

**East Newark Public School**

**Health Curriculum**

**Grades 3-5**



Revised 2022

### **Equity Statement:**

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

### **The 2020 New Jersey Student Learning Standards in Health:**

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences

### **Vision:**

A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle
- Maintains awareness of health and wellness and how to access resources
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services
- Practices effective cross-cultural communication and conflict resolution skills
- Builds and maintains healthy relationships
- Accepts and respects individual and cultural differences
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

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**Course Description:**

The Grades 3 through 5 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 blends 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 in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

**Course Modifications:**

The teacher will determine with the assistance of general education teachers, interventionists, ESL teachers, teacher aides, and/or special education teachers, what modifications will be made for their students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

**Interdisciplinary Connections:**

Students will be exposed to a learning environment and create projects that involve content from different subject areas, (math, science, social studies & ELA). Examples of the interdisciplinary connections are creating Art to represent a country, using numbers to craft a word problem in the targeted language, creating stories using newly acquired vocabulary, maintaining and presenting a journal of new learning in the targeted language. These artifacts will integrate other disciplines while fostering a transfer of learning and use of critical thinking skills.

**Grades 3-5 Scope and Sequence:**

| <b>Unit</b>                       | <b>Estimated Pacing</b> |
|-----------------------------------|-------------------------|
| Wellness                          | 60 days                 |
| Alcohol, Tobacco, and other Drugs | 60 days                 |
| Family Life                       | 40 days                 |
| Community Health Skills           | 40 days                 |

| Marking Period   | Unit Title  | Recommended Instructional Days  |
|--|---|---|
| 1  | Wellness  | 60 days   |
| <p align="center"><b>Mental Health: Emotional and Social Wellness (2.1)</b><br/> <b>Disciplinary Concept: Pregnancy and Parenting, Emotional Health, Community Health Services and Report</b></p>  |   | <p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b></p> |
| <p><b>Core Ideas:</b></p> <p>Pregnancy can be achieved through a variety of methods.</p> <p>Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</p> <p>Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p> | <p><b>Performance Expectation:</b></p> <p><b>2.1.5.PGD.1:</b> Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p><b>2.1.5.EH.1:</b> Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p><b>2.1.5.EH.2:</b> Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p><b>2.1.5.EH.4:</b> Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p><b>2.1.5.CHSS.3:</b> Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> |   |

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| <b>Physical Wellness (2.2)</b><br><b>Disciplinary Concept: Nutrition</b>  |  |   |
| <p><b>Core Ideas:</b></p> <p>Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</p> | <p><b>Performance Expectation:</b></p> <p><b>2.2.5.N.1:</b> Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p><b>2.2.5.N.2:</b> Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p><b>2.2.5.N.3:</b> Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p> | <p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. How do heredity and the environment affect personal health and fitness?</li> <li>2. What are the differences between healthy and unhealthy eating practices?</li> <li>3. What are the benefits of participating in daily physical activity?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Write a position paper on a healthcare issue of their choice.</li> <li>• Set personal healthcare goals and track their progress.</li> <li>• Identify a healthcare needs and list appropriate resources</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <ul style="list-style-type: none"> <li>• <b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>• <b>8.1.2.CS.3:</b> Describe basic hardware and software problems using accurate terminology.</li> <li>• <b>8.1.2.DA.1:</b> Collect and present data, including climate change data, in various visual formats.</li> <li>• <b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>• <b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>• <b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.</li> <li>• <b>8.1.2.AP.4:</b> Break down a task into a sequence of steps.</li> </ul> |
| <b>Safety (2.3)</b><br><b>Disciplinary Concept: Health Conditions, Diseases, and Medicines</b>  |  |   |
| <p><b>Core Ideas:</b></p> <p>There are actions that individuals can take to help prevent diseases and stay healthy.</p>   | <p><b>Performance Expectation:</b></p> <p><b>2.3.5.HCDM.1:</b> Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p><b>2.3.5.HCDM.3:</b> Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</p>  |   |

