

**East Newark Public School**

**Health Curriculum**

**Grades 6-8**



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:**

Providing children and youth with physical activity opportunities in school is critical. Helping them develop knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction is a responsibility of physical education. Physical education should also be a place where students value physical activity. It is the unique role of quality physical education programs to help all students develop health related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles. Quality physical education programs are also important because they provide learning experiences that meet students' developmental needs, which in turn help improve their mental alertness, academic performance, and readiness and enthusiasm for learning. A quality physical education program includes the following: opportunity to learn, meaningful content, and appropriate instruction.

### **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.

### **Course Description:**

The Grades 6 through 8 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 6-8 Scope and Sequence:**

Unit	Estimated Pacing
Social Health, Bullying, and Cyberbullying	60 days
Conflict Resolution	60 days
Safety	40 days
Personal Health Care & Green Schools Environmental Health	40 days

Marking Period	Unit Title	Recommended Instructional Days
1	Dating, Relationships, and Abstinence/Violence Prevention	60 days
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept: Social and Sexual Health</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>		

<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. What is empathy?</li> <li>2. What are 6 traits of good character?</li> <li>3. What is communication?</li> <li>4. What makes a family?</li> <li>5. Who are your peers?</li> </ol>
<b>Safety (2.3) Disciplinary Concept: Personal Safety</b>		<b><u>Activity Description:</u></b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	<ul style="list-style-type: none"> <li>● Research Simulation Tasks</li> <li>● Student reflection</li> <li>● Class Discussion assessed through teacher observation</li> <li>● Multimedia Presentations</li> </ul> <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>
<p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p> <p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p> <p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<p><b>2.3.8.PS.1:</b> Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).</p> <p><b>2.3.8.PS.3:</b> Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p> <p><b>2.3.8.PS.4:</b> Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p><b>2.3.8.PS.5:</b> Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g.,</p>	

	<p>consent, child pornography, human trafficking, parental notification, drugs).</p> <p><b>2.3.8.PS.6:</b> Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p> <p><b>2.3.8.PS.7:</b> Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</p>	
<p><b>Comprehensive Health and Physical Education Practices</b></p>		
<p>In this unit, students will develop knowledge and understanding of social health by analyzing their character, practicing communication skills, and working on family and peer relationships. Concepts such as bullying and cyberbullying prevention will be reviewed to impact student understanding of making personal and logical choices amongst peers.</p>		
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	

<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>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<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> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>• <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> <li>• Chromebooks/IPADS</li> </ul>



<ul style="list-style-type: none"> <li>• Chromebooks/IPADS</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks/IPADS</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks/IPADS</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</a></li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Smart Board</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>•</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <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="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> <li>• Chromebooks/IPADS</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</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>
<b>Disciplinary Concept: Personal Safety</b>			

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><i>Core Ideas:</i></p>	<p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p> <p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p> <p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>
	<p><i>Performance Expectation/s:</i></p>	<p><b>2.3.8.PS.1:</b> Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).</p> <p><b>2.3.8.PS.3:</b> Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p> <p><b>2.3.8.PS.4:</b> Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p><b>2.3.8.PS.5:</b> Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</p> <p><b>2.3.8.PS.6:</b> Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p> <p><b>2.3.8.PS.7:</b> Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</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> </ul>	

	<ul style="list-style-type: none"> <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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New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>

Marking Period	Unit Title	Recommended Instructional Days
2	The Life Cycle	60 days
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept: Personal Growth Development</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CHPE within Unit</b>
<p><b>Core Ideas:</b></p> <p>Individual actions, genetics, and family history can play a role in an individual’s personal health.</p> <p>An awareness of the stages of pregnancy and prenatal care can</p>	<p><b>Performance Expectation:</b></p> <p><b>2.1.8.PGD.1</b> Explain how appropriate health care can promote personal health</p> <p><b>2.1.8.PGD.2</b> Analyze how genetics and family history can impact personal health.</p> <p><b>2.1.8.PGD.3</b> Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in</p>	

<p>contribute to a healthy pregnancy and the birth of a healthy child.</p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>	<p>human bodies.</p> <p><b>2.1.8.PP.1</b> Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p><b>2.1.8.PP.2</b> Summarize the stages of pregnancy from fertilization to birth.</p> <p><b>2.1.8.PP.3</b> Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</p> <p><b>2.1.8.PP.4</b> Predict challenges that may be faced by adolescent parents and their families.</p> <p><b>2.1.8.PP.5</b> Identify resources to assist with parenting.</p>	
<p align="center"><b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b></p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	<p><b><u>Essential Question/s:</u></b></p> <ol style="list-style-type: none"> <li>1. What are the stages of male and female puberty?</li> <li>2. Why do you think teens/adolescents go through puberty at different rates?</li> <li>3. What are the primary functions of the male and female reproductive system?</li> <li>4. How are the male and female reproductive systems similar? How are they different?</li> <li>5. What are the eight stages of life?</li> </ol>
<p align="center"><b>Safety (2.3)</b></p>		

