



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health
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Grade Level(s):	6
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Duration:	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i>	X
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Course Description:	This is a quarter course designed to provide information on how to achieve and maintain healthy body systems during the developing years of a healthy adolescence life. Units of study include life skills, in the development of relationships during adolescence, body systems, nutrition, first aid and safety, and related drug and alcohol education.
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Grading Procedures:	70% Summative 30% Supportive
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Primary Resources:	NJSLS for Comprehensive Health and Physical Education www.state.nj.us/education/cccs/2014/chpe/syandards.pdf Comprehensive Health Skills for Middle School Textbook Goodheart-Willcox Company, Inc. Copyright 2019 www.g-wonlinetextbooks.com
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Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Jeremiah Laster Jr., David Kalin, & Tonya DeRosa
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Under the Direction of:	Dr. Steve Gregor
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Written: August 2022

Revised:

BOE Approval:

Unit Title: Wellness**Unit Description: Health, Wellness, First Aid and Safety**

In this introductory unit of study, students will understand that staying healthy is a lifelong process that includes all dimensions of health and wellness.

Unit Duration: 2 weeks**Desired Results****Standard(s):**

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

Indicator(s):

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

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

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

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.

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

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

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

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Understandings:

Students will understand that...

Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.

Essential Questions:

1. What are the three parts of health?
2. What is the difference between health and wellness?
3. How do your emotions affect your physical and overall health?
4. How does your overall health affect your emotions?

Assessment Evidence**Performance Task:**

- Students will be able to define Health and Wellness
- Students will recognize factors that affect health and wellness
- Students will build skills for Health and Wellness
- Students will understand the importance of sleep, common sleep problems, and develop strategies for getting enough sleep
- Students will evolve an understanding of emotions and stress management
- Students will recognize the importance home safety

Other Evidence:

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept(s) processing.
- **Formative Assessment:** Lesson closure monitoring levels of understanding via on-going student-teacher conferences and student interactive rubrics.
- **Teacher Observation/ Student Discussion:** Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and

- Students will summarize basic First Aid

sophistication of students' contributions to critical questioning.

- **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.

- **Teacher Created Project**

- **Homework**

- **Classwork**

Benchmarks:

Formal written assessment and final examination.

Learning Plan

Learning Activities:

- **Skill/ Topic Introduction:** Introduce, define and use reading strategies: questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, and steps of the writing process
- **Application:** Apply a variety of reading strategies in guided and independent reading of narrative texts such as questioning, previewing, connecting, identifying cause/effect, using context clues, analysis, and making judgements.
- **Access of Prior Knowledge:** Develop K-W-L Chart or other anticipatory guides to activate prior knowledge.
- **Discussion:** Whole-class, small group, paired conversations, and teacher conferencing pertaining to selected texts and the use of reading strategies.
- **Collaboration:** Work collaboratively with a writing partner within a writing community and practice procedures for offering support and suggestions while revising.
- **Technology Integration:** Infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback, reflection)

Resources:

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Online Textbook Resources

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Learn 360

Unified Classroom

Safari Montage

Kahoot.com

Quizlet.com

Brainpop.com

Edpuzzle.com

Guest Speakers

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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

A. Personal Growth and Development:

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

4.0	Students will be able to: <ul style="list-style-type: none"> • Explain how health data can be used to assess and improve each dimension of personal wellness
3.0	Students will be able to: <ul style="list-style-type: none"> • Relate how personal lifestyle habits, environment, and heredity influence growth and development in each stage of life stage.
2.0	Students will be able to: <ul style="list-style-type: none"> • determine factors that influence a person's overall health and wellness
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

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

D. Safety:

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

4.0	Students will be able to: <ul style="list-style-type: none"> • Analyze the connection between decision making, goal setting, and its connection to intentional and unintentional injuries.
3.0	Students will be able to: <ul style="list-style-type: none"> • Hypothesize the causes of intentional and unintentional injuries in adolescents and related prevention strategies.
2.0	Students will be able to: <ul style="list-style-type: none"> • Predict when to use basic first aid procedures
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	-Assign leadership role in group activities -Assign outside research pertaining to the unit. Sources may include internet, additional text and videos.
Struggling Learners	-Locate the boldface heads in the section. -Explain that the boldface heads divide the text by topic. -Encourage the use of glossary of terms and dictionary -Log new terminology in notebook for reference
English Language Learners	-Locate the boldface heads in the section. -Explain that the boldface heads divide the text by topic. -Encourage the use of glossary of terms and dictionary -Log new terminology in notebook for reference
Special Needs Learners	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ELA

- Conduct a research project to answer a question and drawing on several sources.
- Determine the central ideas or conclusions of a text; provide and accurate summary of the text from prior knowledge and opinions.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through selection, organization and analysis of relevant content.
- Draw evidence from informational texts to support analysis, reflection and research.
- Gather relevant information from multiple and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Math

- Summarize numerical data sets in relation to their content.
- Reason abstractly and quantitatively.
- Model with mathematics.
- Develop understanding of statistical variability.

