



GREEN TOWNSHIP SCHOOL DISTRICT

Content Area: Comprehensive Health and Physical Education

Course/Grade Level: Health

Curriculum Committee Members:

Ms. Deb Ronsini

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Tri-District Curriculum Committee

Principal:

Jon Paul Bollette

Board Approval Date:

{Fill in when known}

Mission

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

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; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change.

Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit.

Resources for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info:

http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Formative assessments: Used to gauge student understanding and progress throughout the unit. Not necessarily graded. Provide feedback for students to use to reflect, revise and refine their work.

Summative Assessments: Final projects or assessments to determine what students have learned over the course of the project or unit.

Benchmark Assessments: Teacher-created benchmark assessments to be given periodically during the year.

Alternative Assessments: Teacher modifies assignments and activities based on student needs. Oral assessments administered in place of written when necessary.

Accommodation and modification ideas may be found here:

- [Modifications & Accommodations Menu](#)
- *Assessments other than paper & pencil tests* See link for more info:
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

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| Integrated Accommodations & Modifications |
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| Please utilize the link below for ideas and strategies to use with <i>ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students</i> . |
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| The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral. Modifications & Accommodations Menu |
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| Additional Resources for to Support Planning & Instruction |
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| <ul style="list-style-type: none">● NJ Student Learning Standards:● https://www.nj.gov/education/standards/chp/index.shtml |
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Scope and Sequence

Grade Kindergarten

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|---|----------------------------------|
| Unit 1: Community Health Helpers | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit of study, students will learn about Health Helpers in their community. They will learn to identify and find community and school personnel who can help with health information. They will learn how to dial 911 in case of an emergency. They will also learn who they can reach out to when feeling emotionally scared or unsafe. | |
| Unit 2: Healthy Habits | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will explore the importance of healthy habits. They will discuss the basic needs of all and how they help humans stay healthy. | |
| Unit 3: My Safety | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will explore the idea of personal (physical and emotional) and environmental safety. They will learn how to keep themselves safe from environmental dangers. They will also learn how to keep themselves emotionally safe. They will learn how to keep others and their environment safe. | |

Grade 1

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| Unit 1: Relationships with others | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will study what it means to have healthy relationships with others. They will look at their personal responsibilities in a relationship and factors that contribute to their healthy relationships. They will learn healthy ways to express their feelings and to solve conflicts. They will also study the difference between bullying and teasing and the effects of each. | |
| Unit 2: My Wellness | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will explore what it means to be “well.” They will explore different healthy foods and hygiene practices that can contribute to their wellness. They will also explore different safety and personal boundaries that will help keep their mental health well. | |
| Unit 3: Family Life | Pacing: Approx. 5 lessons |

Unit Summary: In this unit students will explore the idea of family. They will define reproduction as living things reproduce such as dogs have puppies and mothers have babies. They will express their own family identify in a picture. They will identify factors that help to determine healthy relationships within the family unit.

Grade 2

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| Unit 1: Be Aware | Pacing: Approx. 5 lessons |
| Unit Summary: Students will investigate the idea of hazards within their lives. They will begin to examine warning symbols and their meanings. They will also discuss medicines and their importance and their potential dangers. Students will study alcohol and tobacco and their effects on health | |
| Unit 2: Express Yourself | Pacing: Approx. 5 lessons |
| Unit Summary: Students will study how individuals express themselves. They will look at choices people make. They will understand that they are not limited to certain roles due to gender stereotypes. They will examine the idea of “character” and how their choices reflect their character. They will also learn strategies for coping with stress and managing their emotions and behaviors. | |
| Unit 3: My Body, My Health | Pacing: Approx. 13 lessons |
| Unit Summary: Students will understand that they have control over their bodies. They will learn the proper terminology for their body parts. They will examine how their body parts work together to keep them healthy. They will understand how to find trusted adults if they feel uncomfortable or in a bad situation. They will examine how foods and prevention of disease also leads to them controlling the health of their bodies. Climate change and its effects on the health of the environment will also be studied | |

Grade 3

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|---|----------------------------------|
| Unit 1: Personal Safety | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit students will focus on recognizing safe and unsafe behaviors. They will focus on developing strategies to mitigate risks. They will also focus on how to set and respect boundaries and where to go for help if they feel they are being crossed. | |
| Unit 2: Personal Growth and Development | Pacing: Approx. 5 lessons |

Unit Summary: This unit will help students focus on personal growth and development, receiving proper nutrition, and developing methods for keeping their bodies working properly. They will also learn how communicable and infectious diseases can affect the body.

Unit 3: My Feelings

Pacing: Approx. 5 lessons

Unit Summary: This unit of instruction will focus on the management of students' feelings and emotions. Students will focus on difficult situations and how to express them.

Grade 4

Unit 1: Substance Awareness

Pacing: Approx. 5 lessons

Unit Summary: In this unit, students will receive an overview of different substances that contain alcohol and tobacco. They will identify the unhealthy effects of the products and describe the behaviors of those who use them and where they can receive assistance.

Unit 2: Social Health

Pacing: Approx. 5 lessons

Unit Summary: In this unit, students will identify characteristics of healthy and unhealthy relationships, including bullying, harassment and intimidation. They will also learn about community resources that are available to assist with physical, mental and emotional health problems.

Unit 3: Personal Safety

Pacing: Approx. 5 lessons

Unit Summary: In this unit, students will learn basic first aid. They will also identify and develop strategies for personal safety. They will learn how to reach out for assistance or leave situations that are uncomfortable or dangerous related to digital and in-person situations, including digital media, bullying and sexual harm.

Grade 5

Unit 1: Substance Prevention

Pacing: Approx. 5 lessons

Unit Summary: Within this unit framework, students will identify the short- and long-term effects of substance abuse and the health dangers they pose. From this perspective, students will receive prevention strategies and demonstrate how to avoid the unintended consequences of substance abuse.

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| Unit 2: Personal Health | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit of study, students will develop strategies to create a balanced nutritional plan. Students will develop strategies to communicate safely through media and identify strategies to recognize uncomfortable and dangerous situations while also examining how mental health impacts our wellness. | |
| Unit 3: Growth and Development | Pacing: Approx. 5 lessons |
| Unit Summary: This unit will cover physical, social, emotional, and sexual development and how these changes influence personal growth and development. Students will learn how to identify trusted adults in the home, school, or community to ask questions about general health. In addition, students will demonstrate ways to promote dignity and respect for all people. | |

Grade 6

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| Unit 1: Personal Wellness | Pacing: Approx. 5 lessons |
| Unit Summary: Students explore how different factors can impact their wellness throughout life. Students' family history, genetics, culture, personal behaviors and skills will be discussed and analyzed. A personal health profile and plan will be used to promote a healthy lifestyle. | |
| Unit 2: Social- Emotional Wellness | Pacing: Approx. 5 lessons |
| Unit Summary: Students will identify, examine, and analyze situations that may cause stress and affect social and emotional wellness. Management and coping strategies will be taught and practiced to promote self-regulation and resiliency. | |
| Unit 3: Community Health | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will identify the professionals in their school and local community who can assist them with health conditions and emergencies, provide health services, and offer life skills training. Additionally, they will pinpoint how to access these services for those in need of intervention in one of the identified areas. From a performance standpoint, students develop an advocacy plan for a selected health issue that they will present to a group of peers who would benefit from the information. | |