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| <b>Comprehensive Health and Physical Education Practices</b>  |  |   |
| <p>Students will identify and explain factors (heredity, environment) that may have a positive or negative impact on personal health and fitness. Students will compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices. Students will identify the physical, social, emotional and intellectual benefits of participating in daily physical activity.</p> |  |   |
| <b>Social and Emotional Learning:<br/><i>Competencies</i></b>   | <b>Social and Emotional Learning:<br/><i>Sub-Competencies</i></b>  |   |
| <ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>   | <ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul> |   |
| <b>Assessments (Formative)</b><br><i>To show evidence of meeting the standard/s, students will successfully engage within:</i>  |  | <b>Assessments (Summative)</b><br><i>To show evidence of meeting the standard/s, students will successfully complete:</i> |
| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Class discussion</li> <li>● Closure activity</li> </ul>  |  | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Pre/Post Assessments</li> </ul>                 |

| <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Group Projects/Discussions</li> <li>• Performance Tasks</li> </ul>  | <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul>  |   |   |
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| <p><b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b></p>   |   |   |   |
| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ELL Core Resources  | Gifted & Talented Core Resources  |
| <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various)</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various)</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various)</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various)</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> |
| <p><b>Supplemental Resources</b></p>  |   |   |   |
| <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Smart Board</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>   |   |   |   |



| <b>Differentiated Student Access to Content:<br/>Recommended <i>Strategies &amp; Techniques</i></b>   |   |  |  |
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| <b>Core Resources</b>   | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>  | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core</b>  |
| <ul style="list-style-type: none"> <li>● <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>● <a href="http://www.healthierus.gov">http://www.healthierus.gov</a></li> <li>● <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>● <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>● <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>● <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>● <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>● <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various)</li> <li>● <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>● Alternative formative and summative assessments</li> <li>● Problem-based learning</li> <li>● Stations/centers</li> <li>● Tiered activities/assignments</li> <li>● Varying organizers for instructions</li> </ul> | <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations.</li> <li>● Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</li> <li>● Model procedures for life skills. Collaboration between ELL and general education teachers to maximize learning.</li> </ul>   | <ul style="list-style-type: none"> <li>● Provide appropriate challenges for wide ranging skills and development areas.</li> <li>● Participate in inquiry and project-based learning units of study.</li> <li>● Assigning roles within partnerships.</li> <li>● Differentiated supports: content, process, product, environment.</li> </ul> |
| <b>NJSLS CAREER READINESS,<br/>LIFE LITERACIES &amp; KEY SKILLS</b>   | <b>Disciplinary Concept:</b> Pregnancy and Parenting, Emotional Health, Community Health Services and Report, Nutrition, Health Conditions, Diseases, and Medicines   |  |  |
|   | <b><i>Core Ideas:</i></b>   | <p>Pregnancy can be achieved through a variety of methods.</p> <p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p> <p>Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p> |  |

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|  |   | There are actions that individuals can take to help prevent diseases and stay healthy.  |
|  | <i>Performance Expectation/s:</i>   | <p><b>2.1.5.PGD.1:</b> Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p><b>2.1.5.EH.1:</b> Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p><b>2.1.5.EH.2:</b> Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p><b>2.1.5.EH.4:</b> Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p><b>2.1.5.CHSS.3:</b> Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p><b>2.2.5.N.1:</b> Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p><b>2.2.5.N.2:</b> Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p><b>2.2.5.N.3:</b> Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p> <p><b>2.3.5.HCDM.1:</b> Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p><b>2.3.5.HCDM.3:</b> Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> |
|  | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>  |   |
|  | <p>The Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS) are intended to promote habits that individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses Standard 9.2 (Career Awareness, Exploration, Preparation and Training) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> </ul> |   |

