parents and their families may face</li> <li>Cost of parenting project</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>Sex Education Activities: <a href="https://www.amazon.com/Education-Activities-Just-Health-Unit/dp/0876288514/ref=sr_1_1?crid=27NU6EQ0P372L&amp;keywords=sex+education+activities+patricia+rizzo+toner&amp;qid=1648472988&amp;s=books&amp;prefix=sex+education+activities+patricia+rizzo+toner%2Cstripbooks%2C55&amp;sr=1-1">https://www.amazon.com/Education-Activities-Just-Health-Unit/dp/0876288514/ref=sr_1_1?crid=27NU6EQ0P372L&amp;keywords=sex+education+activities+patricia+rizzo+toner&amp;qid=1648472988&amp;s=books&amp;prefix=sex+education+activities+patricia+rizzo+toner%2Cstripbooks%2C55&amp;sr=1-1</a></li> <li><a href="https://www.planned">https://www.planned</a></li> </ul>



Haven Law				<ul style="list-style-type: none"> <li>• <a href="http://parenthood.org/">parenthood.org/</a></li> <li>• Sex Education: The missing pieces <a href="https://www.amazon.com/Sex-Education-Patricia-Rizzo-Toner/dp/098024871X">https://www.amazon.com/Sex-Education-Patricia-Rizzo-Toner/dp/098024871X</a></li> <li>• <a href="https://kidshealth.org/en/parents/preg-health.html">https://kidshealth.org/en/parents/preg-health.html</a></li> <li>• Fetal Development/Childbirth videos- <a href="http://www.babycenter.org">www.babycenter.org</a></li> <li>• <a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a></li> </ul>
<b>Interdisciplinary Connections</b>		<p><b>ELA</b></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>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.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>		
<b>Computer Science and Design Thinking</b>		<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>		

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent	Leveled readers
Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
Think-pair- share	Answer masking		Critical/Analytical thinking	Answer masking
Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

**CHPE: HEALTH**

**Grades 6-8**

**2.1 Personal and Mental Health**

**DISCIPLINARY CONCEPT: Emotional Health**

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	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.

<b>Key Vocabulary</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>	<b>Resources/Materials</b>
<p><b>Grade 6</b> 2.1.8.EH.1, 2.1.8.EH.2:</p> <p>Stress, Friendships, Family Relationships, Academics, Risk vs. Protective Factors</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, celebrations, violence)</li> <li>Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on stress management and mental/emotional health supports</li> <li>Videos depicting stress, management, and health supports</li> <li>Think-Pair-Share on the topics of mental health as middle school students</li> <li>Steps on how to handle the stress of ending friendships/family relationships</li> <li>Time management skills in relation to academics.</li> <li>Create a chart that differentiates between protective and risk factors.</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on stress, management and supports for middle schools students and/or in adulthood</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.nimh.nih.gov/health/find-help">https://www.nimh.nih.gov/health/find-help</a></li> <li><a href="https://www.cdc.gov/mentalhealth/tools-resources/individuals/index.htm">https://www.cdc.gov/mentalhealth/tools-resources/individuals/index.htm</a></li> <li><a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>

<p><b>Grade 7</b> 2.1.8.EH.1, 2.1.8.EH.2:</p> <p>Stress, eustress, distress, stressor, alarm stage, resistance stage, exhaustion stage, flight-or-flight response, time management, resilience, optimism, pessimism, mental rehearsal, biofeedback</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, celebrations, violence).</li> <li>• Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion</li> <li>• Videos</li> <li>• Think-Pair-Share: read and respond to real world scenarios.</li> <li>• Make an action plan and monitor progress</li> <li>• Create a stress box (include tools to help cope with stress)</li> <li>• Interview a guidance counselor (describe the factors that make it easier for a student to recover from a stressful situation)</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations on stress management, mental and emotional health</li> </ul>	<ul style="list-style-type: none"> <li>• Hurting with words: <a href="https://www.hrmvide.com/catalog/hurting-with-words">https://www.hrmvide.com/catalog/hurting-with-words</a></li> <li>• <a href="https://www.nimh.nih.gov/health/find-help">https://www.nimh.nih.gov/health/find-help</a></li> <li>• <a href="https://www.cdc.gov/mentalhealth/tools-resources/individuals/index.htm">https://www.cdc.gov/mentalhealth/tools-resources/individuals/index.htm</a></li> <li>• <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li>• <a href="http://www.discovereducation.com">www.discovereducation.com</a></li> <li>• Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> </ul>
<p><b>Grade 8</b> 2.1.8.EH.1, 2.1.8.EH.2:</p> <p>Dating Violence/Relationships, Sexual Decision Making, Sexual abuse, Emotional Abuse, Physical Abuse, Love vs. Sex, Teen Parenting Stress (Costs, Decision Making) Risk vs. Protective Factors, Rape</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast stress management strategies that are used to address various types of stress-induced situations (teen pregnancy/relationship violence, finances)</li> <li>• Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion</li> <li>• Videos</li> <li>• Think-Pair-Share</li> <li>• Projects/Presentations</li> <li>• Identify adults in school or community to help end an abusive relationship.</li> <li>• Decision making skills in regards to sexual decision making.</li> <li>• Available resources in state/community to help aid in costs/ help with parenting.</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations on stress management/stress-induced situations and mental/emotional supports for these situations</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the line, respect the line <a href="https://www.etr.org/st/ore/curricula/draw-the-line-respect-the-line/#:~:text=Draw%20the%20Line%2FRespect%20the%20Line%20is%20a%203%2Dyear.other%20STD%2C%20and%20unplanned%20pregnancy.">https://www.etr.org/st/ore/curricula/draw-the-line-respect-the-line/#:~:text=Draw%20the%20Line%2FRespect%20the%20Line%20is%20a%203%2Dyear.other%20STD%2C%20and%20unplanned%20pregnancy.</a></li> <li>• HRM- Exploring Healthy Relationships <a href="https://www.hrmvide.com/catalog/exploring-healthy-relations">https://www.hrmvide.com/catalog/exploring-healthy-relations</a></li> </ul>

				<ul style="list-style-type: none"> <li>• <a href="https://www.nimh.nih.gov/health/find-help">https://www.nimh.nih.gov/health/find-help</a></li> <li>• <a href="https://www.cdc.gov/mentalhealth/tools-resources/individuals/index.htm">https://www.cdc.gov/mentalhealth/tools-resources/individuals/index.htm</a></li> <li>• <a href="https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> <li>• The National Dating Abuse Hotline: 1-866-331-9474</li> </ul>
<b>Interdisciplinary Connections</b>		<p><b>ELA</b></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>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.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>		

<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
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<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent	Leveled readers
Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
Think-pair- share	Answer masking		Critical/Analytical thinking	Answer masking
Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

## CHPE: HEALTH

### Grades 6-8

#### 2.1 Personal and Mental Health

#### DISCIPLINARY CONCEPT: Social and Sexual Health

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	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.	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.
There are factors that contribute to making healthy decisions about sex.	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).