Grade 7

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| Unit 1: Alcohol, Tobacco Use, Abuse, Treatment | Pacing: Approx. 5 lessons |
| Unit Summary: The use of alcohol, tobacco, and cannabis can have harmful short and long term effects to the social, emotional, and physical health of oneself and others. Use of alcohol, tobacco, cannabis can lead to physical and psychological dependency. Various strategies can be applied to assist in the prevention of alcohol, tobacco, and cannabis use and abuse. Services and resources are available for people who have been impacted through alcohol, tobacco, and cannabis use to seek assistance and support for themselves and others. | |
| Unit 2: Personal Growth and Development | Pacing: Approx. 5 lessons |
| Unit Summary: This unit of instruction will focus on describing the human reproductive systems and their functions, and understand the natural variations that exist in the human bodies. Students will summarize the stages of pregnancy from fertilization to birth. Additionally, students will also be able to identify between gender identities and be able to develop a plan to promote respect among all genders. | |
| Unit 3: Safety | Pacing: Approx. 5 lessons |
| Unit Summary: This unit of instruction will focus on identifying community resources of support. We will also focus on promoting strategies needed to reduce deliberate and non-deliberate injuries to self and others. We will define sexual violence and describe their impacts on sexual health. Additionally, we will evaluate the impacts of technology and social media on relationships and how to develop strategies to use it safely. | |

Grade 8

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| Unit 1: Legal/Illegal Substance Use, Abuse, Treatment | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will depart with knowledge on how the use of various legal/illegal drugs and substances (ie OTCs, heroin, stimulants) can have harmful short and long term effects to the social, emotional, and physical health of oneself and others. Discussions and projects will advise them on the dangers of drugs and substances regarding physical and psychological dependency. An instructional goal is for students to acquire strategies that assist in the prevention of drug and substance use and abuse. They understand that services and resources are available for people who have been impacted through drug and substance use to seek assistance and support for themselves and others. | |
| Unit 2: Nutrition | Pacing: Approx. 5 lessons |

Unit Summary: In this unit, students will develop the knowledge to be able to design and assess nutritional plans for themselves and others.

Unit 3: Human Development and Sexual Health

Pacing: Approx. 5 lessons

Unit Summary: The students will develop an awareness of the stages of pregnancy and prenatal care. Students will also identify factors that enable them to make confident and educated decisions regarding their sexual health, relationships and possible long and short term effects of those decisions

Grade Kindergarten

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| Unit 1: Community Health Helpers | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit of study, students will learn about Health Helpers in their community. They will learn to identify and find community and school personnel who can help with health information. They will learn how to dial 911 in case of an emergency. They will also learn who they can reach out to when feeling emotionally scared or unsafe. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. How and where can I locate health resources? 2. How and where can I seek help? | | Enduring Understandings: <ul style="list-style-type: none"> ● People in the community work to keep us safe. ● Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). | The student will be able to distinguish between an emergency and a non-emergency. The student will be able to identify community health professionals and where they can be located for help to include doctor, nurse, policeperson, fireperson, school nurse, school counselor. The student will be able to demonstrate how to dial 911 in case of an emergency. Students will be able to name the feelings sad, angry, frustrated, and scared. Students will be able to identify the feelings they may feel in different situations. Students will be able to identify individuals who can help them to express feelings. | Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) |
| Interdisciplinary Connections | | |

ELA: RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Career Readiness, Life Literacies, and Key Skills: 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Unit 1: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self- assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, rubrics.

Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade Kindergarten

| | | |
|---|--|--|
| Unit 2: Healthy Habits | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will explore the importance of healthy habits. They will discuss the basic needs of all and how they help humans stay healthy. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. What actions does a person need to take to be healthy? 2. Why is proper nutrition important to having lifelong health? | | Enduring Understandings: <ul style="list-style-type: none"> ● People have relationships with others in the local community and beyond. ● Individuals enjoy different activities and grow at different rates. ● Personal hygiene and self-help skills promote healthy habits. ● Nutritious food choices promote wellness and are the basis for healthy eating habits |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.PGD.1: Explore how activity helps all human bodies 2.1.2.PGD. 2: Develop an awareness of healthy habits 2.2.2.N.3: Differentiate between healthy and unhealthy eating 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. | Students will name human needs over human wants. Students will investigate ways that activity helps them stay healthy. Students will name and practice healthy habits to include proper hand washing, proper coughing, and proper tooth Students will be able to sort foods into healthy and unhealthy categories. Students will name two effects on health of not having basic human needs. | Acting as responsible and contributing member of society Attending to personal health, emotional, social and physical well-being |
| Interdisciplinary Connections | | |

ELA: RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Career Readiness, Life Literacies, and Key Skills:

9.1.2.FP.2: Differentiate between financial wants and needs.

Science: K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Unit 2: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self- assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, rubrics.

Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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Unit 2: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Grade Kindergarten

| Unit 3: My Safety | | Pacing: Approx. 5 lessons |
|---|---|--|
| Unit Summary: In this unit, students will explore the idea of personal (physical and emotional) and environmental safety. They will learn how to keep themselves safe from environmental dangers. They will also learn how to keep themselves emotionally safe. They will learn how to keep others and their environment safe. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. What actions does a person need to take to be healthy? 2. How does my behavior reflect my personal choices? 3. What can I do to make sure I am safe? 4. How can I make good decisions and stay healthy? | | Enduring Understandings: <ul style="list-style-type: none"> • The environment can impact personal health and safety in different ways. • Potential hazards exist in personal space, in the school, in the community, and globally. • Many factors influence how we think about ourselves and others. • There are different ways that individuals handle stress, and some are healthier than others. • Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 2.1.2.EH.3: Demonstrate self-control in a variety of settings 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.3.2.PS.5: Define bodily autonomy and personal boundaries. | Students will identify personal behaviors to keep oneself and the environment clean and safe which include recycling, throwing out trash, exercise, eating well, respecting others, and not being wasteful. Students will identify safety hazards in the home and ways to avoid them. Students will identify how to use safety equipment properly. Students will identify safe behavior when getting on and off a bus and while riding the bus. Students will identify safe behavior while playing on the playground. Students will describe the importance of using safety belts, | Building and maintaining healthy relationships Attending to personal health, emotional, social and physical well-being Resolving conflict |

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| 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous. | child safety restraints, and motor vehicle booster seats. Students will be able to identify safety rules around fire. Students will be able to utilize self-control strategies to promote health. | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2: Identify possible approaches and resources to execute a plan 9.4.2.CT.3: Use a variety of types of thinking to solve problems Science:K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> | | |
| Unit 3: Assessments | | |
| Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment. | | |
| Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics. | | |
| Unit 3: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p>Modifications & Accommodations Menu</p> | | |

