

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Health	Grade Level(s): Sixth Grade
BOE Adoption Date: October 19, 2015; October 2017	Revised date (s): September 2017

ABSTRACT

The grades 6-8 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that teaches general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

TABLE OF CONTENTS

Mission Statement	Page 3
Curriculum and Instruction Goals	Page 3
Philosophy of Shared Curriculum Service with South Harrison Township Elementary	Page 3
How to Read this Document	Page 4
Terms to Know	Page 4
Curriculum Trimester Overview	Page 9-11
Pacing Guide(s)	Page 14, 22, 29

Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each

learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They

extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSL (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires

students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Grade 6 Standards Overview

Domain	Strand	Repeated Standards
Personal Growth and Wellness	NJ SLS 2.2.6.B.1, NJ SLS 2.2.6.B.2, NJ SLS 2.1.6.A.2, NJ SLS 2.1.6.A.3 NJ SLS 2.1.8.A.1, NJ SLS 2.1.8.A.2, NJ SLS 2.1.8.B.1, NJ SLS 2.1.6.C.2	
Alcohol, Tobacco and other Drugs	NJ SLS 2.3.6.A.2, NJ SLS 2.3.6.B.4, NJ SLS 2.3.6.B.5, NJ SLS 2.2.8.B.1, NJ SLS 2.3.6.B.4, NJ SLS 2.3.6.B.7	NJ SLS 2.3.6.B.4
Community Health Skills	NJ SLS 2.2.6.A.2, NJ SLS 2.2.6.A.2, NJ SLS 2.1.6.E.2, NJ SLS 2.2.6.B.3, NJ SLS 2.2.6.C.2, NJ SLS 2.2.6.D.2, NJ SLS 2.1.6.C.3, NJ SLS 2.1.6.D.2	
Family Life	NJ SLS 2.4.6.A.4, NJ SLS 2.4.6.A.5, NJ SLS 2.4.6.B.2, NJ SLS 2.4.6.B.2, NJ SLS 2.4.6.B.3, NJ SLS 2.4.6.B.4, NJ SLS 2.4.6.C.4	

Scope and Sequence Chart: Grade 6 Health		
Trimester	Strand	Resources (District approved)
Trimester 1	NJ SLS 2.2.6.B.1, NJ SLS 2.2.6.B.2, NJ SLS 2.1.6.A.2, NJ SLS 2.1.6.A.3 NJ SLS 2.1.8.A.1, NJ SLS 2.1.8.A.2, NJ SLS 2.1.8.B.1, NJ SLS 2.1.6.C.2 NJ SLS 2.3.6.A.2, NJ SLS 2.3.6.B.4,	Model Curriculum 1
Trimester 2	NJ SLS 2.3.6.B.5, NJ SLS 2.2.8.B.1, NJ SLS 2.3.6.B.4, NJ SLS 2.3.6.B.7 NJ SLS 2.2.6.A.2, NJ SLS 2.2.6.A.2, NJ SLS 2.1.6.E.2, NJ SLS 2.2.6.B.3, NJ SLS 2.2.6.C.2, NJ SLS 2.2.6.D.2,	Model Curriculum 2
Trimester 3	NJ SLS 2.1.6.C.3, NJ SLS 2.1.6.D.2, NJ SLS 2.4.6.A.4, NJ SLS 2.4.6.A.5, NJ SLS 2.4.6.B.2, NJ SLS 2.4.6.B.2, NJ SLS 2.4.6.B.3, NJ SLS 2.4.6.B.4, NJ SLS 2.4.6.C.4,	Model Curriculum 3 Model Curriculum 4

Trimester I

Domain: Personal Growth and Wellness**Domain & Strand** NJ SLS 2.2.6.B.1, 2.2.6.B.2, 2.1.6.A.2, 2.1.6.A.3, 2.1.8.A.1, 2.1.8.A.2, 2.1.8.B.1, 2.1.6.C.2**Standard: Standard Description**

NJ SLS 2.2.6.B.1 Use effective decision-making strategies.

NJ SLS 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

NJ SLS 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

NJ SLS 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

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

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

NJ SLS 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

NJ SLS 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.

Domain: Alcohol, Tobacco and other Drugs**Domain & Strand** NJ SLS 2.3.6.A.2, 2.3.6.B.4**Standard: Standard Description**

NJ SLS 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.