Integration of 21st Century Skills

Indicators:

<http://www.battelleforkids.org/networks/p21>

CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view.

Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

INFORMATION LITERACY

Use information accurately and creatively for the issue or problem at hand.

MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY

Adapt to varied roles, jobs responsibilities, schedules and contexts.

Work effectively in a climate of ambiguity and changing priorities.

Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

Set goals with tangible and intangible success criteria.

Balance tactical (short-term) and strategic (long-term) goals.

Utilize time and manage workload efficiently.

Monitor, define, prioritize, and complete tasks without direct oversight.

Demonstrate commitment to learning as a lifelong process.

Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak.

Conduct themselves in a respectable, professional manner.

Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

Respond open-mindedly to different ideas and values.

Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

Set and meet goals, even in the face of obstacles and competing pressures.

LEADERSHIP AND RESPONSIBILITY

Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness.

Demonstrate integrity and ethical behavior in using influence and power.

Act responsibly with the interests of the larger community in mind.

Unit Title: Growth and Development

Unit Description: Adolescence, puberty, skeletal system, muscular system, digestive system and nervous system.

Within this unit of study, students will understand the changes that occur during adolescence and puberty. Emphasis will be placed on physical, social and emotional growth and development within the human body.

Unit Duration: 2 weeks

Desired Results

Standard(s):

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

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

Indicator(s):

2.1.5.PGD.2: *Examine how the body changes during puberty and how these changes influence personal self-care.*

2.1.5.PGD.3: *Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.*

2.1.5.PGD.4: *Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).*

2.1.5.PGD.5: *Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.*

2.1.2.PGD.4: *Use correct terminology to identify body parts and explain how body parts work together to support wellness*

Understandings:

Students will understand that...

During adolescence you experience many physical, mental, emotional and social changes.

The purpose for these changes is to prepare you to be an adult.

Essential Questions:

1. What is puberty?
2. What are 3 physical changes males and females experience?
3. What are 3 examples of how to express strong emotions in a healthy way?

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Assessment Evidence

<p>Performance Task: Students will be able to</p> <ul style="list-style-type: none"> • Describe the physical changes that occur in males during puberty. • Explain the physical changes that occur in females during puberty • Summarize the intellectual emotional and social growth and development that occurs during adolescence. • Identify common health and wellness issues that affect adolescents. • Describe the structures of the integumentary system and what they do. • Describe the parts of the skeletal system and what they do. • Describe the structures of the muscular system and what they do. • Explain how bones, joints, and muscles work together. • Describe the functions of the digestive system and what they do. • Identify the cells and structures of the nervous system. • Explain what the nervous system does. • List the sensory organs and their functions. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Informal Checks/ for Understanding: Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept(s) processing. • Formative Assessment: Lesson closure monitoring levels of understanding via on-going student-teacher conferences and student interactive rubrics. • Teacher Observation/ Student Discussion: Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning. • Teacher Created Quiz/Test: Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments. • Teacher Created Project • Homework • Classwork
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Benchmarks:
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Guest Speakers

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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

4.0	Students will be able to: <ul style="list-style-type: none"> • Connect the levels of body structure: cells, tissues, organs and body systems. • Analyze the functions of each body system.
3.0	Students will be able to: <ul style="list-style-type: none"> • Use correct terminology to identify body parts and explain how body parts work together to support wellness.
2.0	Students will be able to: <ul style="list-style-type: none"> • Label organs and define functions.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

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

- **2.4.6.B.1 Compare growth patterns of males and females during adolescence.**

4.0	Students will be able to: <ul style="list-style-type: none"> • Compare the impact of genetics, family history, personal health practices, and environment on personal growth.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare changes during adolescence.
2.0	Students will be able to: <ul style="list-style-type: none"> • Distinguish the changes between males and females.
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Unit Modifications for Special Population Students

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Unit Title: Nutrition

Unit Description:

Within this unit of study, students recognize how nutrition and physical fitness are related to overall health and wellness. Emphasis will be placed on getting enough nutrients, creating a healthy eating plan and managing your weight.

Unit Duration: 2 Weeks

Desired Results

Standard(s):

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

Indicator(s):

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

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

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

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

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.

Standard(s):

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

Indicator(s):

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

Understandings:

Students will understand that...

Developing long term health habits are very important in the establishment of a life- long commitment to healthy living.

Essential Questions:

1. Name the 6 categories of nutrients and how they help you to stay healthy.
2. Explain how the food guide pyramid helps you to make nutritious choices.

Assessment Evidence

Performance Task: Students will be able to....

- Identify the six types of nutrients.
- Explain the role of each nutrient in the body.
- Identify sources of each nutrient.
- Explain the key concepts from the Dietary Guidelines for Americans.
- Demonstrate how to use the MyPlate food guidance system to plan a healthy diet.
- Determine steps to take to make healthy food choices.
- Identify healthy weight management strategies.