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|  | <ul style="list-style-type: none"> <li>● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> </ul> |
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| New Jersey Legislative Statutes and Administrative Code<br>(place an “X” before each law/statute if/when present within the curriculum map) |   |  |   |  |   |  |  |   |   |
|---|---|--|---|--|---|--|--|---|---|
|   | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> |  | LGBT and Disabilities<br>Law: <i>N.J.S.A.<br/>18A:35-4.35</i> |  | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |

| Marking Period   | Unit Title                        | Recommended Instructional Days  |
|--|-----------------------------------|---|
| 2  | Alcohol, Tobacco, and other Drugs | 60 days   |
| <b>Mental Health: Emotional and Social Wellness (2.1)</b><br><b>Disciplinary Concept:</b>  |                                   | <b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>  |
| <i>Core Ideas:</i>   | <i>Performance Expectation:</i>   |   |
| <b>Physical Wellness (2.2)</b><br><b>Disciplinary Concept:</b>   |                                   |   |
| <i>Core Ideas:</i>   | <i>Performance Expectation:</i>   | <b><u>Essential Question/s:</u></b> <ol style="list-style-type: none"> <li>1. Why do we need to make thoughtful decisions in health related situations?</li> <li>2. How can we be sure the medicine we take is safe and effective?</li> <li>3. What are the causes of using drugs in an unsafe way?</li> <li>4. What are the factors that cause substance abuse?</li> </ol><br><b><u>Activity Description:</u></b> <ul style="list-style-type: none"> <li>• Write a letter to their body explaining the long and short-term effects of drugs and/or alcohol.</li> <li>• List the warning signs of addiction.</li> </ul> |
| <b>Safety (2.3)</b><br><b>Disciplinary Concept: Alcohol, Tobacco, and other Drugs and Dependency, Substances Disorder, and Treatment</b> |                                   |   |

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| <p><b>Core Ideas:</b></p> <p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p> <p>Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</p> <p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> | <p><b>Performance Expectation:</b></p> <p><b>2.3.5.ATD.1:</b> Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p><b>2.3.5.ATD.2:</b> Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <p><b>2.3.5.ATD.3:</b> Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p><b>2.3.5.DSDT.1:</b> Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</p> <p><b>2.3.5.DSDT.3:</b> Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> | <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <ul style="list-style-type: none"> <li>• <b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>• <b>8.1.2.CS.3:</b> Describe basic hardware and software problems using accurate terminology.</li> <li>• <b>8.1.2.DA.1:</b> Collect and present data, including climate change data, in various visual formats.</li> <li>• <b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>• <b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>• <b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.</li> <li>• <b>8.1.2.AP.4:</b> Break down a task into a sequence of steps.</li> </ul> |
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| <b>Comprehensive Health and Physical Education Practices</b>   |  |  |
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| <p>In this unit, students will identify decision making skills and how they relate to decisions involving the use of alcohol, tobacco and other drugs. Students will interpret a medicine label and identify pertinent information provided for responsible use. Students will identify the warning signs or symptoms that a person might exhibit if they are using alcohol, tobacco or other drugs.</p> |  |  |
| <b>Social and Emotional Learning:<br/><i>Competencies</i></b>  | <b>Social and Emotional Learning:<br/><i>Sub-Competencies</i></b>  |  |
| <ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>  | <ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul> |  |
| <b>Assessments (Formative)</b><br><i>To show evidence of meeting the standard/s, students will successfully engage within:</i>   |  |  |
| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Pre- and Post-Tests</li> <li>● Quizzes</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>   | <b>Assessments (Summative)</b><br><i>To show evidence of meeting the standard/s, students will successfully complete:</i>  |  |
|  | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Common Formative Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● End of Unit Test</li> </ul>  |  |

| <b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b>   |  |  |  |
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| <b>Core Resources</b>  | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>   | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core Resources</b>  |
| <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a> .</li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various).</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a> .</li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various).</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a> .</li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various).</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a> .</li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various).</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> |
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| <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Smart Board</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>  |  |  |  |
| <b>Differentiated Student Access to Content:<br/>Recommended Strategies &amp; Techniques</b>   |  |  |  |

| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ELL Core Resources   | Gifted & Talented Core   |
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| <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov/nutrition">http://www.mypyramid.gov (nutrition)</a></li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov (disease prevention)</a></li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov (disease prevention)</a></li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov (disease prevention)</a></li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov (food safety)</a></li> <li>• <a href="http://www.fda.gov">www.fda.gov (various health-related topics)</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org (various)</a></li> <li>• <a href="http://www.samhsa.org">www.samhsa.org (various)</a></li> </ul> | <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Problem-based learning</li> <li>• Stations/centers</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul> | <ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations.</li> <li>• Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</li> <li>• Model procedures for life skills. Collaboration between ELL and general education teachers to maximize learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide appropriate challenges for wide ranging skills and development areas.</li> <li>• Participate in inquiry and project-based learning units of study.</li> <li>• Assigning roles within partnerships.</li> <li>• Differentiated supports: content, process, product, environment.</li> </ul> |