NJ SLS 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

Trimester II

Domain: Alcohol, Tobacco and other Drugs

Domain & Strand NJ SLS 2.3.6.B.5, 2.2.8.B.1, 2.3.6.B.4, 2.3.6.B.7

Standard: Standard Description

NJ SLS 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

NJ SLS 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

NJ SLS 2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

Domain: Community Health Skills

Domain & Strand NJ SLS 2.2.6.A.2, 2.2.6.B.3, 2.2.6.C.2

Standard: Standard Description

NJ SLS 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

NJ SLS 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.

NJ SLS 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.

Trimester III

Domain: Community Health Skills

Domain & Strand 2.2.6.D.2, 2.1.6.C.3

NJ SLS 2.2.6.D.2 Develop a position about a health issue in order to inform peers.

NJ SLS 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

Domain: Family Life

Domain & Strand NJ SLS 2.4.6.A.4, 2.4.6.A.5, 2.4.6.B.2, 2.4.6.B.2, 2.4.6.B.3, 2.4.6.B.4, NJ SLS 2.4.6.C.4

Standard: Standard Description

NJ SLS 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.

NJ SLS 2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.

NJ SLS 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.

NJ SLS 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

NJ SLS 2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

NJ SLS 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.

Trimester I

Trimester I		
ESTABLISHED GOALS:	Desired Results	
<p>Domain: Personal Growth and Wellness Domain & Strand NJ SLS 2.2.6.B.1, 2.2.6.B.2, 2.1.6.A.2, 2.1.6.A.3, 2.1.8.A.1, 2.1.8.A.2, 2.1.8.B.1, 2.1.6.C.2</p> <p>Domain: Alcohol, Tobacco and other Drugs Domain & Strand NJ SLS 2.3.6.A.2, 2.3.6.B.4</p>	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Staying healthy is a lifelong process that includes all dimensions of wellness. • Personal Lifestyle habits, environment and heredity influence growth and development in each life stage • There are many short and long term health benefits associated with nutritional choices • The early detection and treatment of diseases and health conditions impact's one's health • Decision-making can be affected by a variety of influences that may not be in a person's best interest. • Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals 	<ul style="list-style-type: none"> • What are the consequences of choices in terms of wellness? • Why would someone choose to make poor choices? • What makes food healthy? • With so much knowledge available about nutrition and health, why is obesity still a problem in the United States? • To what extent can we keep ourselves disease free? • Is it really possible in our society? • Why might educated people make poor health choices? • Can a person overcome negative influences when making decisions about personal health?
	<i>*List is not all inclusive</i>	<i>*List is not all inclusive</i>

Learning Goals & Objectives		
	<p style="text-align: center;"><i>Student will understand...</i></p> <ul style="list-style-type: none"> • factors that influence food choices and eating patterns • benefits and risks associated with nutritional choices. • Heredity influences health. • Proper hygiene practices can lead to improved wellness. • The effect of environment on health and wellness. • The types of diseases that affect adolescents. • Warning signs of mental illnesses • Resources and health professionals to use. • Every health-related decision has short and long-term consequences and affects the ability to reach health goals. • Identifying the problem can be the most difficult step in making a decision. • The importance of setting short and long term goals. • All decisions have consequences. 	<p style="text-align: center;"><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate in writing the influence of heredity on their personal health. • Use proper hygiene as their bodies change from pre-teen to adolescents • Track personal growth and body changes, which will lead to a life of healthy choices. • Identify six main classes of nutrients • Determine what food contains the highest nutrients. • Demonstrate how to plan a nutrient rich meal utilizing all food groups. • Create a balanced nutritional meal plan based on nutritional content, value, calories and cost. • Identify problem eating behaviors • Compile a list of professionals they can turn to when in need of help • Interpret the differences between different mental health disorders • Isolate changes in student behaviors that may lead to a student or students hurting themselves. • Develop a plan for setting long and short-term goals. • Define positive and negative consequences. • Show understanding of the importance of goal setting.