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<b>Grade 6</b> 2.1.8.SSH.1, 2.1.8.SSH.3, 2.1.8.SSH.5, 2.1.8.SSH.6, 2.1.8.SSH.10  Gender Identity, Expression, Sexual Orientation (Attraction), Developmental Tasks, Culture	Students will be able to: <ul style="list-style-type: none"> <li>● Differentiate between gender identity, gender expression and sexual orientation.</li> <li>● Demonstrate communication skills that will support healthy relationships</li> <li>● Compare and contrast the characteristics of healthy and unhealthy relationships (Family, Friendships)</li> <li>● Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>● Guided Discussion the topics of gender identity, gender expression, and sexual orientation.</li> <li>● Videos: family or friend incidents of trauma or crisis</li> <li>● Think-Pair-Share: healthy relationships, trauma/crisis, con</li> <li>● Chart what abstinence defining</li> </ul>	<ul style="list-style-type: none"> <li>● Google Form Assessments</li> <li>● Exit Tickets</li> <li>● Class discussion (Informal)</li> <li>● Tests/Quizzes</li> <li>● Projects/Presentations on healthy relationships with friends, family, and coping skills for loss, crisis, trauma</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=6&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=6&amp;Section=problems</a></li> <li>● <a href="https://www.nih.gov/health-information/social-wellness-toolkit">https://www.nih.gov/health-information/social-wellness-toolkit</a></li> <li>● <a href="https://www.cdc.gov/socialdeterminants/index.htm">https://www.cdc.gov/socialdeterminants/index.htm</a></li> <li>● <a href="https://health.gov/healthypeople/objective">https://health.gov/healthypeople/objective</a></li> </ul>

	<p>communication skills that will support healthy relationships</p> <ul style="list-style-type: none"> <li>• Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> <li>• Analyze the similarities and differences in friendships and family relationships.</li> <li>• Identify abstinence as a method of contraception to avoid pregnancy.</li> </ul>	<p>the physical and emotional characteristics</p> <ul style="list-style-type: none"> <li>• Group work: Role-playing in different relationship scenarios.</li> <li>• Vocabulary Activities (ex: fill in the blank, worksheets, Google Form, etc.)</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="https://www.cdc.gov/sexualhealth/Default.html">s-and-data/social-determinants-health</a></li> <li>• <a href="https://www.cdc.gov/sexualhealth/Default.html">https://www.cdc.gov/sexualhealth/Default.html</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> <li>• Advocates for Youth: <a href="https://www.3rs.org/">https://www.3rs.org/</a></li> <li>•</li> </ul>
<p><b>Grade 7</b> 2.1.8.SSH.1, 2.1.8.SSH.4, 2.1.8.SSH.5, 2.1.8.SSH.9, 2.1.8.SSH.10</p> <p>LGBTQ, Ally, Gender Identify, Expression, Sexual Orientation Dating violence, infatuation, emotional intimacy, cycle of violence, abstinence, Vaginal/Oral/Anal Intercourse, Abstinence</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between gender identity, gender expression and sexual orientation.</li> <li>• Compare and contrast the characteristics of healthy and unhealthy relationships (Dating)</li> <li>• Define vaginal, oral, and anal sex.</li> <li>• Analyze the similarities and differences between romantic relationships and sexual relationships.</li> <li>• Identify abstinence as a method of contraception to avoid pregnancy.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion on gender, sexual orientation,</li> <li>• Teacher led discussion on defining vaginal, oral, and anal sex</li> <li>• Videos</li> <li>• Think-Pair-Share on the topics of gender identify, expression, and sexual orientation</li> <li>• Projects/Presentations</li> <li>• Group work: Role-playing of decision-making scenarios of relationships including healthy, unhealthy, romantic and sexual</li> <li>• Create an Equality, "Love is Love" poster for LGBTQ</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations on gender identity, expression, and/or sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li>• <a href="https://www.nih.gov/health-information/social-wellness-toolkit">https://www.nih.gov/health-information/social-wellness-toolkit</a></li> <li>• <a href="https://www.cdc.gov/socialdeterminants/index.htm">https://www.cdc.gov/socialdeterminants/index.htm</a></li> <li>• <a href="https://health.gov/healthypeople/objectives-and-data/social-determinants-health">https://health.gov/healthypeople/objectives-and-data/social-determinants-health</a></li> <li>• <a href="https://www.cdc.gov/sexualhealth/Default.html">https://www.cdc.gov/sexualhealth/Default.html</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> <li>• Advocates for Youth: <a href="https://www.3rs.org/">https://www.3rs.org/</a></li> </ul>