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| <p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> | <p><b>Disciplinary Concept: Alcohol, Tobacco and other Drugs Substances Disorder, and Treatment</b></p> |   |
|  | <p><i>Core Ideas:</i></p>   | <p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p> <p>Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</p> <p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p>  |
|  | <p><i>Performance Expectation/s:</i></p>  | <p><b>2.3.5.ATD.1:</b> Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p><b>2.3.5.ATD.2:</b> Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <p><b>2.3.5.ATD.3:</b> Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> |



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|  |   | <p><b>2.3.5.DSDT.1:</b> Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p><b>2.3.5.DSDT.3:</b> Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> |
|  | <p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>   |  |
|  | <p>The Career Readiness, Life Literacies and Key Skills (NJSL-CLKS) are intended to promote habits that individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses Standard 9.2 (Career Awareness, Exploration, Preparation and Training) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> <li>● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>● 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> </ul> |  |

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|---|---|--|---|--|---|--|--|---|---|
| <p>New Jersey Legislative Statutes and Administrative Code<br/>(place an "X" before each law/statute if/when present within the curriculum map)</p> |   |  |   |  |   |  |  |   |   |
|   | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> |  | LGBT and Disabilities<br>Law: <i>N.J.S.A.<br/>18A:35-4.35</i> |  | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |

| Marking<br>Period | Unit<br>Title | Recommended<br>Instructional Days |
|-------------------|---------------|-----------------------------------|
| 3                 | Family Life   | 40 days                           |

**Mental Health: Emotional and Social Wellness (2.1)**  
**Disciplinary Concept: Social and Sexual Health**

***Core Ideas:***

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

Family members impact the development of their children physically, socially and emotionally.

People in healthy relationships share thoughts and feelings, as well as mutual respect.

***Performance Expectation:***

**2.1.5.SSH.1:** Describe gender-role stereotypes and their potential impact on self and others.

**2.1.5.SSH.3:** Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

**2.1.5.SSH.4:** Describe how families can share common values, offer emotional support, and set boundaries and limits.

**2.1.5.SSH.5:** Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics

**2.1.5.SSH.6:** Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

**2.1.5.SSH.7:** Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

**Recommended Activities, Investigations,  
Interdisciplinary Connections, and/or Student  
Experiences to Explore NJSLS-CHPE within Unit**

|   |                                 |  |
|---|---------------------------------|--|
|   |                                 |  |
| <b>Physical Wellness (2.2)</b><br><b>Disciplinary Concept:</b>      |                                 |  |
| <i>Core Ideas:</i>  | <i>Performance Expectation:</i> | <p><b><u>Essential Question/s:</u></b></p> <ol style="list-style-type: none"> <li>1. How are family units diverse in today's society?</li> <li>2. What is puberty?</li> <li>3. Why is the health of the birth mother important?</li> </ol> <p><b><u>Activity Description:</u></b></p> <ul style="list-style-type: none"> <li>• Interview their family and find 3 things that are important to their family.</li> </ul>   |
| <b>Safety (2.3)</b><br><b>Disciplinary Concept: Personal Safety</b> |                                 |  |
| <i>Core Ideas:</i>  | <i>Performance Expectation:</i> | <p><b><u>Interdisciplinary Connections: Content: ;NJSLS#:</u></b></p> <ul style="list-style-type: none"> <li>• <b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>• <b>8.1.2.CS.3:</b> Describe basic hardware and software problems using accurate terminology.</li> <li>• <b>8.1.2.DA.1:</b> Collect and present data, including climate change data, in various visual formats.</li> <li>• <b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>• <b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>• <b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.</li> <li>• <b>8.1.2.AP.4:</b> Break down a task into a sequence of steps.</li> </ul> |