Other Evidence:

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept(s) processing.
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- **Teacher Created Project**
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- **Classwork**

Benchmarks:

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Learning Plan

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Guest Speakers

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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

B. Nutrition

- 2.1.6.B.1 Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

4.0	Students will be able to: Analyze food labels. <ul style="list-style-type: none"> • Prove the benefits of good nutrition.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare the food groups.
2.0	Students will be able to: <ul style="list-style-type: none"> • Make observations of what influences food choices.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

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

A. Fitness and Physical Activity

- 2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

4.0	Students will be able to: <ul style="list-style-type: none"> • Analyze effective fitness principles to enhance personal fitness level and overall health status.
3.0	Students will be able to: <ul style="list-style-type: none"> • Formulate how various physical activities impact overall health.
2.0	Students will be able to: <ul style="list-style-type: none"> • List the cause/effect between fitness and overall health.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

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Unit Title: Drugs, Alcohol and Tobacco

Unit Description:

Within this unit of study, students will understand the strong relationship between individuals who abuse tobacco, alcohol and drugs and increased health risks.

Unit Duration: 2 Weeks

Desired Results

Standard(s):

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

Indicator(s):

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

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

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

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

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

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

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

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

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

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

<p>Understandings: <i>Students will understand that...</i></p> <p>Use of vapes, tobacco, alcohol and drugs affects the body as well as the mind.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the difference between legal and illegal drugs? 2. Describe ways to avoid using vapes, drugs, tobacco and alcohol. 3. List three healthy alternatives to using drugs.
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Assessment Evidence

<p>Performance Task: Students will be able to...</p> <ul style="list-style-type: none"> • Identify various forms of tobacco and the addictive substances in tobacco products. • Assess the hazardous effects of tobacco. • Analyze the effects of alcohol on the brain. • Relate alcohol use to short term and long-term health consequences. • Describe the short term and long-term health effects of illegal drugs. • Explain why some young people use drugs. • Describe the physical, mental, emotional and social consequences of drug abuse and addiction. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Informal Checks/ for Understanding: Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept(s) processing. • Formative Assessment: Lesson closure monitoring levels of understanding via on-going student-teacher conferences and student interactive rubrics. • Teacher Observation/ Student Discussion: Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning. • Teacher Created Quiz/Test: Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments. • Teacher Created Project • Homework • Classwork
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<p>Benchmarks: Formal written assessment and final examination.</p>
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Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> • Skill/ Topic Introduction: Introduce, define and use reading strategies: questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, and steps of the writing process • Application: Apply a variety of reading strategies in guided and independent reading of narrative texts such as questioning, previewing, connecting, identifying cause/effect, using context clues, analysis, and making judgements. • Access of Prior Knowledge: Develop K-W-L Chart or other anticipatory guides to activate prior knowledge. • Discussion: Whole-class, small group, paired conversations, and teacher conferencing pertaining to selected texts and the use of reading strategies.

- **Collaboration:** Work collaboratively with a writing partner within a writing community and practice procedures for offering support and suggestions while revising.
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Resources:

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Office 365

Learn 360

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Safari Montage

Kahoot.com

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Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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

B. Alcohol, Tobacco, and Other Drugs

- 2.3.6.B.2 Relate tobacco use and the incidence of disease
- 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.
- 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

4.0	Students will be able to: <ul style="list-style-type: none"> • Analyze the relationship between individuals who abuse drugs and increased health risks.
3.0	Students will be able to: <ul style="list-style-type: none"> • Draw conclusions about the impact of alcohol and other drugs on the brain and body.
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe how drugs are unsafe and ways they are dangerous and harmful.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
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Unit Title: Relationships and Life Skills

Unit Description:

Within this unit of study; students will be able to discuss the importance of relationships for physical, emotional and social health, identify the characteristics of a healthy relationship, and explain how to communicate effectively with others

Unit Duration: 2 Weeks

Desired Results

Standard(s):

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

Indicator(s):

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.

Understandings:

Students will understand that...

Friendships are important, characteristics of a good friend, and how to keep friendships strong is an important component in building healthy relationships

There are different ways of communicating and how to speak clearly and listen carefully.

Essential Questions:

1. Why are friendships important?
2. What qualities does a good friend have?
3. What is communication?
4. Name 2 types of communication?

Assessment Evidence

Performance Task:

- Identify the characteristics of a healthy relationship.
- Identify signs of an unhealthy relationship.
- Explain how to communicate effectively with others.
- Summarize the process of negotiation to resolve conflicts.
- Identify strategies to promote healthy relationships with parents or guardians and siblings.
- Describe various changes that occur within families and ways to adjust them.
- Distinguish between different types of friendships.
- Explain how to promote tolerance and celebrate diversity in relationships.
- Devise a plan to use strategies for building and maintaining healthy friendships.
- Evaluate common issues in friendships.
- Differentiate between positive and negative types of peer pressure.
- Describe the characteristics of a healthy dating relationship.
- Contrast bullying, cyberbullying, harassment and hazing.
- Describe the consequences of bullying.
- Evaluate strategies for responding to bullying.

Other Evidence:

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A. Relationships

- 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.
- 2.4.6.A.3 Examine the types of relationships adolescents may experience.
- 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships

4.0	Students will be able to: <ul style="list-style-type: none">• Analyze qualities of healthy family relationships.
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