<p><b>Grade 8</b>  2.1.8.SSH.1: 2.1.8.SSH.2,  2.1.8.SSH.4, 2.1.8.SSH.5,  2.1.8.SSH.7, 2.1.8.SSH.8,  2.1.8.SSH.9, 2.1.8.SSH.10,  2.1.8.SSH.11</p> <p>Sex (Genetic vs. Anatomical), Gender (Identify vs. Fluid), Heterosexual, Homosexual, Bisexual, Gay, Lesbian, Pansexual, Asexual, Questioning/Queer, Transgender, Intersex, Androgenous, Ally, Cisgender, Gender Non Binary, AFAB, AMAB, Sexual Orientation, Masturbation, Mutual Masterbation, Dreams/Fantasies, Human Sexual Response, Vaginal/Oral/Anal Sex, Abstinence, Intimacy, Passion, Commitment, Love vs. Sex, Intercourse, PRIDE, National Coming Out Day,</p> <p>Contraception  Types (Barrier, Natural, Abstinence, Surgical, Chemical)  Methods- (Birth Control Pill, Diaphragm, Cervical Cap, Sponge, Female and Male Condom, Depo Provera, Norplant, Vaginal Ring,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between gender identity, gender expression and sexual orientation.</li> <li>• 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.</li> <li>• Compare and contrast the characteristics of healthy and unhealthy relationships (Dating)</li> <li>• Demonstrate communication skills that will support healthy relationships</li> <li>• Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</li> <li>• Identify factors that are important in deciding whether and when to engage in sexual behaviors</li> <li>• Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</li> <li>• Define vaginal, oral, and anal sex.</li> </ul>	<p>relationships</p> <ul style="list-style-type: none"> <li>• Guided Discussion of differences in sexualities vs gender, contraceptive use and prevention of STIs and pregnancy.</li> <li>• Videos</li> <li>• Think-Pair-Share</li> <li>• Projects/Presentation s</li> <li>• Create a google sheets form that differentiates between all the gender terms</li> <li>• Group work: Role-playing in different scenarios</li> <li>• School program/activity to celebrate National Coming Out Day and PRIDE Month</li> <li>• Poster Project- PRIDE Flags and their representation, Resources/Organizations to support LGBTQIA+ youth</li> <li>• Create a contraceptive chart that details how it works, Rx/OTC, Cost, Availability, Success rate, Type)</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentation s</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li>• <a href="https://www.nih.gov/health-information/social-wellness-toolkit">https://www.nih.gov/health-information/social-wellness-toolkit</a></li> <li>• <a href="https://www.cdc.gov/socialdeterminants/index.htm">https://www.cdc.gov/socialdeterminants/index.htm</a></li> <li>• <a href="https://health.gov/healthypeople/objectives-and-data/social-determinants-health">https://health.gov/healthypeople/objectives-and-data/social-determinants-health</a></li> <li>• <a href="https://www.cdc.gov/sexualhealth/Default.html">https://www.cdc.gov/sexualhealth/Default.html</a></li> <li>• <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>• Scholastic Choices Magazine <a href="https://choices.scholastic.com/">https://choices.scholastic.com/</a></li> <li>• Advocates for Youth: <a href="https://www.3rs.org/">https://www.3rs.org/</a></li> <li>• <a href="https://www.plannedparenthood.org/">https://www.plannedparenthood.org/</a></li> <li>• GALY- NJ</li> <li>• Garden State Equality</li> <li>• GLAAD</li> <li>• GLSEN</li> <li>• Human Rights Campaign</li> <li>• Trevor Project</li> <li>• Video- Gender Revolution: A Journey with Katie</li> </ul>
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<p>Patch, IUD, Vasectomy, Tubal Ligation, Spermicides, BBT, Cervical Mucus Method, Plan B, Sympto-Thermal Method)</p> <p>Intercourse- Consent</p> <p>STIs</p>	<ul style="list-style-type: none"> <li>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, birth control pills).</li> <li>Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</li> </ul>			<p>Couric- <a href="https://www.amazon.com/Gender-Revolution-Journey-Katie-Couric/dp/B01LT19IZE/ref=sr_1_1?crd=3HRHTX6SIQN5A&amp;keywords=gender+revolution+a+journey+with+katie+couric&amp;qid=1648478017&amp;s=instant-video&amp;prefix=gender+revolution%3A+%2Cinstant-video%2C68&amp;sr=1-1-catcorr">https://www.amazon.com/Gender-Revolution-Journey-Katie-Couric/dp/B01LT19IZE/ref=sr_1_1?crd=3HRHTX6SIQN5A&amp;keywords=gender+revolution+a+journey+with+katie+couric&amp;qid=1648478017&amp;s=instant-video&amp;prefix=gender+revolution%3A+%2Cinstant-video%2C68&amp;sr=1-1-catcorr</a></p>
<p><b>Interdisciplinary Connections</b></p>	<p><b>ELA</b></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>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.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>			
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>	<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>			
<p><b>Computer Science and Design Thinking</b></p>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>			

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent	Leveled readers
Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
Think-pair- share	Answer masking		Critical/Analytical thinking	Answer masking
Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

## CHPE: HEALTH

### Grades 6-8

#### 2.1 Personal and Mental Health

#### DISCIPLINARY CONCEPT: Community Health Services and Support

<b>Timeframe</b>	2 weeks
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	<p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>
Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	<p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p>
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<p><b>Grade 6</b></p> <p>2.1.8.CHSS.1, 2.1.8.CHSS.4, 2.1.8.CHSS.7, 2.1.8.CHSS.8</p> <p>Trusted Adult, EMT, CPR/AED, Suicide, Suicidal Ideation, Planned Parenthood, Sexting, Climate Change, Global Warming, Climate-Sensitive Health Risks, Vulnerability Factors, Exposure Pathways,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>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 ( suicide prevention, CPR/AED)</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on community/school resources, how to identify a trusted adult</li> <li>Videos on the different resources available to students in the community.</li> <li>Think-Pair-Share on the analysis of</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on the resources for health emergencies, identification of</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://panjcommunityresources.info/nj-community-resources/">https://panjcommunityresources.info/nj-community-resources/</a></li> <li><a href="https://www.nj.gov/health/hivstdtb/stds/locations.shtml#:~:text=For%20more%20information%20visit%20nj.1%2D800%2D624%2D2377">https://www.nj.gov/health/hivstdtb/stds/locations.shtml#:~:text=For%20more%20information%20visit%20nj.1%2D800%2D624%2D2377</a></li> <li>World Health</li> </ul>

<p>Health System (Capacity &amp; Resilience)</p>	<ul style="list-style-type: none"> <li>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 harassed, abused, assaulted.</li> <li>Collaborate with other students to develop a strategy to address health issues related to climate change.</li> <li>Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</li> <li></li> </ul>	<p>situations that might lead to challenging feelings and identification of who to speak with for assistance</p> <ul style="list-style-type: none"> <li>Projects/Presentations on specific resources for health emergencies services</li> <li>Group work: Role-playing related to expressing your emotions, how to respond to a health emergency</li> <li>Establish a list of people within the school and local community who can be trusted resources (emergencies, sexual health, life skill).</li> </ul>	<p>trusted adults, health issues related to climate change, help in the community available.</p>	<p>Organization: <a href="https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health">https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health</a></p>
<p><b>Grade 7</b></p> <p>2.1.8.CHSS.1, 2.1.8.CHSS.2, 2.1.8.CHSS.3, 2.1.8.CHSS.4, 2.1.8.CHSS.5, 2.1.8.CHSS.6</p> <p>School Professionals (Nurse, Counselor, Administration, Teacher)</p> <p>Community Resources</p> <p>Sexting, Child Pornography</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>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 (traumatic stress).</li> <li>Describe the state and federal laws related to age of consent, minors'</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on available resources throughout the school and community.</li> <li>Guided discussion on defining sexting, child pornography</li> <li>Videos on available resources throughout the school and community.</li> <li>Think-Pair-Share on the community</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on the community resources and adults available for instances of harassment, abuse, exploitation, assault, or trafficking,</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://panjcommunityresources.info/nj-community-resources/">https://panjcommunityresources.info/nj-community-resources/</a></li> <li>Bergen County Prosecutor's Office</li> <li><a href="https://www.nj.gov/health/hivstdtb/stds/locations.shtml#:~:text=For%20more%20information%20visit%20nj,1%2D800%2D624%2D2377">https://www.nj.gov/health/hivstdtb/stds/locations.shtml#:~:text=For%20more%20information%20visit%20nj,1%2D800%2D624%2D2377</a></li> </ul>