<b>Disciplinary Concept:</b>	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>
<b>Comprehensive Health and Physical Education Practices</b>	
<p>In this Unit, students will discuss changes that occur in the body during the natural process of puberty and growth. This unit will review the male and female reproductive systems as well as reproductive health. The learner will understand the importance of infant and child development during different stages of the life cycle. Within the Life Cycle Unit, students will understand the importance of maintaining a healthy lifestyle and making healthy choices based upon their ages and as they age.</p>	
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>
<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> </ul>
<p>6. What are healthy habits to maintain for your age? Why is it important to maintain good health for your age group?</p> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Research Simulation Tasks</li> <li>● Student reflection</li> <li>● Class Discussion assessed through teacher observation</li> <li>● Multimedia Presentations</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>	

	<ul style="list-style-type: none"> <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>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<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>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources IEP/504/At-Risk/ESL</b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>
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<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Emotional Health</b>		
	<b>Core Ideas:</b>	<p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p> <p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p>	

		There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
	<i>Performance Expectation/s:</i>	<p><b>2.1.8.PGD.1</b> Explain how appropriate health care can promote personal health</p> <p><b>2.1.8.PGD.2</b> Analyze how genetics and family history can impact personal health.</p> <p><b>2.1.8.PGD.3</b> Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p><b>2.1.8.PP.1</b> Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p><b>2.1.8.PP.2</b> Summarize the stages of pregnancy from fertilization to birth.</p> <p><b>2.1.8.PP.3</b> Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</p> <p><b>2.1.8.PP.4</b> Predict challenges that may be faced by adolescent parents and their families.</p> <p><b>2.1.8.PP.5</b> Identify resources to assist with parenting.</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> <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>	



	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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Marking Period		Unit Title	Recommended Instructional Days
3		Body Systems	60 days
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <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> <b>Disciplinary Concept:</b>		
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. What is the purpose of the skeletal system and the muscular system and how do they work together?</li> <li>2. Explain the differences between the central and peripheral nervous system.</li> <li>3. What are ways to keep your circulatory and respiratory systems healthy?</li> <li>4. What are the steps of the digestive system?</li> <li>5. What does the endocrine system do?</li> <li>6. Discuss ways the body achieves immunity against diseases.</li> </ol>
<b>Safety (2.3)</b> <b>Disciplinary Concept: Health Conditions, Diseases, and Medicines</b>		
<b>Core Ideas:</b>  Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being	<b>Performance Expectation:</b>  <b>2.3.8.HCDM.1:</b> Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health	<b>Activity Description:</b> <ul style="list-style-type: none"> <li>● Research Simulation Tasks</li> <li>● Student reflection</li> <li>● Class Discussion assessed through teacher observation</li> <li>● Multimedia Presentations</li> </ul>

<p>susceptible to a disease or health condition.</p> <p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<p>conditions.</p> <p><b>2.3.8.HCDM.2:</b> Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p><b>2.3.8.HCDM.3:</b> Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p><b>2.3.8.HCDM.6:</b> Explain how the immune system fights disease.</p> <p><b>2.3.8.HCDM.7:</b> Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</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>
<p><b>Comprehensive Health and Physical Education Practices</b></p>		

<p>In this Unit, students will discuss the systems of the body such as skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, endocrine, and immune systems. This unit will review each body system, how it functions, how each system works together to enable the human body to move and function, and ways to ensure the body systems remain healthy. The learner will understand the importance of maintaining a strong immune system and how choices can affect their overall long term health.</p>		
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<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>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<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>
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>		

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<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>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept: Health Conditions, Diseases, and Medicines</b></p>	
	<p><i>Core Ideas:</i></p>	<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p> <p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>
	<p><i>Performance Expectation/s:</i></p>	<p><b>2.3.8.HCDM.1:</b> Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p><b>2.3.8.HCDM.2:</b> Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p><b>2.3.8.HCDM.3:</b> Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p><b>2.3.8.HCDM.6:</b> Explain how the immune system fights disease.</p> <p><b>2.3.8.HCDM.7:</b> Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</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</p>	

	<p>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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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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Marking Period	Unit Title	Recommended Instructional Days
4	Communicable and Non-Communicable Diseases	60 days
<b>Mental Health: Emotional and Social Wellness (2.1)</b> <b>Disciplinary Concept:</b>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	