| <b>Comprehensive Health and Physical Education Practices</b>  |  |  |
|---|--|--|
| <p>In this unit, students will describe the qualities (common values, love, emotional support) that form healthy family relationships. Students will identify the characteristics and traits (physical, social, emotional) of adolescent development. Students will identify how the health of the mother directly affects the health of the fetus.</p> |  |  |
| <b>Social and Emotional Learning:<br/><i>Competencies</i></b>   | <b>Social and Emotional Learning:<br/><i>Sub-Competencies</i></b>  |  |
| <ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>   | <ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul> |  |
| <b>Assessments (Formative)</b><br><i>To show evidence of meeting the standard/s, students will successfully engage within:</i>  |  |  |
| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Pre- and Post-Tests</li> <li>● Quizzes</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>  | <b>Assessments (Summative)</b><br><i>To show evidence of meeting the standard/s, students will successfully complete:</i>  |  |
|   | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Common Formative Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● End of Unit Test</li> </ul>  |  |

| <b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b>   |  |  |  |
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| <b>Core Resources</b>  | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>   | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core Resources</b>  |
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| Disciplinary Concept: Social and Sexual Health                  |   |
|---|---|
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|   | <p><i>Performance Expectation/s:</i></p> <p><b>2.1.5.SSH.1:</b> Describe gender-role stereotypes and their potential impact on self and others.</p> <p><b>2.1.5.SSH.3:</b> Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> |

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|  |  | <p><b>2.1.5.SSH.4:</b> Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p><b>2.1.5.SSH.5:</b> Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics</p> <p><b>2.1.5.SSH.6:</b> Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p><b>2.1.5.SSH.7:</b> Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> |
|  | <p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>  |   |
|  | <p>The Career Readiness, Life Literacies and Key Skills (NJSLS-CLKS) are intended to promote habits that individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. This unit addresses Standard 9.2 (Career Awareness, Exploration, Preparation and Training) as it outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems.</li> <li>● 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</li> </ul> |   |

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

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|---|--|---|--|---|--|--|---|---|
| Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> |  | LGBT and Disabilities<br>Law: <i>N.J.S.A.<br/>18A:35-4.35</i> |  | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |
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| Marking<br>Period | Unit<br>Title | Recommended<br>Instructional Days |
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| 4   | Community Health Skills  | 40 days   |
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| <p><b>Mental Health: Emotional and Social Wellness (2.1)</b><br/> <b>Disciplinary Concept: Community Health Services and Support</b></p>                                      |  | <p><b>Recommended Activities, Investigations,<br/>                     Interdisciplinary Connections, and/or Student<br/>                     Experiences to Explore NJSLS-CHPE within Unit</b></p> |
| <p><b>Core Ideas:</b></p> <p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> | <p><b>Performance Expectation:</b></p> <p><b>2.1.5.CHSS.1:</b> Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> |   |
| <p><b>Physical Wellness (2.2)</b><br/> <b>Disciplinary Concept:</b></p>   |  |   |



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| <p><b>Core Ideas:</b></p>  | <p><b>Performance Expectation:</b></p>   | <p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. What are the factors that impact social and emotional health?</li> <li>2. How is effective communication important to relationships?</li> <li>3. Why is character building important in our lives?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Plan and participate in a community service project</li> <li>• Role-play solving group problems from varying group member perspectives.</li> <li>• Participate in discussing personal health situations (making a personal health decision).</li> </ul>  |
| <p><b>Safety (2.3)</b><br/><b>Disciplinary Concept: Personal Safety</b></p>  |  |   |
| <p><b>Core Ideas:</b></p> <p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p> <p>There are strategies that individuals can use to communicate safely in an online environment.</p> <p>Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</p> | <p><b>Performance Expectation:</b></p> <p><b>2.3.5.PS.1:</b> Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p><b>2.3.5.PS.3:</b> Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p><b>2.3.5.PS.4:</b> Develop strategies to safely communicate through digital media with respect.</p> <p><b>2.3.5.PS.5:</b> Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p><b>2.3.5.PS.6:</b> Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p> | <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <ul style="list-style-type: none"> <li>• <b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> <li>• <b>8.1.2.CS.3:</b> Describe basic hardware and software problems using accurate terminology.</li> <li>• <b>8.1.2.DA.1:</b> Collect and present data, including climate change data, in various visual formats.</li> <li>• <b>8.1.2.DA.2:</b> Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>• <b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</li> <li>• <b>8.1.2.NI.2:</b> Describe how the Internet enables individuals to connect with others worldwide.</li> <li>• <b>8.1.2.AP.4:</b> Break down a task into a sequence of steps.</li> </ul> |