	<p>ability to consent to health care, child pornography and sexting.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> </ul>	<p>resources/trusted adults available if you or another is harassed, abused, assaulted exploited or trafficked</p> <ul style="list-style-type: none"> <li>Projects/Presentations on specific resources and their role in a conflict/situation.</li> <li>Group work: Role-playing in handling how to console someone who is expressing emotions.</li> <li>Create a poster/presentation on the dangers of sexting.</li> </ul>	<ul style="list-style-type: none"> <li>Canva</li> </ul>	
<p><b>Grade 8</b> 2.1.8.CHSS.1, 2.1.8.CHSS.2, 2.1.8.CHSS.4</p> <p>Self breast examination, Testicular self examination, Planned parenthood, Community health clinic, Consent, Confidentiality, Health Care Provider, Minor, Sex Trafficking, Grooming, STIs/HIV</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>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 (breast and testicular self-examination).</li> <li>Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, safe haven and sex</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the possible conflicts that can lead to a need in school/community resources.</li> <li>Videos on possible conflicts and resources to trust in.</li> <li>Design a pamphlet on the steps for self breast and testicular exams</li> <li>Think-Pair-Share</li> <li>Projects/Presentations relating to different resources and their roles in conflict/situations.</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://panjcommunityresources.info/nj-community-resources/">https://panjcommunityresources.info/nj-community-resources/</a></li> <li>Bergen County Prosecutor's Office</li> <li><a href="https://www.nj.gov/health/hivstdtb/stds/locations.shtml#:~:text=For%20more%20information%20visit%20nj.1%2D800%2D624%2D2377">https://www.nj.gov/health/hivstdtb/stds/locations.shtml#:~:text=For%20more%20information%20visit%20nj.1%2D800%2D624%2D2377</a></li> <li>National Human Trafficking Hotline <a href="https://humantraffickinghotline.org/human-trafficking/recognizing-signs">https://humantraffickinghotline.org/human-trafficking/recognizing-signs</a></li> <li>Shared Hope</li> </ul>

	<p>trafficking.</p> <ul style="list-style-type: none"> <li>• Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</li> <li>• 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.</li> <li>• 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.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Group work: Role-playing in how to handle someone expressing their emotions during a difficult situation.</li> <li>• Create a social media page to raise awareness about sex trafficking</li> </ul>		<p>International  <a href="https://sharedhope.org/takeaction/report-trafficking/">https://sharedhope.org/takeaction/report-trafficking/</a></p> <ul style="list-style-type: none"> <li>• Polaris Project-  <a href="https://polarisproject.org/recognizing-human-trafficking/">https://polarisproject.org/recognizing-human-trafficking/</a></li> <li>• US Department of State-  <a href="https://www.state.gov/identify-and-assist-a-trafficking-victim/">https://www.state.gov/identify-and-assist-a-trafficking-victim/</a></li> <li>• Stop the Traffik-  <a href="https://www.stopthetraffik.org/spot-the-signs/">https://www.stopthetraffik.org/spot-the-signs/</a></li> <li>• NJ 211-  <a href="https://www.nj211.org/human-trafficking">https://www.nj211.org/human-trafficking</a></li> <li>• NJ Office of Attorney General-  <a href="https://www.njoag.gov/programs/human-trafficking/">https://www.njoag.gov/programs/human-trafficking/</a></li> <li>•</li> </ul>
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<p><b>Interdisciplinary Connections</b></p>	<p><b>ELA</b></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of</p>
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	<p>what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>
<b>Computer Science and Design Thinking</b>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent	Leveled readers
Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
Think-pair- share	Answer masking		Critical/Analytical thinking	Answer masking
Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling



## CHPE: HEALTH

### Grades 6-8

#### 2.2 Physical Wellness

#### DISCIPLINARY CONCEPT: Nutrition

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>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.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</p>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<p><b>Grade 6</b> 2.2.8.N.1, 2.2.8.N.3</p> <p>MyPlate, Calories, Diet, Nutritional Eating Plans (Lactose Free, Nut Free, Gluten Free, Vegan, Vegetarian, Mediterranean Diet, Low Calorie etc.) food allergies, food intolerances, vegetarian, vegan, healthy diets for athletes, food labels</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li> <li>Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the analysis of healthy food and eating habits.</li> <li>Videos on nutrition and resources for healthy eating</li> <li>Think-Pair-Share based on teacher guided topics.</li> <li>Projects/Presentations</li> <li>Group work: Role-playing in different scenarios.</li> <li>Analyze food labels</li> <li>Research a type of diet and include a sample menu of the diet.</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on nutritional plans and/or healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines for a Health Diet: <a href="https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/nutrition-for-kids/art-20049335">https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/nutrition-for-kids/art-20049335</a></li> <li><a href="http://www.MyPlate.org">www.MyPlate.org</a></li> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>Scholastic Choices Magazine</li> </ul>

		<ul style="list-style-type: none"> <li>● Create a menu based on cultural food, staying within recommended guidelines.</li> <li>● Collect information supplied by fast food restaurants and use the data to analyze the fat and calorie content on different food items. Then create a pamphlet comparing two meals: one that is low in fat and calories to one that is high.</li> </ul>		
<p><b>Grade 7</b> 2.2.8.N.2, 2.2.8.N.4</p> <p>Dietary Guidelines for Americans, MyPlate, Diet, Caloric Intake, Caloric Expenditure, Sugar, Sodium, Nutritional Facts labels, Protein, CHO, Fats, Exercise (Caloric Expenditures), Energy/Sports Drinks. Sports Supplements, obesity, overweight, underweight, body composition, BMI, weight management, Vitamins, Minerals, Macronutrient, Micronutrient, Calorie/Gram Conversion, Type II Diabetes (Adult-Onset), Protein Drinks</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. <ul style="list-style-type: none"> <li>○ Identify the dangers of a fast food diet.</li> <li>○ Explain how eating at home is healthier than eating out.</li> <li>○ Identify how to calculate fat, CHO and Protein from Nutritional Facts.</li> </ul> </li> <li>● Assess personal</li> </ul>	<ul style="list-style-type: none"> <li>● Guided Discussion on the differences between nutrients and food groups.</li> <li>● Videos on different types of nutrients, diets, etc.</li> <li>● Think-Pair-Share</li> <li>● Analyze food labels</li> <li>● Group work: Building a healthy meal plan.</li> <li>● Fast Food Diet Project (Research nutritional information on food served at fast food restaurants).</li> <li>● Create a healthy menu based on calories and following MyPlate guidelines.</li> <li>● Create a compare/contrast chart on energy</li> </ul>	<ul style="list-style-type: none"> <li>● Google Form Assessments</li> <li>● Exit Tickets</li> <li>● Class discussion (Informal)</li> <li>● Tests/Quizzes</li> <li>● Projects/Presentations on food groups, nutrients, diets, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Guidelines for a Health Diet: <a href="https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/nutrition-for-kids/art-20049335">https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/nutrition-for-kids/art-20049335</a></li> <li>● Dietary Guidelines for Americans- <a href="https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary_Guidelines_for_Americans_2020-2025.pdf">https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary_Guidelines_for_Americans_2020-2025.pdf</a></li> <li>● <a href="http://www.MyPlate.org">www.MyPlate.org</a></li> <li>● <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>● Scholastic Choices Magazine</li> <li>● Supersize Me- Video</li> </ul>

	nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).	drinks (Include dangers) <ul style="list-style-type: none"> <li>Identify sugar present in individual portion sizes by measuring out sugar portions in favorite snacks.</li> <li>Contrast and compare other plans with MyPlate.</li> </ul>		
<b>Grade 8</b> n/a	n/a	n/a	n/a	n/a
<b>Interdisciplinary Connections</b>		<b>ELA</b> RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.1. 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.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 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.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
<b>Career Readiness, Life Literacies and Key Skills</b>		9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose		
<b>Computer Science and Design Thinking</b>		8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.		