Grade 1

| | | |
|---|---|---|
| Unit 1: Relationships with others | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will study what it means to have healthy relationships with others. They will look at their personal responsibilities in a relationship and factors that contribute to their healthy relationships. They will learn healthy ways to express their feelings and to solve conflicts. They will also study the difference between bullying and teasing and the effects of each. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. How do I show respect for others? 2. How do I apply conflict resolution skills appropriately? 3. What are the effects of being in a harmful relationship? 4. What characteristics are necessary to possess to have a healthy relationship? 5. What can I do to prevent and resolve conflict? | | Enduring Understandings: <ul style="list-style-type: none"> • Many factors influence how we think about ourselves and others. • People have relationships with others in the local community and beyond. • Communication is the basis for strengthening relationships and resolving conflict between people. • Conflicts between people occur, and there are effective ways to resolve them. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and hurtful. | Students will describe ways to show respect for others in the school community. Students will create an original art product that represents a response to the natural world. Students will solve problems appropriately for a given situation. Students will use problem-solving skills when faced with a difficult choice. Students will define bullying and interpret qualifying situations. | Acting as responsible and contributing member of society Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict |
| Interdisciplinary Connections | | |

ELA: RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Visual Arts: 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.3: Use a variety of types of thinking to solve problems

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

Unit 1: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 1

| | | |
|---|---|--|
| Unit 2: My Wellness | | Pacing: Approx.5 lessons |
| Unit Summary: In this unit, students will explore what it means to be “well.” They will explore different healthy foods and hygiene practices that can contribute to their wellness. They will also explore different safety and personal boundaries that will help keep their mental health well. | | |
| Essential Questions: 1. How do I show respect for others? 2. How can communication enhance my personal health and develop positive relationships? | Enduring Understandings: <ul style="list-style-type: none">• Personal hygiene and self-help skills• Nutritious food choices promote wellness and are the basis for healthy eating habits.• People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.• Potential hazards exist in personal space, in the school, in the community, and globally.• Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.• Many factors influence how we think about ourselves and others.• There are different ways that individuals handle stress, and some are healthier than others | |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.2.2.N.1: Explore different types of foods and food groups. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone | Students will identify why daily cleanliness is important for health. Students will recognize the elements of good or inappropriate touches by others. Students will demonstrate how to say”no” to inappropriate touches and find help safely Students will use knowledge of nutrition to plan a well-balanced menu. Students will explain how certain items contribute to personal neatness and cleanliness. Students will identify and express strategies to prevent injuries and accidents inside and outside of the home. | Communicating clearly and effectively (verbal and nonverbal) Attending to personal health, emotional, social and physical well-being Making decisions Managing self |

Communicating clearly and effectively (verbal and nonverbal)
 Attending to personal health, emotional, social and physical well-being
 Making decisions
 Managing self

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| <p>else's personal boundaries including friends and family.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> | | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> | | |
| Unit 2: Assessments | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |
| <p>Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.</p> | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> <ul style="list-style-type: none"> ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ○ Modifications & Accommodations Menu | | |
| Unit 2: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p style="text-align: center;">Modifications & Accommodations Menu</p> | | |

Grade 1

| | | |
|---|--|--|
| Unit 3: Family Life | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit students will explore the idea of family. They will define reproduction as living things reproduce such as dogs have puppies and mothers have babies. They will express their own family identify in a picture. They will identify factors that help to determine healthy relationships within the family unit. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. What does my family look like? 2. What is my role in the family? 3. How are other families different from mine? 4. What are the effects of being in a harmful relationship? 5. What characteristics are necessary to possess to have a healthy relationship? | | Enduring Understandings: <ul style="list-style-type: none"> ● All living things may have the capacity to reproduce. ● Families shape the way we think about our bodies, our health and our behaviors. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.2.PP.1: Define reproduction. 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. | Students will understand the living things reproduce. The lesson will explain that mammals have live babies. Examples of this are that dogs have puppies, birds lay eggs, and mothers have babies Students will define “family” and understand different family dynamics. Students will make a picture of their own family. This may include siblings, parents, grandparents, etc. Each picture will be unique and that is what makes a family special. Students will develop an understanding of the importance of a family and different family patterns. | Acting as responsible and contributing member of society Building and maintaining healthy relationships |

Interdisciplinary Connections

ELA: RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Visual Arts: 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

Career Readiness, Life Literacies, and Key Skills: 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 **Science:** 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Unit 3: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 3: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Grade 2

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| Unit 1: Be Aware | | Pacing: Approx. 5 lessons | |
| Unit Summary: Students will investigate the idea of hazards within their lives. They will begin to examine warning symbols and their meanings. They will also discuss medicines and their importance and their potential dangers. Students will study alcohol and tobacco and their effects on health | | | |
| Essential Questions: 1. What knowledge about alcohol, tobacco, and other drugs are needed to support a healthy, active lifestyle? | | Enduring Understandings: <ul style="list-style-type: none">● Potential hazards exist in personal space, in the school, in the community, and globally.● The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.● There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. | |
| New Jersey Student Learning Standards Student Learning Objectives | | | Practices |
| 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety. 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. | Students will identify the dangers and harmfulness of tobacco and drug use Students will distinguish between responsible and irresponsible use of over-the-counter and prescription medications Students will explain how drug and tobacco use have limiting effects on a personal and mental, social, and emotional well being Students will create a presentation that demonstrates knowledge of warning symbols and labels on drug products Students will identify the measures that individuals who abuse alcohol, tobacco, and other drugs can take to receive help. | | Attending to personal health, emotional, social and physical well-being Making decisions Managing-self |

Interdisciplinary Connections

ELA: RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Unit 1: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

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Unit 1: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Grade 2

| | | |
|---|---|--|
| Unit 2: Express Yourself | | Pacing: Approx. 5 lessons |
| Unit Summary: Students will study how individuals express themselves. They will look at choices people make. They will understand that they are not limited to certain roles due to gender stereotypes. They will examine the idea of “character” and how their choices reflect their character. They will also learn strategies for coping with stress and managing their emotions and behaviors. | | |
| Essential Questions: 1. How can gender-role stereotypes limit behavior? 2. How can communication enhance my personal health and develop positive relationships? 3. How does my behavior reflect my personal choices? | | Enduring Understandings: ● Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. ● Many factors influence how we think about ourselves and others. ● There are different ways that individuals handle stress, and some are healthier than others. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. | Students will manage emotions and feelings in a healthy manner. Students will respond politely and empathetically in a variety of scenarios. Students will share and cooperate with other students, teachers, and family members. Students will determine identifying aspects of character. Students will react to problems through a team building concept. Students will reflect on actions and whether they were respectful or rude. Students will understand that anyone can be anything in this world. Traditional gender roles do not need to limit their options. For example, you could be a doctor, lawyer, stay at home parent, construction worker without worry about what the gender stereo type is. | Acting as responsible and contributing member of society Building and maintaining healthy relationships Managing-self |