	<p><i>*List is not all inclusive</i></p>	<ul style="list-style-type: none"> • Identify the seven steps in the decision making process. • Determine how conflict can affect decision-making. <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standard	Learning Goals	Learning Objectives
<p>Unit 1</p> <p>NJ SLS 2.2.6.B.1 & 2.2.6.B.2 Use effective decision-making strategies.</p> <p>Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>NJ SLS 2.1.6.A.2 & 2.1.6.A.3 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</p>	<p>SLO 1: NJ SLS 2.2.6.B.1 & 2.2.6.B.2 Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness.</p> <p>SLO 4: NJ SLS 2.1.6.A.2 & 2.1.6.A.3 Examine how to analyze food’s nutritional value in relation to an individual’s needs.</p>	<p>NJ SLS 2.2.6.B.1 & 2.2.6.B.2 Students will be able to explain what effective decision making is.</p> <p>Students will be able to explain strategies that can be used to make effective decisions.</p> <p>NJ SLS 2.1.6.A.2 & 2.1.6.A.3 Students will be able to explain how making healthy food choices affect my health.</p> <p>Ex Students will be able to explain factors</p>

<p>Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</p> <p>NJ SLS 2.1.8.A.1, 2.1.8.A.2, & 2.1.8.B.1 Assess and apply health data to enhance each dimension of personal wellness.</p> <p>Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>NJ SLS 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>Unit 2 NJ SLS 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.</p>	<p>SLO 5: NJ SLS 2.1.8.A.1, 2.1.8.A.2, & 2.1.8.B.1 Determine how culture/family history impacts one’s personal growth and health.</p> <p>SLO 10: NJ SLS 2.1.6.C.2 Evaluate the impact that public health strategies have on the prevention of certain diseases and health conditions.</p> <p>SLO 1: NJ SLS 2.3.6.A.2 Identify and compare information that is contained on the bottle of over the counter and prescription drugs.</p>	<p>to consider when purchasing health care products.</p> <p>NJ SLS 2.1.8.A.1, 2.1.8.A.2, & 2.1.8.B.1 Students will be able to explain how family impacts me.</p> <p>Students will be able to explain the role genetics play in health.</p> <p>NJ SLS 2.1.6.C.2 Students will be able to explain strategies to use to prevent disease.</p> <p>NJ SLS 2.3.6.A.2 Students will be able to explain what information is found on prescription bottles.</p> <p>Students will be able to explain</p>
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<p>NJ SLS 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.</p>	<p>SLO 4: NJ SLS 2.3.6.B.4 Examine data on how drugs/alcohol effect decision making the potential for illness, injury, disease, and risky health behaviors.</p>	<p>information found in over the counter medications.</p> <p>NJ SLS 2.3.6.B.4 Students will be able to explain how drugs impact your life.</p> <p>Students will be able to explain how drugs impact decision making.</p>
<p>Resources</p>		
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • http://science.pppst.com/humanbody/bodyparts.html • http://kidshealth.org/kid/stay_healthy/ • http://www.choosemyplate.gov/ • http://www.superkidsnutrition.com/ • http://nutritionforkids.com/ • http://www.inspiration.com/kidspiration • http://kidshealth.org/kid/htbw/ <p>Books:</p> <ul style="list-style-type: none"> • Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008) • How to Teach Nutrition to Kids [Book]by Connie Liakos Evers • Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz • The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids! by Edward Miller <p>Other Materials: Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels</p>		

Instructional Methods

Learning Activities

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Create a balanced nutritional meal plan based on nutritional value, calories and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices
- Explain the importance of routine health examinations
- Keep a journal of the changes in their body systems to compare and contrast the changes from childhood to adolescence
- List the reasons for keeping good hygiene.
- Determine the impact of public health strategies in preventing diseases and health conditions.
- Compare and contrast common mental illnesses and ways to detect and treat them
- Compile a list of professionals available when in need of help
- Role play
- Research a condition/disease and analyze how it is diagnosed and treated. Then write a report or create a Power point presentation about the disease to the class
- Create and conduct a survey of the school and school activities focusing on health and wellness issues
- Create/Review a “before” and “after” scenario examples of people who do and don’t take care of their body using drawings, magazine cut outs, literature extensions, etc...
- Create a podcast, video, or multi-media campaign that promotes healthy life choices
- Prepare a healthy snack or meal
- Create a healthy menu for breakfast, lunch, and dinner
- Turn you class into a restaurant! Acquire plastic food and have your students serve others using the menus they created (ties in with Math- percentages, addition, multiplication, etc...)
- Using menus from local fast-food chains and restaurants compare nutrition information available

<ul style="list-style-type: none"> • Create a poster design with positive/negative food behaviors and their effect on individual choices. • Compare and contrast your school cafeteria menu with another school's menu with regards to nutritional information • Create your own ideal school cafeteria menu based on Choose My Plate's daily food plan http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png • List and sort the foods consumed over a week. Place them into the appropriate Choose My Plate category, then create a/an individual/class/team graph on Kidspiration or using Microsoft Excel • Survey the student population about food choices and what influences those choices, or even extend the survey to students in another school (local or in another country) using a blog or podcast. 			
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers:	Technology:	<ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests Hands-on-projects 	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language 	<p>At Risk Learners</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