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides

Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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**CHPE: HEALTH**

**Grades 6-8**

**2.3 Safety**

**DISCIPLINARY CONCEPT: Personal Safety**

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
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.	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).
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	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).
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	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).

<b>Key Vocabulary</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>	<b>Resources/Materials</b>
<p><b>Grade 6</b> 2.3.8.PS.1, 2.3.8.PS.6:</p> <p>Digital Footprint, Communication, Social Media (FB, TikTok, SnapChat, Instagram, Twitter, etc) Safety, Chat Rooms,, Hacking</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>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).                             <ul style="list-style-type: none"> <li>Dangers of social media platforms.</li> </ul> </li> <li>Demonstrate strategies to use social media safely, legally, and respectfully (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the various topics involving non-deliberate injuries to self and others.</li> <li>Videos on potentially dangerous situations and how to react.</li> <li>Think-Pair-Share on the use of social media and potential areas of danger to self and/or others</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on the assessment of degrees of risk in situations including deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting) and/or on safe, legal,</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=personal">https://classroom.kidshealth.org/classroom/index.jsp?Grade=68&amp;Section=personal</a></li> <li>Scholastic Choices Magazine</li> <li>National Cybersecurity Alliance- <a href="https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-me">https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-me</a></li> </ul>

	sexting, sextortion).	<ul style="list-style-type: none"> <li>Projects/Presentations on safely using media and common mistakes.</li> <li>Group work: Role-playing in potentially dangerous situations and how to react.</li> </ul>	respectful social media navigation	<ul style="list-style-type: none"> <li><a href="https://media.defense.gov/2021/Aug/06/2002824387/-1/-1/0/C5I_KEEPING_SAFE_ON_SOCIAL_MEDIA_20210806.PDF">dia/ Keeping Safe on Social Media-https://media.defense.gov/2021/Aug/06/2002824387/-1/-1/0/C5I_KEEPING_SAFE_ON_SOCIAL_MEDIA_20210806.PDF</a></li> <li>Safe Search Kids-<a href="https://www.safesearchkids.com/a-teens-guide-to-social-media-safety/#.YkHqaB3MJfg">https://www.safesearchkids.com/a-teens-guide-to-social-media-safety/#.YkHqaB3MJfg</a></li> </ul>
<p><b>Grade 7</b> 2.3.8.PS.1, 2.3.8.PS.5, 2.3.8.PS.6: 2.3.8.PS.7</p> <p>Digital Safety, Sexting, Domestic Violence, Gang Violence, Child Pornography, Sextortion, Cyber Laws, Consent, Communication, Respect</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>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).</li> <li>Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</li> <li>Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</li> <li>Evaluate the impact of technology and social</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the cause and effect of technology along with social media impacting relationships.</li> <li>Videos depicting different cause and effect situations (ex: safe social media, consent, respect, human trafficking, child pornography, etc.)</li> <li>Think-Pair-Share: Compare and Contrast deliberate vs. non-deliberate injuries.</li> <li>Projects/Presentations on how to handle potential situations of digital safety, sexting, gang violence, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations on how to handle potential situations of digital safety, sexting, gang violence, etc.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=personality">https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=personality</a></li> <li>Scholastic Choices Magazine</li> <li><a href="https://www.lifespan.org/lifespan-living/what-at-sexting-and-it-common-among-teens">https://www.lifespan.org/lifespan-living/what-at-sexting-and-it-common-among-teens</a></li> <li>National Cybersecurity Alliance-<a href="https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-media/">https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-media/</a></li> <li>Keeping Safe on Social Media-<a href="https://media.defense.gov/2021/Aug/06/2002824387/-1/-1/0/C5I_KEEPING_SAFE_ON_SOCIAL_MEDIA_20210806.PDF">https://media.defense.gov/2021/Aug/06/2002824387/-1/-1/0/C5I_KEEPING_SAFE_ON_SOCIAL_MEDIA_20210806.PDF</a></li> </ul>

