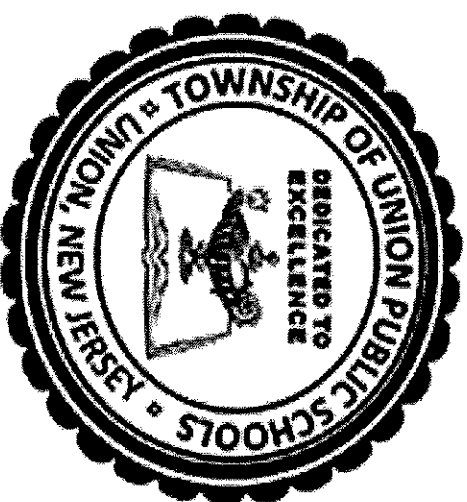


TOWNSHIP OF UNION PUBLIC SCHOOLS



Comprehensive Health Education
Grade 5

August 20, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

5th Course Description

The material contained in this curriculum guide is intended to provide the instructor with a resource for improved instruction. The desire to better meet the needs of the students are of the utmost importance. The course of study is intended to serve only as a guide of the work to be covered during the school year.

All students will participate in one nine (9) week marking period of Life Skills Education, affording them the opportunity of experiencing a wide range of activities. Students will work on their development of the character by studying the following principles: respect, responsibility, trustworthiness, caring, fairness, integrity, and citizenship. In addition, students will be asked to complete an application of the principles through a service learning project.

5th Grade Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Wellness	14
Unit 2: Alcohol, Tobacco and other Drugs	10
Unit 3: Family Life/Sexuality	11
Unit 4: Community Health Skills	10

5th Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1: Wellness	<ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All 	<ul style="list-style-type: none"> • Mental, Physical & Social Health • HIV/AIDS • Asthma • Communicable & Non-communicable Diseases 	

	<p>students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 	<ul style="list-style-type: none"> • Hygiene • Nutrition
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p> <p>Unit 2: Alcohol, Tobacco & other Drugs</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and 	<ul style="list-style-type: none"> • Alcohol & Inhalants

	<p>medicines and apply these concepts to support a healthy, active lifestyle</p> <ul style="list-style-type: none"> • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 		
<p>Suggested Resources Provide links to specific resources/activities</p> <p>Unit 3: Family Life/Sexuality</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human 	<ul style="list-style-type: none"> • Family & Peer Relationships 	

	relationships and sexuality and apply these concepts to support a healthy, active lifestyle	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> • 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. • 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. • 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle • 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle 	<ul style="list-style-type: none"> • Conflict Resolution • Manners • Respect • Bicycle Safety • Fire Safety • Home Safety • Travel & Seat Belt Safety • Water Safety
<p>Unit 4: Community Health Skills</p>		
<p>Suggested Resources Provide links to specific resources/activities</p>	Classroom Textbook, Google Classroom, Teacher Resources	Classroom Textbook, Google Classroom, Teacher Resources

Curricular Units

Unit 1: Wellness

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
Physical Health 2.4.6.B.1	Compare growth patterns of males and females during adolescence.	Question Box -- students anonymously ask questions without embarrassment.	www.pecentral.org/bp/index.html
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.	Research teen magazines and websites, in what ways do they try to influence teens? Report out to class.	www.pecentral.org/mediacentre/r/videos.html
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy	Goal setting worksheet -- chooses a goal and graph how to achieve that goal.	exit cards
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.	Love and Infatuation worksheet Promoting a Healthy Sexual Identity worksheet.	
Mental Health 2.1.6.E.1	Examine how <u>personal assets</u> and <u>protective factors</u> support healthy social and emotional development.	In groups or individually the students will practice the skills for each fitness exercise.	www.pecentral.org/bp/index.html
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	The students will be given a terminology sheet of each fitness exercise to learn, and reviewed by the teacher.	www.pecentral.org/mediacentre/r/videos.html
2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and	The students will demonstrate their knowledge of social health in directed scenarios.	exit cards