Interdisciplinary Connections

ELA: RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

Unit 2: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
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Unit 2: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Grade 2

| | |
|---|--|
| Unit 3: My Body, My Health | Pacing: Approx. 5 lessons |
| Unit Summary: Students will understand that they have control over their bodies. They will learn the proper terminology for their body parts. They will examine how their body parts work together to keep them healthy. They will understand how to find trusted adults if they feel uncomfortable or in a bad situation. They will examine how foods and prevention of disease also leads to them controlling the health of their bodies. Climate change and its effects on the health of the environment will also be studied | |
| Essential Questions: <ol style="list-style-type: none"> 1. Why is it important to know the correct terminology for body parts? 2. Why is proper nutrition important to having lifelong health? 3. What behaviors will reduce my risk of disease? 4. How has climate change affected the health of my environment? | Enduring Understandings: <ul style="list-style-type: none"> ● Personal hygiene and self-help skills promote healthy habits. ● Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help. ● Nutritious food choices promote wellness and are the basis for healthy eating habits. ● People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy. ● People in the community work to keep us safe. |
| New Jersey Student Learning Standards Student Learning Objectives | Practices |

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| <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse.</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p> | <p>Students will determine why making healthier choices influences long-term wellness goals.</p> <p>Students will determine how participation in regular physical activity may help to prevent common health conditions.</p> <p>Students will demonstrate how to handle a situation if inappropriate touching occurs.</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Students will categorize foods based on their nutritional value.</p> | <p>Building and maintaining healthy relationships</p> <p>Attending to personal health, emotional, social and physical well-being</p> |
| Interdisciplinary Connections | | |
| <p><i>ELA:</i> RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><i>W.2.2.</i> Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. <i>SL.2.1.</i> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> | | |
| Unit 3: Assessments | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

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Unit 3: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Grade 3

| | | |
|--|---|--|
| Unit 1: Personal Safety | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit students will focus on recognizing safe and unsafe behaviors. They will focus on developing strategies to mitigate risks. They will also focus on how to set and respect boundaries and where to go for help if they feel they are being crossed. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. How can we protect ourselves and others from injuries and dangerous situations in various places? 2. How do digital citizens take responsibility for themselves, their communities, and their world? 3. What should children do if they are in an unsafe situation? | | Enduring Understandings: <ul style="list-style-type: none"> • Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. • There are strategies that individuals can use to communicate safely in an online environment • 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. • Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. 2.3.5.PS.5: Communicate personal boundaries and safety rules at home, at school, in the community, and when riding in a motor vehicle. 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, acted out and presented by a group of peers. | Students will practice strategies to enhance personal safety in a variety of situations. Students will identify online safety rules. Students will identify examples of how they can be their best selves when using technology. Students will recall and report out Internet safety rules designated for cyber safety. Students will explain safety rules at home, at school, and in the community. Students will create strategies for personal safety when home alone, out in the neighborhood and community, online, | Making decisions Using technology tools responsibly |

Interdisciplinary Connections

ELA: RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and text, building on others' ideas and expressing their own clearly.

Performing Arts: 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances. **Career Readiness, Life Literacies, and Key Skills:** 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Unit 1: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

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Unit 1: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Grade 3

| | | |
|--|---|--|
| Unit 2: Personal Growth and Development | | Pacing: Approx. 5 lessons |
| Unit Summary: This unit will help students focus on personal growth and development, receiving proper nutrition, and developing methods for keeping their bodies working properly. They will also learn how communicable and infectious diseases can affect the body. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. How can we prevent the spread of viruses and most diseases? 2. Why are some foods healthy and others unhealthy? 3. How is nutrition a part of being healthy? | | Enduring Understandings: <ul style="list-style-type: none"> • Health is influenced by the interaction of body systems. • 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. • There are actions that individuals can take to help prevent diseases and stay healthy. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively. 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) | Students will identify diseases as communicable or non-communicable. Students will identify ways to prevent communicable and non-communicable Diseases Students will explain the importance of prevention and early detection and treatment of disease Students will identify parasites and explain how they infect the body Students will define “virus” and “bacteria” and identify examples of each. Students will identify modes of transmission: air, touch, food, and body fluids. Students will describe why it is important to eat a variety of healthy foods each day. Students will discuss how family, peers, culture, and media influence eating habits. Students will identify the basic food groups, and give two examples from each group. | Acting as responsible and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, regular physical activity) Using technology tools responsibly |

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| | Students will describe the feeling of being hungry. | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> | | |
| <p>Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</p> <p>Science: 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.</p> | | |
| Unit 2: Assessments | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |
| <p>Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.</p> | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> <ul style="list-style-type: none"> ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ○ Modifications & Accommodations Menu | | |
| Unit 2: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p>Modifications & Accommodations Menu</p> | | |

Grade 3

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|---|---|--|
| Unit 3: My Feelings | | Pacing: Approx. 5 lessons |
| Unit Summary: This unit of instruction will focus on the management of students' feelings and emotions. Students will focus on difficult situations and how to express them. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. Why do all people need to express their feelings and emotions? 2. What are the best strategies to handle difficult everyday situations? | | Enduring Understandings: <ul style="list-style-type: none"> ● Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. ● Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: 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. | Students will describe emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one. Students will identify how emotions such as happiness, sadness, excitement, anger, and loneliness can be expressed positively or negatively. Students will design effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance. Students will recognize the effects of sharing positive feelings on self and others. Students will demonstrate inclusive behaviors regardless of individual/family differences or circumstances. Students will discuss and role-play strategies for: disagreeing in an agreeable way, giving and receiving | Resolving conflict |

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| | compliments, being a good listener. | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</p> | | |
| Unit 3: Assessments | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |
| <p>Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.</p> | | |
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| Unit 3: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p>Modifications & Accommodations Menu</p> | | |

Grade 4

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| Unit 1: Substance Awareness | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will receive an overview of different substances that contain alcohol and tobacco. They will identify the unhealthy effects of the products and describe the behaviors of those who use them and where they can receive assistance. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. How do drug abuse and misuse affect one's personal and community relationships in unhealthy ways? 2. What are the health risks of illegal drugs, inhalants, e-cigarettes, vaping products, tobacco and cannabis products, and alcohol? 3. How do people under the influence of alcohol and drugs act? 4. Where can alcohol and drug abusers find assistance? | | Enduring Understandings: <ul style="list-style-type: none"> ● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. ● Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. | Students will research and learn information about the effects of dangerous products on short- and long-term hygiene and health. Students will identify the unhealthy effects of alcohol, tobacco, and drug products. Students will interpret advertisements for alcohol, tobacco, and drug products. Students will differentiate between drug abuse and prescribed and responsible use of medicines. Students will brainstorm and confirm a list of the possible effects of using harmful substances. Students will recognize the chemicals from other products used to make cigarettes. Students will identify and recall the various places where drug and alcohol users can seek assistance. Students will describe the behaviors of those who use them and where they can receive assistance. | Attending to personal health, emotional, social and physical well-being Making decisions |