	<p>media on relationships (e.g., consent, communication, respect).</p>	<ul style="list-style-type: none"> <li>● Group work: Role-playing in potentially dangerous scenarios involving dating violence, digital safety, sexting, gang violence, etc.</li> <li>● Create a pamphlet/poster to explain the consequences of sexting</li> </ul>		<p><a href="#">SI_KEEPING_SAFE_ON_SOCIAL_MEDIA_20210806.PDF</a></p> <ul style="list-style-type: none"> <li>● Safe Search Kids- <a href="https://www.safesearchkids.com/a-teens-guide-to-social-media-safety/#.YkHqaB3MJfg">https://www.safesearchkids.com/a-teens-guide-to-social-media-safety/#.YkHqaB3MJfg</a></li> <li>● <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>●</li> </ul>
<p><b>Grade 8</b> 2.3.8.PS.1, 2.3.8.PS.2, 2.3.8.PS.3, 2.3.8.PS.4, 2.3.8.PS.5, 2.3.8.PS.7</p> <p>Sexual Consent, Risk Factors, Violence, Human Trafficking, Nonconsensual Sexual Encounters, Consent, Consensual Sexual Encounters, Sextortion, Sexual Assault, Harassment, Incest, Rape, Domestic Violence, Dating Violence, Coercion</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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., dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).</li> <li>● Define sexual consent and sexual agency.</li> <li>● 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).</li> <li>● Describe strategies that sex traffickers/exploiters employ to recruit youth.</li> </ul>	<ul style="list-style-type: none"> <li>● Guided Discussion on various topics (ex: dating violence, human trafficking, Consensual and Nonconsensual sexual encounters, sexual harassment, sexual assault, etc.)</li> <li>● Videos on the various topics including dating violence, human trafficking sexual abuse, sexual harassment, rape, technology, social media, etc.</li> <li>● Think-Pair-Share</li> <li>● Projects/Presentations on the various topics and how to go about them in a healthy way (ex: dating violence, nonconsensual and consensual sexual encounters, consent, sexual harassment, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Google Form Assessments</li> <li>● Exit Tickets</li> <li>● Class discussion (Informal)</li> <li>● Tests/Quizzes</li> <li>● Projects/Presentations on the various topics and how to go about them in a healthy way (ex: dating violence, nonconsensual and consensual sexual encounters, consent, sexual harassment, sexual abuse, rape, human trafficking, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://classroom.kidhealth.org/classroom/index.jsp?Grade=68&amp;Section=personality">https://classroom.kidhealth.org/classroom/index.jsp?Grade=68&amp;Section=personality</a></li> <li>● Scholastic Choices Magazine</li> <li>● National Cybersecurity Alliance- <a href="https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-media/">https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-media/</a></li> <li>● Keeping Safe on Social Media- <a href="https://media.defense.gov/2021/Aug/06/2002824387/-1/-1/0/CSI_KEEPING_SAFE_ON_SOCIAL_MEDIA_20210806.PDF">https://media.defense.gov/2021/Aug/06/2002824387/-1/-1/0/CSI_KEEPING_SAFE_ON_SOCIAL_MEDIA_20210806.PDF</a></li> <li>● Safe Search Kids- <a href="https://www.safesearchkids.com/a-teens-guide-to-social-media-safety/#.YkHqaB3MJfg">https://www.safesearchkids.com/a-teens-guide-to-social-media-safety/#.YkHqaB3MJfg</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</li> <li>• Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</li> </ul>	<p>sexual abuse, rape, human trafficking, etc.)</p> <ul style="list-style-type: none"> <li>• Create a commercial promoting safe habits and strategies</li> <li>• Group work: Role-playing in different scenarios.</li> <li>• Create a chart with risk factors related to deliberate and non-deliberate injuries to self and others.</li> <li>• Research state and federal laws regarding Consent, Human Trafficking, Parental notification, drugs.</li> <li>• Projects/Presentations on how to handle potential situations of dating violence, domestic violence, etc</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="http://www.discoveryeducation.com">MJfg www.discoveryeducation.com</a></li> <li>•</li> </ul>
<b>Interdisciplinary Connections</b>		<b>ELA</b> RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.1. 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.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 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.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary		



	of the text. W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
<b>Computer Science and Design Thinking</b>	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent	Leveled readers
Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
Think-pair- share	Answer masking		Critical/Analytical thinking	Answer masking
Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

## CHPE: HEALTH

### Grades 6-8

#### 2.3 Safety

#### DISCIPLINARY CONCEPT: Health Conditions, Diseases, and Medicines

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
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>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> <p>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> <p>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).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>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>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</p>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<p><b>Grade 6</b> 2.3.8.HCDM.1, 2.3.8.HCDM.3, 2.3.8.HCDM.6, 2.3.8.HCDM.7</p> <p>Sanitation and Waste Disposal, Salmonella, Mold, Immune System, white blood cells, Medicine, Diabetes, Asthma, Cardiovascular Disease, Stroke</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke).</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on proper waste disposal, preventative measures for disease and health conditions, preventative behaviors/lifestyle for disease/illness, etc.</li> <li>Videos on proper waste disposal, preventative measures for disease and health conditions, preventative behaviors/lifestyle for disease/illness, etc.</li> <li>Think-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>	<p>U.S Food &amp; Drug Administration: <a href="https://www.fda.gov/food/buy-store-serve-safe-food/safe-food-handling">https://www.fda.gov/food/buy-store-serve-safe-food/safe-food-handling</a></p> <ul style="list-style-type: none"> <li><a href="http://www.nutrition.gov">www.nutrition.gov</a></li> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>

	<ul style="list-style-type: none"> <li>Explain how the immune system fights disease.</li> <li>Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</li> </ul>	<p>environmental controls that can prevent disease and health conditions</p> <ul style="list-style-type: none"> <li>Projects/Presentations on topics involving sanitation, disposal, preventative measures for disease/illness, etc.</li> </ul>		
<p><b>Grade 7</b> 2.3.8.HCDM.2, 2.3.8.HCDM.3</p> <p>Genetic Disorders (Sickle Cell, Diabetes, Hemophilia, Turner Syndrome, etc), Testicular injury, Testicular Cancer, Breast Cancer, Testicular Exam, Breast Exam</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., breast cancer, testicular cancer).</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the role of genetics in relation to risk for disease, as well as behaviors that might contribute towards or prevent a person from being susceptible to disease/illness.</li> <li>Videos on the role of genetics in relation to risk for disease.</li> <li>Think-Pair-Share: Critical thinking questions on genetics and how it relates to risk for disease/illness, as well as lifestyle and behaviors relating to risk of illness/disease.</li> <li>Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a></li> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>
<p><b>Grade 8</b> 2.3.8.HCDM.3, 2.3.8.HCDM.4, 2.3.8.HCDM.5</p> <p>Syphilis, Gonorrhea, Chlamydia, Hepatitis, STIs, HIV/AIDS, HPV, Contraceptives, Birth Control, Plan B, Condoms, Cervical Cap, Diaphragm, IUD,</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g. hepatitis, sexually transmitted infections (STIs), HIV/AIDS, HPV.</li> <li>Describe the signs,</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on the role of genetics in relation to risk for disease, as well as behaviors that might contribute towards or prevent a person from being susceptible to disease/illness.</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a></li> <li><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> <li>NJ Department of Health- <a href="https://www.state.nj.us/health/hivstdtb/stds/">https://www.state.nj.us/health/hivstdtb/stds/</a></li> </ul>

Spermicide, Withdrawal	<p>symptoms, and potential impacts of STIs (including HIV).</p> <ul style="list-style-type: none"> <li>• Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</li> </ul>	<ul style="list-style-type: none"> <li>• Videos on the causes, signs, symptoms, etc. of STIs.</li> <li>• Think-Pair-Share on behaviors that can cause or prevent the spread of disease.</li> <li>• Projects/Presentations on the behaviors that can contribute to or prevent a person from being susceptible to sexually transmitted infections/diseases</li> <li>• Group project that requires you to research material on a specific sexually transmitted disease. create a google slides show. The slides must contain appropriate visual aids of the STD along with all findings.</li> <li>• Create a list of risk behaviors that can increase the risk of STI transmission and pregnancy.</li> </ul>		<ul style="list-style-type: none"> <li>• NJ Health Assessment Data- <a href="https://www-doh.state.nj.us/doh-shad/quiry/selection/std/STD_Selection.html">https://www-doh.state.nj.us/doh-shad/quiry/selection/std/STD_Selection.html</a></li> </ul>
<b>Interdisciplinary Connections</b>		<p><b>ELA</b></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>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.</p>		

	<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>
<b>Computer Science and Design Thinking</b>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent	Leveled readers
Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
Think-pair- share	Answer masking		Critical/Analytical thinking	Answer masking
Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