Trimester II

Trimester II		
<p>ESTABLISHED GOALS:</p> <p>Domain: Alcohol, Tobacco and other Drugs Domain & Strand NJ SLS 2.3.6.B.5, 2.2.8.B.1, 2.3.6.B.4, 2.3.6.B.7</p> <p>Domain: Community Health Skills Domain & Strand NJ SLS 2.2.6.A.2, NJ SLS 2.2.6.A.2, NJ SLS 2.1.6.E.2, NJ SLS 2.2.6.B.3, NJ SLS 2.2.6.C.2, NJ SLS 2.2.6.D.2, NJ SLS 2.1.6.C.3</p>	Desired Results	
	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> Medicines come in a variety of forms, are used for a variety of reasons, and should be taken as directed in order to be safe and effective. The use and abuse of alcohol, tobacco and other drugs not only impacts the individual but may have a profound impact on others. <p><i>*List is not all inclusive</i></p>	<ul style="list-style-type: none"> Why do people choose to use drugs and medicines? Why do people use and abuse alcohol, tobacco and other drugs despite warnings about future health problems? <p><i>*List is not all inclusive</i></p>
	Learning Goals & Objectives	
<p>Student will understand...</p> <ul style="list-style-type: none"> The dangers of incorrect usage of over-the-counter medicines and prescription medicines. Why it is so important to follow all directions on prescription medicines The difference between the many types of drugs and how they are used That long term use and abuse of tobacco, alcohol and other drugs can lead to many health problems 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Know the difference between over the counter and prescription medicines. Clearly understand the dangers that go along with not following prescription medicine instructions correctly. Compare and contrast short and long term effects and potential for abuse of commonly used over the counter and prescription medicines. Describe the difference between over- 	

	<p>including physical and emotional issues that can have a harmful effect on good health</p> <ul style="list-style-type: none"> Medicines must be used correctly in order to be safe and have the maximum benefit. <p><i>*List is not all inclusive</i></p>	<p>the-counter medicines and prescription medicines</p> <ul style="list-style-type: none"> Conclude informed decisions about the problems of using these substances. Recognize causes of some diseases derived from using these substances Relate tobacco use and the incidence of disease Name the problems that can be associated with herbal bath salts? <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p>Unit 2 NJ SLS 2.3.6.B.5 & 2.2.8.B.1 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>Predict social situations that may require the use of decision-making skills.</p> <p>NJ SLS 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and</p>	<p>Unit 2 SLO 5: NJ SLS 2.3.6.B.5 & 2.2.8.B.1 Demonstrate through role-play the impact of effective refusal skills to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings.</p> <p>SLO 8: NJ SLS 2.3.6.B.4 Describe the different stages of alcoholism and drug addiction</p>	<p>Unit 2 NJ SLS 2.3.6.B.5 & 2.2.8.B.1 Students will be able to explain how to say no to drugs.</p> <p>Students will be able to explain how to say no to smoking.</p> <p>NJ SLS 2.3.6.B.4 Students will be able to explain what alcoholism is.</p>

<p>disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.</p> <p>NJ SLS 2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p> <p>Unit 3 NJ SLS 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>NJ SLS 2.2.6.A.2, 2.1.6.E.2 & 2.2.6.B.3 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>Determine how conflicting interests may influence one’s decisions.</p>	<p>SLO 11: NJ SLS 2.3.6.B.7 Research the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p> <p>Unit 3 SLO 1: NJ SLS 2.2.6.A.2 Describe how the use of negotiation, refusal, and assertiveness skills plays an important role in being able to communicate with others.</p> <p>SLO 2: NJ SLS 2.2.6.A.2, 2.1.6.E.2 & 2.2.6.B.3 Identify strategies that will facilitate communication to help resolve incidences of gang violence, harassment, bullying, and discrimination.</p>	<p>Students will be able to explain what abuse of alcohol is.</p> <p>Students will be able to explain the effects of abuse.</p> <p>NJ SLS 2.3.6.B.7 Students will be able to explain what HIV/AIDS is.</p> <p>Students will be able to explain the relationship between injected drug use and disease.</p> <p>Unit 3 NJ SLS 2.2.6.A.2 Students will be able to demonstrate uses of communication skills effectively.</p> <p>NJ SLS 2.2.6.A.2, 2.1.6.E.2 & 2.2.6.B.3 Students will be able to explain strategies will help communicate effectively.</p>
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<p>NJ SLS 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.</p>	<p>SLO 5: NJ SLS 2.2.6.C.2 Identify situations that may challenge beliefs and display empathy for others with different values, beliefs, and cultural backgrounds.</p>	<p>NJ SLS 2.2.6.C.2 Students will be able to explain when beliefs may be challenged. Students will be able to explain how to respond to others when they challenge my beliefs.</p>
<p>NJ SLS 2.2.6.D.2 Develop a position about a health issue in order to inform peers.</p>	<p>SLO 8: NJ SLS 2.2.6.D.2 Identify and develop a position in relation to a health related issue that affects the school community.</p>	<p>NJ SLS 2.2.6.D.2 Students will be able to explain what health issues affect the school community. Students will be able to explain how to inform others about these issues.</p>
<p>NJ SLS 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p>	<p>SLO 14: NJ SLS 2.1.6.C.3 Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them.</p>	<p>NJ SLS 2.1.6.C.3 Students will be able to explain what mental illness is. Students will be able to explain common mental illnesses. Students will be able to explain how mental illnesses can be detected and treated.</p>