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| <b>Comprehensive Health and Physical Education Practices</b>  |  |                                |
| <p>In this unit, students will identify criteria on which you should analyze situations to determine when a health -related decision should be made independently or with the help of others. Students will identify effective interpersonal communication skills (verbal/non-verbal) in health and safety situations. Students will determine how an individual’s character develops over time and impacts personal health (physical, mental, emotional, social). Students will identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs. Students will identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help. Students will determine safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, traffic safety and rip current safety <a href="http://www.nj.gov/education/aps/cccs/chpe/">http://www.nj.gov/education/aps/cccs/chpe/</a> and strategies to reduce the risk of injury. Students will identify ways to cope with rejection, loss and separation.</p> |  |                                |
| <b>Social and Emotional Learning:<br/><i>Competencies</i></b>   | <b>Social and Emotional Learning:<br/><i>Sub-Competencies</i></b>  |                                |
| <ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>   | <ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul> |                                |
| <b>Assessments (Formative)</b>  |  | <b>Assessments (Summative)</b> |

| <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>   |  | <i>To show evidence of meeting the standard/s, students will successfully complete:</i>  |  |
|--|--|--|--|
| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Closure activity</li> </ul>  |  | <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Pre/Post Assessments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul>  |  |
| <b>Differentiated Student Access to Content:<br/>Teaching and Learning Resources/Materials</b>   |  |  |  |
| Core Resources   | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>   | ELL Core Resources   | Gifted & Talented Core Resources   |
| <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a> .</li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various).</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a> .</li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various).</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a> .</li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various).</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.mypyramid.gov">http://www.mypyramid.gov</a> (nutrition)</li> <li>• <a href="http://www.healthierus.gov">http://www.healthierus.gov</a> .</li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a> (disease prevention)</li> <li>• <a href="http://www.prevention.nih.gov">www.prevention.nih.gov</a> (disease prevention)</li> <li>• <a href="http://www.odphp.osophs.dhhs.gov">www.odphp.osophs.dhhs.gov</a> (disease prevention)</li> <li>• <a href="http://www.foodsafety.gov">www.foodsafety.gov</a> (food safety)</li> <li>• <a href="http://www.fda.gov">www.fda.gov</a> (various health-related topics)</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a> (various).</li> <li>• <a href="http://www.samhsa.org">www.samhsa.org</a> (various)</li> </ul> |
| <b>Supplemental Resources</b>  |  |  |  |
| <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Smart Board</li> </ul>   |  |  |  |

| <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>  |   |  |  |
|---|---|--|--|
| <p><b>Differentiated Student Access to Content:<br/>Recommended <i>Strategies &amp; Techniques</i></b></p>  |   |  |  |
| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ELL Core Resources   | Gifted & Talented Core   |
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| <p><b>NJSLS CAREER READINESS,<br/>LIFE LITERACIES &amp; KEY SKILLS</b></p>  | <p><b>Disciplinary Concept:</b> Community Health Services and Support and Personal Safety</p>   |  |  |
|   | <p><i>Core Ideas:</i></p>   | <p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p> <p>There are strategies that individuals can use to communicate safely in an online environment.</p> <p>Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</p> |  |

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Content Area: Comprehensive Health and Physical Education (NJSLS-CHPE 2.1 - 2.3) Grades K - 12  
Grade: 3-5

Dev. Date:  
August 2022

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|  | <i>52:16A-88</i> |  |  |  | <i>18A:35-4.35</i> |  |  |  |  |
|--|------------------|--|--|--|--------------------|--|--|--|--|