## CHPE: HEALTH

### Grades 6-8

#### 2.3 Safety

#### DISCIPLINARY CONCEPT: Alcohol, Tobacco and other Drugs

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
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>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</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
<p><b>Grade 6</b>                      2.3.8.ATD.1, 2.3.8.ATD.2,                      2.3.8.ATD.3, 2.3.8.ATD.4,                      2.3.8.ATD.5                      Depressant, Refusal skills,                      Binge Drinking, Blackout,                      BAC, Vision Impairment,                      Motor Skill Impairment,                      Unconscious, Consent,                      Alcohol Poisoning, Drunk                      Driving, Fetal Alcohol                      Syndrome</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Examine how the use of alcohol by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically</li> <li>Relate the use of alcohol to decision-making, consent, and risk for sexual assault and abuse.</li> <li>Determine the factors that contribute to different rules, laws, and policies in schools,</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion on how the use of alcohol by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. Also on the relation between the use of alcohol and decision-making, consent, risk for sexual assault, etc.</li> <li>Videos on the different rules, laws, and policies in schools,</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm">https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm</a></li> <li>National Institute on Drug Abuse- <a href="https://nida.nih.gov/">https://nida.nih.gov/</a></li> <li>Drug Free America- <a href="https://www.dfaf.org/">https://www.dfaf.org/</a></li> <li>Drug Free World- <a href="https://www.drugfreeworld.org/">https://www.drugfreeworld.org/</a></li> <li>DARE- <a href="http://www.dare.org">www.dare.org</a></li> <li>Just think twice- <a href="https://www.justthinktwice.gov/">https://www.justthinktwice.gov/</a></li> <li>National Drug</li> </ul>

	<p>communities, and states regarding alcohol.</p> <ul style="list-style-type: none"> <li>● Explain the impact of alcohol on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li> <li>● Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</li> </ul>	<p>communities, and states regarding alcohol.</p> <ul style="list-style-type: none"> <li>● Think-Pair-Share: Critical thinking questions on how alcohol affects decision making. Also on the influence of peers and different social settings in relation to positive/negative outcomes.</li> <li>● Projects/Presentations on how alcohol affects decision making and the impact on areas of the brain.</li> </ul>		<p>Control Policy- <a href="https://www.whitehouse.gov/ondcp/">https://www.whitehouse.gov/ondcp/</a></p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>
<p><b>Grade 7</b> 2.3.8.ATD.1., 2.3.8.ATD.2, 2.3.8.ATD.3, 2.3.8.ATD.4, 2.3.8.ATD.5</p> <p>Stimulant, Nicotine, chewing tobacco, carbon monoxide, Tar, CO, Vape, emphysema, COPD, Marijuana, Opiates/Narcotics (Rx and Illegal), Stimulants vs. Depressants (Rx and Illegal), Drug Trafficking vs. Possession, Consent, Overdose</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Examine how the use of tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically</li> <li>● Relate the use of tobacco and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li> <li>● Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding</li> </ul>	<ul style="list-style-type: none"> <li>● Guided Discussion on how tobacco use and other drugs by adolescents can impact their lives socially, emotionally, and physically.</li> <li>● Create an informational brochure on a specific drug including classification, signs of usage, treatment options, statistics, withdrawal, trafficking and possession, etc)</li> <li>● Videos: <ul style="list-style-type: none"> <li>○ Depicting how tobacco</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Google Form Assessments</li> <li>● Exit Tickets</li> <li>● Class discussion (Informal)</li> <li>● Tests/Quizzes</li> <li>● Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.fda.gov/tobacco-products/products-ingredients-components/e-cigarette-s-vapes-and-other-electronic-nicotine-delivery-systems-ends">https://www.fda.gov/tobacco-products/products-ingredients-components/e-cigarette-s-vapes-and-other-electronic-nicotine-delivery-systems-ends</a></li> <li>● Drug Free World- <a href="https://www.drugfreeworld.org/">https://www.drugfreeworld.org/</a></li> <li>● DARE- <a href="http://www.dare.org">www.dare.org</a></li> <li>● Just think twice- <a href="https://www.justthinktwice.gov/">https://www.justthinktwice.gov/</a></li> <li>● National Institute on Drug Abuse- <a href="https://nida.nih.gov/">https://nida.nih.gov/</a></li> <li>● <a href="http://www.dea.gov">www.dea.gov</a></li> <li>● US Department of</li> </ul>

	<p>tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <ul style="list-style-type: none"> <li>• Explain the impact of tobacco and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li> <li>• Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</li> </ul>	<p>affects decision making.</p> <ul style="list-style-type: none"> <li>○ Depicting how tobacco affects the brain.</li> <li>• Think-Pair-Share: Critical thinking questions on how tobacco affects you physically, emotionally, and socially. Also how different social settings have positive/negative outcomes.</li> <li>• Projects/Presentations on how tobacco affects you physically, emotionally, and socially.</li> <li>• Public Service Announcement Project depicting dangers of alcohol, tobacco, and/or drug use.</li> </ul>		<p>Health &amp; Special Services:</p> <p><a href="https://www.samhsa.gov/find-help/national-helpline">https://www.samhsa.gov/find-help/national-helpline</a></p> <ul style="list-style-type: none"> <li>• Drug Free America- <a href="https://www.dfaf.org/">https://www.dfaf.org/</a></li> <li>• Partnership For Drug-Free Kids: <a href="https://drugfree.org/">https://drugfree.org/</a></li> <li>• National Drug Control Policy- <a href="https://www.whitehouse.gov/ondcp/">https://www.whitehouse.gov/ondcp/</a></li> <li>•</li> </ul>
<b>Grade 8</b>	n/a	n/a	n/a	n/a
<b>Interdisciplinary Connections</b>		<p><b>ELA</b></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>		



	<p>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.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>
<b>Computer Science and Design Thinking</b>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>

<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aide	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent	Leveled readers
Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
Think-pair- share	Answer masking		Critical/Analytical thinking	Answer masking
Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

**CHPE: HEALTH**

**Grades 6-8**

**2.3 Safety**

**DISCIPLINARY CONCEPT: Dependency, Substances Disorder and Treatment**

<b>Timeframe</b>	1 week
<b>Core Ideas</b>	<b>Performance Expectation Standards</b>
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.	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.
Core Idea: The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	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.