Resources

Texts/Materials:

Websites:

- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1
- <http://facs.pppst.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://www.drpbody.com/drugs.html>

Videos:

- <http://www.youtube.com/watch?v=1WH4NWBpABw>

Books:

- Around the World Series” by Ann Morris
- Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe
- My Dad Loves Me, My Dad has a Disease by Claudia Black

Instructional Methods

Learning Activities

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Describe the difference between prescription and non-prescription drugs
- Research the laws, policies, and procedures on smokers and nonsmokers.
- Role play
- Create a T-chart showing short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- Construct a brochure showing effective strategies to stop using alcohol, tobacco and other drugs
- Compose a song or rap “Saying no to drugs”
- Web quest: Each group develops one question for the class to research. Teams provide the teacher with the correct answer and the Web link where the answer can be found.

		<ul style="list-style-type: none"> Engage in a class discussion followed by watching the video, <i>Always Changing</i>. Following the movie, discuss the changes your body goes through at puberty. In teams, create a list of changes they believe will take place during puberty. Role Play Describe strategies for saying no to drugs. 	
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers:	Technology:	<ul style="list-style-type: none"> Global Awareness Health Literacy Civic Literacy Financial, Economic, Business, & Entrepreneurial Literacy Health Literacy 	<ul style="list-style-type: none"> Creativity & Innovation Media Literacy *Information & Communication Technologies Literacy Communication & Collaboration
Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

Possible Assessment Modifications /Accommodations:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests <p>Hands-on-projects</p>	<p>English Language Learners</p> <ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<p>At Risk Learners</p> <ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests <p>Test study guide</p>	<p>English Language Learners</p> <ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language 	<p>At Risk Learners</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

Trimester III

Trimester III		
<p align="center">ESTABLISHED GOALS:</p> <p>Domain: Community Health Skills Domain & Strand NJ SLS 2.1.6.D.2</p> <p>Domain: Family Life Domain & Strand NJ SLS 2.4.6.A.4, 2.4.6.A.5, 2.4.6.B.2, 2.4.6.B.3, 2.4.6.B.4, 2.4.6.C.4</p>	Desired Results	
	<p align="center"><i>Students will be able to independently use their learning to...</i></p>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Healthy relationships require a mutual commitment • Pregnancy, childbirth and parenthood are significant events that cause numerous changes in one’s life and the lives of others involved 	<ul style="list-style-type: none"> • How do we know when a relationship is not worth saving? • How do we learn to understand and respect diversity in relationships? • How able are teens to cope with the changes in their lives brought on by pregnancy, childbirth and parenthood? Why?
	<p><i>*List is not all inclusive</i></p>	
	<ul style="list-style-type: none"> • Learning Goals & Objectives 	
Student will understand...	Students will be able to...	
<ul style="list-style-type: none"> • The financial impact of having a child during • Adolescence. • The stress that is placed on the family structure during adolescent pregnancy. • Effects of pregnancy on the body. • The physiological process of how 	<ul style="list-style-type: none"> • How able are teens to cope with the changes in their lives brought on by pregnancy, childbirth and parenthood? Why? • Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. • Identify the signs and symptoms of 	