Interdisciplinary Connections

ELA: RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies, and Key Skills: .4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Unit 1: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 4

| | | | |
|--|---|--|-----------|
| Unit 2: Social Health | | Pacing: Approx. 5 lessons | |
| Unit Summary: In this unit, students will identify characteristics of healthy and unhealthy relationships, including bullying, harassment and intimidation. They will also learn about community resources that are available to assist with physical, mental and emotional health problems. | | | |
| Essential Questions: 1. What are the differences between healthy and unhealthy relationships? 2. How do coping strategies help people face difficult situations? 3. Who are the school and community workers available to assist you with health problems? | | Enduring Understandings: <ul style="list-style-type: none">• 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.• Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.• Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. | |
| New Jersey Student Learning Standards Student Learning Objectives | | | Practices |
| 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. 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the | Students will identify characteristics of healthy and unhealthy relationships, including bullying, harassment, and intimidation. Students will list community resources that are available to assist with physical, mental, and emotional health problems. Students will describe at least two external factors (such as family, peers, culture, media, technology, school environments, and physical environments) that can influence health behaviors. Students will describe at least two internal factors (such as personal values, beliefs, and emotions) that can influence health behaviors. Students will recognize bullying and how to respond in safe and proactive ways. | Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) | |

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| community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. | | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> | | |
| Unit 2: Assessments | | |
| Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment. | | |
| Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics. | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> <ul style="list-style-type: none"> • Oral assessments administered in place of written when necessary. • Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ◦ Modifications & Accommodations Menu | | |
| Unit 2: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p>Modifications & Accommodations Menu</p> | | |

Grade 4

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| Unit 3: Personal Safety | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will learn basic first aid. They will also identify and develop strategies for personal safety. They will learn how to reach out for assistance or leave situations that are uncomfortable or dangerous related to digital and in-person situations, including digital media, bullying and sexual harm. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. How do online interactions affect ourselves and others? 2. How can we prevent situations that could lead to injury or illness? 3. Why do we need to know how to say “no” in uncomfortable or unsafe situations? 4. How can I be positive and have fun while playing online games, and help others do the same? | | Enduring Understandings: <ul style="list-style-type: none"> ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● There are strategies that individuals can use to communicate safely in an online environment. ● 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. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. 2.3.5.PS.6: 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. | Students will define “social interaction” and give an example. Students will reflect on positive examples of social interactions. Students will describe the positives and negatives of social interaction through digital media and while playing online games. Students will identify and develop strategies for personal safety. Students will explain how to reach out for assistance or leave situations that are uncomfortable or dangerous related to digital and in-person situations, including digital media, bullying, and sexual harm. Students will demonstrate basic first-aid procedures. | Using technology tools responsibly |

Interdisciplinary Connections

ELA: RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Unit 3: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 5

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| Unit 1: Substance Prevention | | Pacing: Approx. 5 lessons |
| Unit Summary: Within this unit framework, students will identify the short- and long-term effects of substance abuse and the health dangers they pose. From this perspective, students will receive prevention strategies and demonstrate how to avoid the unintended consequences of substance abuse. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. How can we encourage others to stay away from harmful substances? 2. What members of the community can help people avoid drugs or assist them with drug-related problems? | | Enduring Understandings: <ul style="list-style-type: none"> ● The short- and long-term effects of substance abuse are dangerous and harmful to one's health. ● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations. 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. 2.3.5.DSDT.5: Identify the various types of resources | Students will identify the short- and long-term effects of substance abuse and the health dangers they pose. Students will describe the consequences of substance abuse. Students will investigate prevention strategies for substance abuse. Students will create a product to educate others on substance abuse. Students will analyze the role of community members who promote positive choices and offer assistance to those who struggle with making them. | Attending to personal health, emotional, social and physical well-being Making decisions |

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| that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group). | | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> | | |
| Unit 1: Assessments | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |
| <p>Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.</p> | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> <ul style="list-style-type: none"> ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ○ Modifications & Accommodations Menu | | |
| Unit 1: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p>Modifications & Accommodations Menu</p> | | |

Grade 5

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| Unit 2: Personal Health | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit of study, students will develop strategies to create a balanced nutritional plan. Students will develop strategies to communicate safely through media and identify strategies to recognize uncomfortable and dangerous situations while also examining how mental health impacts our wellness. | | |
| Essential Questions: 1. How does a balanced diet lead to wellness? 2. What strategies help students communicate safely in online environments? 3. How can we safely remove ourselves from uncomfortable and dangerous situations? | | Enduring Understandings: ● 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. ● Students will develop an understanding about the dangers of posting certain content on the internet including explicit images of themselves and others. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.. 2.3.5.PS.6: 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. 2.3.5.HCDM.3: Examine how mental health can | Students will demonstrate health-enhancing behaviors, such as participating in physical activity, eating healthy foods, and getting proper rest. Students will differentiate between hunger and non-hunger cues to eating. Students will compare two or more sugary drinks to determine which is the healthier choice based on sugar content. Students will explain the necessary practice of balancing food choices with physical activity. Students will develop strategies to create a balanced nutritional plan. Students will develop strategies to communicate safely through media and identify strategies to recognize uncomfortable and dangerous situations. Students will describe how to respond to an online-only friend if the friend asks something that | Attending to personal health, emotional, social and physical well-being Engaging in an active lifestyle Making decisions |

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| impact one's wellness (e.g., depression, anxiety, stress, phobias). | makes them uncomfortable. Students will list the steps that identify possible sexual abuse. | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology. 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. Science: • 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> | | |
| Unit 2: Assessments | | |
| Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment. | | |
| Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics. | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> <ul style="list-style-type: none"> ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ○ Modifications & Accommodations Menu | | |
| Unit 2: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p>Modifications & Accommodations Menu</p> | | |

Grade 5

| Unit 3: Growth and Development | | Pacing: Approx. 5 lessons |
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| Unit Summary: This unit will cover physical, social, emotional, and sexual development and how these changes influence personal growth and development. Students will learn how to identify trusted adults in the home, school, or community to ask questions about general health. In addition, students will demonstrate ways to promote dignity and respect for all people. | | |
| Essential Questions: 1. What are some physical, mental, social, and emotional changes that happen during puberty and adolescence? | | Enduring Understandings: ● Puberty is a time of physical, social, and emotional changes. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4: Explain common human sexual development and the role of hormones. 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy). 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. | Students will describe the physical and emotional changes of puberty. Students will explain the changes during puberty, hormonal changes, social and emotional changes that occur during adolescence. Students will describe how puberty prepares human bodies for the potential to reproduce. Students will describe the physical and emotional changes that occur during pregnancy. Students will demonstrate ways to treat others with dignity and respect. Students will demonstrate ways students can work together to promote dignity and respect for all people. | Attending to personal health, emotional, social and physical well-being Building and maintaining healthy relationships |