<b>Key Vocabulary</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>	<b>Resources/Materials</b>
<p><b>Grade 6</b> 2.3.8.DSDT.1, 2.3.8.DSDT.2</p> <p>Addiction, Dependency, Tolerance, AA, Al-Anon, Alateen, Alcohol Poisoning</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the signs and symptoms of alcohol disorders.</li> <li>Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion led by teacher on the signs, symptoms, and supports available to individuals with alcohol disorders</li> <li>Videos</li> <li>Think-Pair-Share on the signs and symptoms of alcohol disorder</li> <li>Projects/Presentations on the services that are available for individuals affected by substance</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li>National Institute on Drug Abuse- <a href="https://nida.nih.gov/">https://nida.nih.gov/</a></li> <li>NJ Department of Human Services- <a href="https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html">https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html</a></li> <li><a href="https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li>Drug Free America- <a href="https://www.dfaf.org/">https://www.dfaf.org/</a></li> </ul>

		<p>disorders; alcohol</p> <ul style="list-style-type: none"> <li>Group work: identification of the services available if needed for themselves, friends of family</li> </ul>		<ul style="list-style-type: none"> <li>Drug Free World- <a href="https://www.drugfreeworld.org/">https://www.drugfreeworld.org/</a></li> <li>SAMHSA- <a href="https://www.samhsa.gov/">https://www.samhsa.gov/</a></li> <li>Just think twice- <a href="https://www.justthinktwice.gov/">https://www.justthinktwice.gov/</a></li> <li>National Drug Control Policy- <a href="https://www.whitehouse.gov/ondcp/">https://www.whitehouse.gov/ondcp/</a></li> </ul>
<p><b>Grade 7</b> 2.3.8.DSDT.1, 2.3.8.DSDT.2</p> <p>Addiction, Dependency, Tolerance, Smoking Cessation Programs, NA, Inpatient vs. Outpatient Treatment Centers, Detoxification, therapeutic communities, Overdose, Narcan</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the signs and symptoms of tobacco, and drug disorders.</li> <li>Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Discussion led by the teacher on the signs and symptoms of tobacco and drug disorder and services available to individuals</li> <li>Videos</li> <li>Think-Pair-Share about how to identify the need for help for themselves, friends and family with tobacco and drug disorders.</li> <li>Projects/Presentation on the services that are available for individuals affected by substance disorders; tobacco and drugs</li> <li>Group work: Role-playing in</li> </ul>	<ul style="list-style-type: none"> <li>Google Form Assessments</li> <li>Exit Tickets</li> <li>Class discussion (Informal)</li> <li>Tests/Quizzes</li> <li>Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li>National Institute on Drug Abuse- <a href="https://nida.nih.gov/">https://nida.nih.gov/</a></li> <li>The Brain and Addiction: <a href="https://teens.drugabuse.gov/drug-facts/brain-and-addiction">https://teens.drugabuse.gov/drug-facts/brain-and-addiction</a></li> <li>NJ Department of Human Services- <a href="https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html">https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html</a></li> <li><a href="https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li>Drug Free America- <a href="https://www.dfaf.org/">https://www.dfaf.org/</a></li> <li>Drug Free World- <a href="https://www.drugfreeworld.org/">https://www.drugfreeworld.org/</a></li> </ul>

		<p>different scenarios.</p> <ul style="list-style-type: none"> <li>• Prepare a speech on healthy alternatives to drug use.</li> </ul>		<ul style="list-style-type: none"> <li>• SAMHSA- <a href="https://www.samhsa.gov/">https://www.samhsa.gov/</a></li> <li>• Just think twice- <a href="https://www.justthinktwice.gov/">https://www.justthinktwice.gov/</a></li> <li>• National Drug Control Policy- <a href="https://www.whitehouse.gov/ondcp/">https://www.whitehouse.gov/ondcp/</a></li> <li>•</li> <li>•</li> </ul>
<p><b>Grade 8</b> 2.3.8.DSDT.3, 2.3.8.DSDT.4, 2.3.8.DSDT.5</p> <p>Nervous System (CNS/PNS) Brain, Spinal cord, Neurons (Parts of a neuron), Neurotransmitters, Neurotransmission, Reward Pathway, Addiction, Over the Counter, Prescription, Dependency, Tolerance, Death, Disability, Crimes/Sentencing, Overdose</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. <ul style="list-style-type: none"> <li>○ Identify how Dependency/Addiction affects/damages the brain.</li> <li>○ Identify neurotransmitters affected by drug use.</li> </ul> </li> <li>• Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Discussion on the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</li> <li>• Videos on the different services that are available for family members affected by substance disorders.</li> <li>• Think-Pair-Share: Critical thinking questions on the different services to utilize and how they can help someone who is affected by substance disorder.</li> <li>• Projects/Presentations on how alcohol can impact the social, emotional, and physical well-being of friends and family members.</li> <li>• Group work:</li> </ul>	<ul style="list-style-type: none"> <li>• Google Form Assessments</li> <li>• Exit Tickets</li> <li>• Class discussion (Informal)</li> <li>• Tests/Quizzes</li> <li>• Projects/Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• The Brain and Addiction: <a href="https://teens.drugabuse.gov/drug-facts/brain-and-addiction">https://teens.drugabuse.gov/drug-facts/brain-and-addiction</a></li> <li>• National Institute on Drug Abuse- <a href="https://nida.nih.gov/">https://nida.nih.gov/</a></li> <li>• Addiction and the Human Brain- <a href="https://www.hrmvideo.com/catalog/addiction-and-the-human-brain">https://www.hrmvideo.com/catalog/addiction-and-the-human-brain</a></li> <li>• NJ Department of Human Services- <a href="https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html">https://www.state.nj.us/humanservices/dmhas/resources/services/treatment/addictions.html</a></li> <li>• <a href="https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=problems">https://classroom.kidshhealth.org/classroom/index.jsp?Grade=68&amp;Section=problems</a></li> <li>• Drug Free America-</li> </ul>

		<p>Role-playing in different scenarios on how to handle someone who is affected by substance disorders.</p> <ul style="list-style-type: none"> <li>● Label parts of the brain and their functions. Identify how each part of the brain is affected by drug use.</li> <li>● Create a diagram of the addiction cycle.</li> <li>● List effects of drug abuse on friends and family.</li> </ul>		<p><a href="https://www.dfaf.org/">https://www.dfaf.org/</a></p> <ul style="list-style-type: none"> <li>● Drug Free World- <a href="https://www.drugfree-world.org/">https://www.drugfree-world.org/</a></li> <li>● SAMHSA- <a href="https://www.samhsa.gov/">https://www.samhsa.gov/</a></li> <li>● Just think twice- <a href="https://www.justthinktwice.gov/">https://www.justthinktwice.gov/</a></li> <li>● National Drug Control Policy- <a href="https://www.whitehouse.gov/ondcp/">https://www.whitehouse.gov/ondcp/</a></li> <li>●</li> </ul>
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<b>Career Readiness, Life Literacies and Key Skills</b>		<p>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose</p>		
<b>Computer Science and Design Thinking</b>		<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>		

**Modifications**

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Read alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
Annotation guides	Extended time	Counseling	Higher level questioning	Extended time
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Visual aides	Answer eliminator		tasks	Answer eliminator
Modeling	Highlighter		Self-directed activities	Highlighter
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