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



<b>Physical Wellness (2.2)</b> <b>Disciplinary Concept:</b>		
<b>Core Ideas:</b>	<b>Performance Expectation:</b>	<b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. How can one prevent the spread of communicable diseases?</li> <li>2. What are ways pathogens can spread?</li> <li>3. What are sexually transmitted diseases and how can one protect themselves?</li> <li>4. Define and note the differences in HIV and AIDS.</li> <li>5. What are noncommunicable diseases?</li> </ol>
<b>Safety (2.3)</b> <b>Disciplinary Concept: Health Conditions, Diseases and Medicines, Alcohol, Tobacco and other Drugs, Dependency, Substances Disorder and Treatment</b>		<b>Activity Description:</b> <ul style="list-style-type: none"> <li>● Research Simulation Tasks</li> <li>● Student reflection</li> <li>● Class Discussion assessed through teacher observation</li> <li>● Multimedia Presentations</li> </ul>
<b>Core Ideas:</b>  Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.  The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.  The use of alcohol, tobacco (including cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.  The use of alcohol and drugs can affect the social, emotional, and	<b>Performance Expectation:</b>  <b>2.3.8.HCDM.1:</b> 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.  <b>2.3.8.HCDM.2:</b> Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.  <b>2.3.8.HCDM.3:</b> Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).  <b>2.3.8.HCDM.4:</b> Describe the signs,	<b>Interdisciplinary Connections: Content: ;NJSLS#:</b> <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>

<p>physical behaviors of individuals and their families.</p>	<p>symptoms, and potential impacts of STIs (including HIV).</p> <p><b>2.3.8.HCDM.5:</b> Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p> <p><b>2.3.8.HCDM.6:</b> Explain how the immune system fights disease.</p> <p><b>2.3.8.HCDM.7:</b> Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.</p> <p><b>2.3.8.ATD.1:</b> Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p><b>2.3.8.DSDT.3:</b> Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p>	
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<b>Comprehensive Health and Physical Education Practices</b>	
<p>In this Unit, students will be able to understand communicable and non-communicable diseases and how to prevent the spread of certain diseases. Concepts such as good hygiene, types of pathogens, how diseases can be spread, and ways to protect oneself will enable students to be more aware of their health and health choices. In addition to this, the unit will discuss sexually transmitted diseases and ways to avoid transmission. Throughout the Non-Communicable Disease unit, students will learn about diseases that are not spread through contact such as cancer, circulatory diseases, diabetes, and respiratory problems.</p>	
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <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> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>● Class discussion</li> <li>● Closure activity</li> </ul>	<b><u>Benchmarks:</u></b> <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>			
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>							
<p><b>Core Resources</b></p>		<p><b>Alternate Core Resources IEP/504/At-Risk/ESL</b></p>		<p><b>ELL Core Resources</b></p>		<p><b>Gifted &amp; Talented Core Resources</b></p>	
<ul style="list-style-type: none"> <li>• <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> <li>• Chromebooks/IPADS</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> <li>• Chromebooks/IPADS</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> <li>• Chromebooks/IPADS</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>• HealthSmart</li> <li>• Smart Board</li> <li>• Chromebooks/IPADS</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>• <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.healthtrek.org">www.healthtrek.org</a></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>							
<p><b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b></p>							
<p><b>Core Resources</b></p>		<p><b>Alternate Core Resources IEP/504/At-Risk/ESL</b></p>		<p><b>ELL Core Resources</b></p>		<p><b>Gifted &amp; Talented Core</b></p>	

<ul style="list-style-type: none"> <li>● <a href="#">2020 New Jersey Student Learning Standards- Comprehensive Health and Physical Education Standards</a></li> <li>● HealthSmart</li> <li>● Smart Board</li> <li>● Chromebooks/IPADS</li> <li>● <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>● <a href="http://www.TeacherTube.com">www.TeacherTube.com</a></li> <li>● <a href="http://www.nj.gov/education/modelcurriculum/peh">www.nj.gov/education/modelcurriculum/peh</a></li> <li>● <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>● <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>● <a href="http://www.healthtrek.org">www.healthtrek.org</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:</b> Health Conditions, Diseases and Medicines, Alcohol, Tobacco and other Drugs, Dependency, Substances Disorder and Treatment</p>	
	<p><i>Core Ideas:</i></p>	<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p> <p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p> <p>The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p> <p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>
	<p><i>Performance Expectation/s:</i></p>	<p><b>2.3.8.HCDM.1:</b> Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p><b>2.3.8.HCDM.2:</b> Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p><b>2.3.8.HCDM.3:</b> Describe behaviors which may contribute to or prevent a person</p>

		<p>from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p><b>2.3.8.HCDM.4:</b> Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p><b>2.3.8.HCDM.5:</b> Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p> <p><b>2.3.8.HCDM.6:</b> Explain how the immune system fights disease.</p> <p><b>2.3.8.HCDM.7:</b> Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.</p> <p><b>2.3.8.ATD.1:</b> Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p><b>2.3.8.DSDT.3:</b> Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</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> <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)

Amistad Law:		Holocaust Law:		LGBT and Disabilities		Diversity & Inclusion:	X	Standards in Action:
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	<i>N.J.S.A. 18A 52:16A-88</i>		<i>N.J.S.A. 18A:35-28</i>		<i>Law: N.J.S.A. 18A:35-4.35</i>		<i>N.J.S.A. 18A:35-4.36a</i>		<i>Climate Change</i>
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