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| 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people | | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> | | |
| Unit 3: Assessments | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |
| <p>Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.</p> | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> <ul style="list-style-type: none"> ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ○ Modifications & Accommodations Menu | | |
| Unit 3: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p>Modifications & Accommodations Menu</p> | | |

Grade 6

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| Unit 1: Personal Wellness | | Pacing: Approx. 5 lessons |
| Unit Summary: Students explore how different factors can impact their wellness throughout life. Students' family history, genetics, culture, personal behaviors and skills will be discussed and analyzed. A personal health profile and plan will be used to promote a healthy lifestyle. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. What are effective personal health strategies and behaviors that reduce illness, injuries and lead to feeling healthy? 2. How can I prevent the spread of communicable diseases? 3. How do my genetics impact my health and susceptibility to disease? 4. Why is it important to seek out appropriate health care? | | Enduring Understandings: <ul style="list-style-type: none"> • Individual actions, genetics, and family history can play a role in an individual's personal health. • Responsible actions regarding behavior can impact the development and health of oneself and others. • Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. • 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. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.8.PGD.1. Explain how appropriate health care can promote personal health. 2.1.8.PGD.2. Analyze how genetics and family history can impact personal health. 2.1.8.PGD.4. Analyze the relationship between healthy behaviors and personal health. 2.2.N.1. Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. 2.2.N.2. Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. 2.3.8.HCDM.1. Justify how the use of universal precautions, sanitation and waste disposal, proper food | Students will define, appropriately use, and apply grade-level vocabulary, e.g., genetics, universal, precautions, susceptible, health care, personal health, access, obesity, sanitation, salmonella, food storage, cardiovascular, stroke, hepatitis , cancer, environmental controls, and health data. Students will explain how personal health care and behaviors can affect their health. Students will understand how genetics, culture, current health, and age can impact their wellness. Students will identify healthy ways to lose, gain, or maintain weight. | Attending to personal health, emotional, social and physical well-being Engaging in an active lifestyle Managing-self |

| <p>handling and storage, and environmental controls can prevent diseases and health conditions.</p> <p>2.3.8.HCDM.2.Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.3.HCDM.3.Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., <i>cardiovascular, stroke, hepatitis,...</i>).</p> <p>2.3.HCDM.6 Explain how the immune system fights disease</p> <p>2.3.HCDM.7 Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors. Disease.</p> | | |
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| Interdisciplinary Connections | | |
| <p>ELA: RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Science:</p> <p>MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p> <p>MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> | | |

Unit 1: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 6

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|---|---|---|
| Unit 2: Social- Emotional Wellness | | Pacing: Approx. 5 lessons |
| Unit Summary: Students will identify, examine, and analyze situations that may cause stress and affect social and emotional wellness. Management and coping strategies will be taught and practiced to promote self-regulation and resiliency. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. What are strategies to help me manage a variety of stressful situations? 2. What is resiliency? 3. How can I identify the difference between healthy and unhealthy relationships? 4. How do I recognize when I need to seek help from others when dealing with stress or unhealthy relationships? | | Enduring Understandings: <ul style="list-style-type: none"> ● Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations. ● Relationships are influenced by a wide variety of factors, individuals, and behaviors. ● Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. ● Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.8.EH.1. Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2. Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.SSH.3. Demonstrate communication skills that will support healthy relationships. 2.1.8.SSH.4. Compare and contrast the characteristics of healthy and unhealthy relationships. | Students will define, appropriately use, and apply grade-level vocabulary, e.g., stress, stress management, protective factors, personal attributes, deliberate, non-deliberate, traumatic, finances, and digital safety. Students will recognize common stressors within their lives. Students will understand and utilize stress management strategies in various situations. Students will identify personal attributes, people, and community services that can support their mental and emotional health. | Building and maintaining healthy relationships Attending to personal health, emotional, social and physical well-being |

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| <p>2.1.8.SSH.6. Examine how culture influences the way health-related situations.</p> <p>2.1.8.CHSS.8. Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p> <p>2.3.8.PS.1. Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., ... domestic violence, gang violence, ... other threats of violence).</p> | <p>Students will compare and contrast healthy vs. unhealthy relationships.</p> <p>Students will assess the risks involved in a variety of</p> <p>Students will identify strategies needed to reduce risk of injury.</p> | |
| <p style="text-align: center;">Interdisciplinary Connections</p> | | |
| <p>ELA: RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Career Readiness, Life Literacies, and Key Skills:</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> | | |
| <p style="text-align: center;">Unit 2: Assessments</p> | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |
| <p>Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.</p> | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> | | |

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 6

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| Unit 3: Community Health | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will identify the professionals in their school and local community who can assist them with health conditions and emergencies, provide health services, and offer life skills training. Additionally, they will pinpoint how to access these services for those in need of intervention in one of the identified areas. From a performance standpoint, students develop an advocacy plan for a selected health issue that they will present to a group of peers who would benefit from the information. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. What services are available at school and in the community to help with health emergencies? 2. What does it mean to be an advocate for others? | | Enduring Understandings: <ul style="list-style-type: none"> ● Potential solutions to health issues are dependent on health literacy and locating resources accessible in the community. ● Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| <p>2.1.8.CHSS.4. Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being <i>sexually harassed, abused, assaulted,</i></p> <p>2.1.8.CHSS.6. Develop an advocacy plan regarding a health effects and complications issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.1. Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.18.CHSS.7. Collaborate with other students to</p> | <p>Students will differentiate the roles of health services professionals in the community, e.g., Planned Parenthood, Health and Human Services, school counselor, school psychologist, school nurse.</p> <p>Students will construct an explanation on the ways climate change makes humans vulnerable to climate-related</p> <p>Students will define, appropriately use, and apply grade-level vocabulary, e.g., advocate, health conditions, community resources, and strategy.</p> <p>Students will identify school and community personnel who can assist with health conditions, crises, and sensitive life skills training.</p> <p>Students will assemble an advocacy plan that raises a health issue, e.g., communicable diseases, hygiene, nutrition, sleep deprivation, etc., and formulate a plan for a targeted audience to overcome the challenge.</p> | <p>Acting as responsible and contributing member of society Building and maintaining healthy relationships</p> <p>Communicating clearly and effectively (verbal and nonverbal)</p> |

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| develop a strategy to address health issues related to climate change. | Students will articulate a presentation to inform a group of peers on how to manage a relevant health issue. | |
| Interdisciplinary Connections | | |
| <p>ELA: RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective .</p> <p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</p> <p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> | | |
| Unit 3: Assessments | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |
| <p>Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.</p> | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> <ul style="list-style-type: none"> ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ○ Modifications & Accommodations Menu | | |