	<p>pregnancy occurs.</p> <ul style="list-style-type: none"> • The development of the fetus leading to childbirth. • The difficulty that adolescent parents have adapting to emotional and financial responsibilities of parenthood • Technology plays an important role in today's relationships. • The characteristics of a healthy relationship. • The way adolescents perceive dating. • The difficulties that accompany healthy and unhealthy relationships. • Problems that may arise during different stages of relationships <p><i>*List is not all inclusive</i></p>	<p>pregnancy</p> <ul style="list-style-type: none"> • Discuss Healthy relationships during adolescence. • Explain the problems relationships can have. • Compare and contrast how families may change over time • Analyze the characteristics of healthy friendships and other relationships <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p>Unit 3 NJ SLS 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families</p> <p>Unit 4 NJ SLS 2.1.6.D.2 Explain what to do if abuse is suspected or occurs</p>	<p>Unit 3 SLO 13: NJ SLS 2.4.6.C.4 Identify the challenges faced by adolescent parents and their families.</p> <p>Unit 4 SLO 16: NJ SLS 2.1.6.D.2</p>	<p>Unit 3 NJ SLS 2.4.6.C.4 Students will be able to explain what challenges do I face.</p> <p>Unit 4 NJ SLS 2.1.6.D.2 Students will be able to determine what</p>

<p>NJ SLS 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>NJ SLS 2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p>NJ SLS 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>NJ SLS 2.4.6.B.2, 2.4.6.B.3 & 2.4.6.B.4 Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</p> <p>Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p>	<p>Describe what steps should be taken if self or other kinds of Abuse are suspected.</p> <p>SLO 1: NJ SLS 2.4.6.A.4 Identify how conflicts may be resolved between individuals in relationships.</p> <p>SLO 2: NJ SLS 2.4.6.A.5 Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents.</p> <p>SLO 5: NJ SLS 2.4.6.B.2 Identify various strategies that will assist adolescents in resisting pressure and remaining abstinent.</p> <p>SLO 6: NJ SLS 2.4.6.B.2, 2.4.6.B.3 & 2.4.6.B.4 Evaluate the ramifications (HIV/AIDS, STIs, HPV, and Pregnancy) of sexual activity during adolescence and how they relate to choices regarding sexual behavior.</p>	<p>abuse is. Explain what to do if there is abuse.</p> <p>NJ SLS 2.4.6.A.4 Students will be able to explain what conflict is.</p> <p>Students will be able to explain how to resolve conflicts.</p> <p>NJ SLS 2.4.6.A.5 Students will be able to explain what dating is.</p> <p>NJ SLS 2.4.6.B.2 Students will be able to explain how to say no to pressure.</p> <p>NJ SLS 2.4.6.B.2, 2.4.6.B.3 & 2.4.6.B.4 Students will be able to explain the impact of sexual activity during adolescence.</p> <p>Students will be able to explain risks involved with sexual activity during adolescence.</p>
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Resources

Texts/Materials:

Website:

- <http://webtech.kennesaw.edu/jcheek3/chared.htm>
- <http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf>

Books:

- Uncomfortable Secrets. a Children's Book That Will Help Prevent Abuse by Paulina Ponce, Stephanie Halfen
- How Full Is Your Bucket? For Kids ~ Tom Rath
- Have You Filled a Bucket Today? ~ Carol McCloud
- Be Happy!: A Little Book for a Happy You ~ Monica Sheehan
- Monster Manners by Bethany Roberts

Instructional Methods

Learning Activities

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Describe importance of a healthy environment for a pregnant mother
- Identify prenatal practices that support a healthy pregnancy
- Define the modern family and compare it to the family structure of the past.
- Examine the types of relationships adolescents may have
- Role play
- Create a comic, story, ballad, or visual showing an example of refusal, negotiation, and assertiveness skills be used in a situation
- Class debate about various issues
- Create a Superhero: Children can create their own hero based on the core ethical values (such as respect, empathy, civic mindedness, and good citizenship))
- Class read aloud
- Role play scenarios showing harassment, gang violence, discrimination, and bullying
- Create Venn-diagram to compare and contrast the characteristics of intentional and unintentional injuries
- Create and conduct a survey of the school and school activities focusing on health

		<p>and wellness issues</p> <ul style="list-style-type: none"> • Web quest: Each group develops one question for the class to research. Teams provide the teacher with the correct answer and the Web link where the answer can be found. 		
Interdisciplinary Connections (Applicable Standards):		Integration of Technology:	21 Century Themes:	21st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers:		Technology:	<ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration
Assessments				
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