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 7

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| Unit 1: Alcohol, Tobacco Use, Abuse, Treatment | Pacing: Approx. 5 lessons | |
| Unit Summary: The use of alcohol, tobacco, and cannabis can have harmful short and long term effects to the social, emotional, and physical health of oneself and others. Use of alcohol, tobacco, cannabis can lead to physical and psychological dependency. Various strategies can be applied to assist in the prevention of alcohol, tobacco, and cannabis use and abuse. Services and resources are available for people who have been impacted through alcohol, tobacco, and cannabis use to seek assistance and support for themselves and others. | | |
| Essential Questions: 1. What are potential unhealthy effects of products containing alcohol, tobacco and drugs? 2. What are the impacts on health and relationships associated with e-cigarettes, vaping, inhalants, alcohol, and other tobacco products? 3. What are the behaviors of people who struggle with substance abuse? 4. Where can I get help if I know someone struggling with substance abuse? | Enduring Understandings: <ul style="list-style-type: none">● The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.● A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g. mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.● The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |

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| <p>2.3.8.ATD.1. Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2. Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>2.3.8.DSDT.2. Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p> <p>2.3.8.DSDT.3. Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4. Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>2.3.8.DSDT.5. Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</p> <p>2.3.8.ATD.3. Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4. Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5. Analyze how the influence of peers and different positive and/or negative outcomes.</p> <p>2.3.8.DSDT.1. Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> | <p>Students will define, appropriately use, and apply grade-level vocabulary, e.g., alcohol, tobacco, cannabis, marijuana, disorder, impact, and treatment. Students will express how to make healthy, informed decisions through examination of how the use of alcohol, tobacco, and cannabis by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. Students will understand how the use of alcohol, tobacco, and cannabis is related to decision-making, consent, and risk for sexual assault and abuse. Students will identify and determine factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. Students will explain the impact of alcohol, tobacco, and cannabis on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. Students will analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p> | <p>Attending to personal health, emotional, social and physical well-being</p> <p>Making decisions</p> <p>Managing-self</p> |
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Interdisciplinary Connections

ELA: RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit 1: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 7

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| Unit 2: Personal Growth and Development | | Pacing: Approx. 5 lessons |
| Unit Summary: This unit of instruction will focus on describing the human reproductive systems and their functions, and understand the natural variations that exist in the human bodies. Students will summarize the stages of pregnancy from fertilization to birth. Additionally, students will also be able to identify between gender identities and be able to develop a plan to promote respect among all genders. | | |
| Essential Questions: <ol style="list-style-type: none"> 1. How can I treat other people with dignity and respect regardless of sexual orientation, gender identity or expression? 2. What is the difference between gender identity, gender expression and sexual orientation? 3. What are the parts of human reproductive systems? 4. What are the stages of pregnancy? | | Enduring Understandings: <ul style="list-style-type: none"> ● Individual actions, genetics, and family history can play a role in an individual's personal health. ● An awareness of the stage of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. ● Inclusive schools and communities are accepting of all people and make them feel welcome and included. ● 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. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.1.8.PGD.3. Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. 2.1.8.PP.2. Summarize the stages of pregnancy from fertilization to birth. 2.1.8.SSH.1. Differentiate between gender identity, gender expression and sexual orientation. 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. 2.1.8.SSH.2. Develop a plan for the school to promote dignity 2.3.8.HCDM.3. Describe behaviors which may | Students will define, appropriately use, and apply grade-level vocabulary, e.g., gender identity, gender expression, sexual orientation, menstruation, ovulation, fertilization, dignity, and respect. Students will describe the human reproductive systems, the external and internal body parts and functions and The natural variations that exist in the human bodies. Students will organize a plan to promote dignity and respect for all gender identities and orientations. | Attending to personal health, emotional, social and physical well-being |

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| <p>contribute to or prevent a person from being susceptible to disease and illness (<i>e.g., ... breast cancer,..., testicular cancer</i>).</p> | <p>Students will identify parents or other trusted adults of whom students can ask questions about sexual orientation.</p> <p>Students will define and distinguish between the terms gender identity, gender expression, and sexual orientation.</p> <p>Students will arrange a summary for the stages of pregnancy from conception to birth and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p> | |
| <p style="text-align: center;">Interdisciplinary Connections</p> | | |
| <p>ELA: RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Science: MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.</p> <p>MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p> | | |
| <p style="text-align: center;">Unit 2: Assessments</p> | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 7

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| Unit 3: Safety | | Pacing: Approx. 5 lessons |
| Unit Summary: This unit of instruction will focus on identifying community resources of support. We will also focus on promoting strategies needed to reduce deliberate and non-deliberate injuries to self and others. We will define sexual violence and describe their impacts on sexual health. Additionally, we will evaluate the impacts of technology and social media on relationships and how to develop strategies to use it safely. | | |
| Essential Questions: 1. What are sexual harassment, abuse and violence? 2. What resources are available when someone needs help in situations where they may be harassed, abused or exploited? 3. What strategies can I use to keep me safe online and when using technology? | Enduring Understandings: ● Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. ● Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. ● Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame. ● Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. | |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.3.8.PS.1. Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, ..., human trafficking,... other threats of violence). 2.3.8.PS.2. Define sexual consent and sexual agency. 2.3.8.PS.3. Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). 2.3.8.PS.4. Describe strategies that sex | Students will define, appropriately use, and apply grade-level vocabulary, e.g. sexual consent, sexual agency, interpersonal violence, sexual violence, and sex trafficking. Students will identify school and community personnel who can assist with personal situations related to sexual abuse, harassment, assault, exploitation, or trafficking. Students will recognize the risk factors and warning signs associated with sexual abuse, harassment, assault, exploitation, and trafficking. Students will evaluate the risks involved for | Building and maintaining healthy relationships Communicating clearly and effectively (verbal and nonverbal) Resolving conflict Using technology tools responsibly |

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| <p>traffickers/exploiters employ to recruit youth.</p> <p>2.3.8.PS.5. Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</p> <p>2.3.8.PS.6. Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion ~ when someone threatens to distribute your private and sensitive material if their demands are not met.).</p> <p>2.3.8.PS.7. Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). abuse, harassment, assault, exploitation, or trafficking. Students will recognize the risk factors and warning signs associated with sexual abuse, harassment, assault, exploitation, and trafficking.</p> | <p>situations that pose deliberate and non-deliberate injury risks. Students will identify strategies to reduce the risks and likelihood of deliberate and non-deliberate injuries to oneself and others.</p> <p>Students will define and differentiate between sexual consent and sexual agency.</p> <p>Students will illustrate and practice strategies to use social media safety, legally, and respectfully.</p> <p>Students will assess how technology and social media influence relationships on the levels of consent, communication, and respect.</p> <p>Students will review and evaluate the benefits of laws intended to keep children and adolescents healthy and safe.</p> <p>Students will classify examples of interpersonal and sexual violence and explain how they negatively impact sexual health.</p> | |
| <p style="text-align: center;">Interdisciplinary Connections</p> | | |
| <p>ELA: RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Career Readiness, Life Literacies, and Key Skills: 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</p> | | |
| <p style="text-align: center;">Unit 3: Assessments</p> | | |

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 8

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| Unit 1: Legal/Illegal Substance Use, Abuse, Treatment | | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will depart with knowledge on how the use of various legal/illegal drugs and substances (ie OTCs, heroin, stimulants) can have harmful short and long term effects to the social, emotional, and physical health of oneself and others. Discussions and projects will advise them on the dangers of drugs and substances regarding physical and psychological dependency. An instructional goal is for students to acquire strategies that assist in the prevention of drug and substance use and abuse. They understand that services and resources are available for people who have been impacted through drug and substance use to seek assistance and support for themselves and others. | | |
| Essential Questions: 1. What are potential unhealthy effects of products containing alcohol, tobacco and drugs? 2. What are the impacts on health and relationships associated with e-cigarettes, vaping, inhalants, alcohol, and other tobacco products? 3. What are the behaviors of people who struggle with substance abuse? 4. Where can I get help if I know someone struggling with substance abuse? | | Enduring Understandings: ● The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. ● A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g. mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. ● The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. |
| New Jersey Student Learning Standards Student Learning Objectives | | Practices |
| 2.3.8.ATD.1. Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. 2.3.8.ATD.2. Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. 2.3.8.ATD.3. Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states. | Students will define, appropriately use, and apply grade-level vocabulary, e.g., disorder, impact, treatment, stimulant, over the counter, prescription, depressant, inhalant, and hallucinogens. Students will match the use of alcohol and other drugs to negative associations with decision-making, consent, and the risk of sexual assault and abuse Students will paraphrase the impact of drugs and alcohol on the frontal and occipital lobes of the central nervous system. | Attending to personal health, emotional, social and physical well-being Making decisions Setting goals |

Interdisciplinary Connections

ELA: RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Unit 1: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 8

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| Unit 2: Nutrition | Pacing: Approx. 5 lessons |
| Unit Summary: In this unit, students will develop the knowledge to be able to design and assess nutritional plans for themselves and others. | |
| Essential Questions: <ol style="list-style-type: none"> 1. How can I develop a plan to reach a personal healthy nutrition goal? 2. How does nutrition impact my body? 3. How does good nutrition help me fight off disease? | Enduring Understandings: <ul style="list-style-type: none"> • 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. • Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
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| <p>2.2.8.N.3. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4. Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</p> | <p>Students will define, appropriately use, and apply grade-level vocabulary, e.g., nutritional plan, lifestyle, and supplements.</p> <p>Students will develop an understanding on how different lifestyles, available resources and cultural backgrounds impact our nutritional decisions</p> <p>Students will design nutritional plans for families with different circumstances</p> <p>Students will consider and explain the similarities and differences among student-generated nutritional plans</p> <p>Students will assess their own nutritional health</p> <p>Students will develop ideas that will improve their health and performance through nutrition.(sports drinks, supplements, balanced nutrition).</p> | <p>Attending to personal health, emotional, social and physical well-being</p> <p>Engaging in an active lifestyle</p> |

Interdisciplinary Connections

ELA:RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Career Readiness, Life Literacies, and Key Skills:9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Unit 2: Assessments

Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.

Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.

Alternative Assessments: Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 8

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| Unit 3: Human Development and Sexual Health | | Pacing: Approx. 5 lessons |
| Unit Summary: The students will develop an awareness of the stages of pregnancy and prenatal care. Students will also identify factors that enable them to make confident and educated decisions regarding their sexual health, relationships and possible long and short term effects of those decisions | | |
| Essential Questions: <ol style="list-style-type: none"> 1. What are ways in which pregnancy can occur? 2. What are prenatal practices that support a healthy pregnancy? 3. How can someone make good decisions regarding their sexual health? 4. Where can someone go to get accurate information regarding the prevention and treatment of sexually transmitted infections? | | Enduring Understandings: <ul style="list-style-type: none"> • An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. • There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. • Relationships are influenced by a wide variety of factors, individuals, and behaviors. • There are factors that contribute to making healthy decisions about sex. • Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. • Diseases can be contracted from a variety of sources and choices individuals make that may contribute to or prevent a person from being susceptible to a disease or health condition. |
| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
| 2.1.8.PP.1. Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 2.1.8.PP.3. Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. 2.1.8.PP.4. Predict challenges that may be faced by adolescent parents and their families. 2.1.8.PP.5. Identify resources to assist with parenting. 2.1.8.SSH.5. Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. | Students will define, appropriately use, and apply grade-level vocabulary, e.g., pregnancy, abortion, adoption, prenatal, perceive, contraception, abstinence, unintended, confidentiality, pornography, and transmission Students will describe pregnancy testing and the signs of pregnancy. Students will list and understand their options after pregnancy. Students will connect the relationship between prenatal care and a healthy pregnancy. Students will identify reliable sources about | Building and maintaining healthy relationships Attending to personal health, emotional, social and physical well-being Making decisions Using technology tools responsibly |

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| <p>2.1.8.SSH.7. Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.8. Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</p> <p>2.1.8.SSH.9. Define vaginal, oral, and anal sex.</p> <p>2.1.8.SSH.10. Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</p> <p>2.1.8.SSH.11. Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p> <p>2.1.8.CHSS.2. Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</p> <p>2.1.8.CHSS.3. Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>2.1.8.CHSS.5. Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p> <p>2.3.8.HCDM.3. Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (<i>e.g., ... sexually transmitted infections (STIs), HIV/AIDS, ..., HPV, ...</i>).</p> <p>2.3.8.HCDM.4. Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5. Compare and contrast</p> | <p>prenatal care and who to look to for help. Students will examine and discuss possible challenges faced by adolescent parents and their families</p> <p>Students will analyze and discuss the similarities and differences between different types of relationships.</p> <p>Students will acquire and express the knowledge to make an educated decision on participating in sexual behaviors</p> <p>Students will understand how decisions about sexual activity can be impacted by a variety of factors (body image, self-esteem, alcohol)</p> <p>Students will define different types of sexual acts</p> <p>Students will compare and contrast different types of contraception's and safer sex methods. (abstinence and condom)</p> <p>Students will develop a plan to eliminate or reduce the risk of unintended pregnancy and STIs</p> <p>Students will discuss and understand laws related to consent, confidentiality and available healthcare services.</p> <p>Students will identify accurate and reliable sources of information about STIs</p> <p>Students will develop the knowledge to describe and identify the signs and symptoms of STIs.</p> | |
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| behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. | | |
| Interdisciplinary Connections | | |
| <p>ELA:RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | | |
| Unit 3: Assessments | | |
| <p>Formative assessments: May include but not limited to direct instruction/teacher observation, group/partner work/discussion/assessment, pair share, exit interviews, and self-assessment/peer assessment.</p> | | |
| <p>Summative Assessments: May include but not limited to teacher observation, multiple response techniques, written tests, interview, post skills test, and rubrics.</p> | | |
| <p>Alternative Assessments: Teacher modifies assignments and activities based on student needs.</p> <ul style="list-style-type: none"> ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: <ul style="list-style-type: none"> ○ Modifications & Accommodations Menu | | |
| Unit 3: Accommodations & Modifications | | |
| <p>Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.</p> <p>Modifications & Accommodations Menu</p> | | |