	long-term health goals.	The students will demonstrate the use of mental health used in a sport or activity.	
HIV/AIDS 2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents	Create a chart of behaviors that can lead to the spread of pathogens over a week, describe results and solutions.	www.pecentral.org/bp/index.html
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.	Use decision making process for healthy decisions based on teacher directed scenarios.	www.pecentral.org/mediacente/r/videos.html
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.	Create a booklet that tells teens about the dangers of STDs. Develop a plan on how to avoid contracting HIV. Specifically write steps to reach your goal. Create poster advocating abstinence and the diseases that can be avoided.	exit cards
Asthma 2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.	Discuss various breathing disorders, signs and symptoms, complications and treatment.	www.pecentral.org/bp/index.html
2.2.6.E.1	Determine the validity and reliability of different types of health resources.	Answer common questions related to asthma.	www.pecentral.org/mediacente/r/videos.html
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.	Distinguish facts about asthma from myths. Develop compassion for victims of asthma.	exit cards
Communicable & Non-communicable Disease 2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.	Create a chart of behaviors that can lead to the spread of pathogens over a week, describe results and solutions. Use decision making process for healthy decisions based on teacher directed scenarios.	www.pecentral.org/bp/index.html www.pecentral.org/mediacente/r/videos.html

2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.	Create a booklet that tells students about the dangers of diseases. Develop a plan on how to avoid contracting diseases. Specifically write steps to reach your goal. Create poster advocating abstinence and the diseases that can be avoided.	exit cards
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.		
Hygiene 2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.	Develop guide of your daily hygiene habits. Research a country that has hygiene problems, describe steps being taken to correct.	www.pecentral.org/bp/index.html
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.	Poster on nutritional deficiencies effects on the human body. Find an ad for a hygiene product. What methods are used to encourage you to buy that product?	exit cards
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	Present your "ideal hygiene" plan.	
Nutrition 2.1.6.B.1	Determine factors that influence food choices and eating patterns	Develop food guide pyramid of your diet.	www.pecentral.org/bp/index.html
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	Research a country that has famine problems, describe steps being taken to correct.	www.pecentral.org/mediacentre/videos.html

<p>2.1.6.B.3</p> <p>2.1.6.B.4</p>	<p>Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</p> <p>Compare and contrast nutritional information on similar food products in order to make informed choices.</p>	<p>Poster on nutritional deficiencies effects on the human body.</p> <p>Find an ad for a food or food product. What methods are used to encourage you to buy that food?</p> <p>Present your “ideal diet” plan.</p>	<p>exit cards</p>
<p>Safety</p> <p>2.1.6.D.1</p> <p>2.1.6.D.4</p>	<p>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>Assess when to use basic first-aid procedures.</p>	<p>In groups the students will identify the parts of a bicycle.</p> <p>The students will be given a safety rules and terminology sheet of the bicycle to learn, and reviewed by the teacher.</p> <p>The students will participate in bicycle riding situations and demonstrate an understanding on how to react.</p> <p>The students will be able to complete a bicycle parts identification worksheet.</p>	<p>www.pcentral.org/bp/index.html</p> <p>www.pcentral.org/mediacentre/r/videos.html</p> <p>exit cards</p>
<p>Fire Safer</p> <p>2.1.6.D.1</p> <p>2.1.6.D.4</p>	<p>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>Assess when to use basic first-aid procedures.</p>	<p>In groups the students will identify how fires are started.</p> <p>The students will be given a safety rules and terminology sheet of fires to learn, and reviewed by the teacher.</p> <p>The students will participate in possible fire situations and demonstrate an understanding on how to react.</p> <p>The students will be able to complete</p>	<p>www.pcentral.org/bp/index.html</p> <p>www.pcentral.org/mediacentre/r/videos.html</p> <p>exit cards</p>

		a fire safety identification worksheet.	
First Aid 2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.	In groups the students will identify the proper first aid procedures. The students will be given a safety rules and terminology sheet of swimming and boating to learn, and reviewed by the teacher. The students will participate in outdoor situations and demonstrate an understanding on how to react. The students will be able to complete an environmental disaster identification worksheet and how to react with proper first aid procedures.	www.pccentral.org/bp/index.html www.pccentral.org/mediacenter/videos.html exit cards
2.1.6.D.4	Assess when to use basic first-aid procedures.		

Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/documents/assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/documents/assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions.

problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

When possible, provide links to specific samples/documents/ assignments/etc.

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/ assignments/etc.

Specific Standards That May Apply:

- Math
- Language Arts
- Science
- Art
- Music

K-4th

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.

<p>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.</p> <p>9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.</p> <p>9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.</p> <p>9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.</p>	
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Unit 2: Alcohol, Tobacco & Other Drugs			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Alcohol 2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.	Reading Strategy. Finding the main ideas relating to alcohol abuse.	www.pecentral.org/bp/index.html
2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.	Create a TV ad that encourages teens not to drink. Role play with group members. Make a poster encouraging teens not to use inhalants.	www.pecentral.org/mediacenter/videos.html exit cards
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	"Using Inhalants" worksheet.	
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.	Create pamphlet to educate other about dangers of drugs. Write a script for a public service announcement explaining long and short term effects of alcohol.	

Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals Checklists Examinations of Student Work 	<ul style="list-style-type: none"> Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays

Unit 2 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: * All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 2 Connections

NJSLS - Technology <i>When possible, provide links to specific samples/documents/assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/documents/assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>K-4 8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

decisions.

- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

When possible, provide links to specific samples/documents/

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as

assignments/etc.
Refer to the 21st Century Life and Skills

samples/documents/assignments/etc.
Refer to the NJ Student Learning Standards

Specific Standards That May Apply:

K-4th

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family

- Math
- Language Arts
- Science
- Art
- Music

<p>and community services.</p> <p>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.</p> <p>9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.</p> <p>9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.</p> <p>9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.</p>	
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Unit 3: Family Life & Sexuality

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Family 2.4.6.A.1 2.4.6.A.2 2.4.6.A.3 2.4.6.A.4 2.4.6.A.5	Compare and contrast how families may change over time. Analyze the characteristics of healthy friendships and other relationships. Examine the types of relationships adolescents may experience. Demonstrate successful resolution of a problem(s) among friends and in other relationships. Compare and contrast the role of dating and dating behaviors in adolescence.	Who are you? Worksheet Who are you? Oral presentation Design your family tree project. Identify changes in relationships with parents, grand parents, siblings, etc. Improving communication with parents worksheet Role plays scenarios designated by the teacher. Present article on healthy relationship styles.	www.pecentral.org/bp/index.html www.pecentral.org/mediacentre/r/videos.html exit cards

Unit 3 Assessment Plan

Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • In-class assignments • Think, pair, share • Homework • Class discussions • Do Now • Peer Review • Informal Observations/Dialogues • Written Responses • Journals • Checklists • Examinations of Student Work 	<ul style="list-style-type: none"> • Open ended questions • Exit Tickets • Peer Assessments • Self-Assessment/Reflection • Portfolios • Tests and quizzes • Projects • Research Projects • Presentations • Essays

Unit 3 Suggested Modifications/Accommodations/Extension Activities

<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/ assignments/etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/documents/ assignments/etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/documents/ assignments/etc.</i></p>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 3 Connections

<p>NJSLS - Technology <i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>K-4 8.1.2.A.2 Create a document using a word processing application. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about</p>	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of

problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

5-8

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

9-12

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

decisions.

- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Specific Standards That May Apply:

K-4th

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

K-8th

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.

- Math
- Language Arts
- Science
- Art
- Music

<p>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.</p> <p>9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.</p> <p>9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways:</p> <p>9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.</p>	
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Unit 4: Community Health Skills			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
Conflict Resolution 2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Role Play teacher directed scenarios.	www.pecentral.org/bp/index.html
	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Evaluate song lyrics that promote negative behaviors. Write a review on how that can be changed to a positive. Worksheet – strengths and weaknesses for preventing conflicts from growing. Gestures - Game	www.pecentral.org/mediacenter/videos.html exit cards
Manners 2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Brainstorm the definition of manners.	www.pecentral.org/bp/index.html
	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.	Create a list of Do's and Don'ts for manners.	www.pecentral.org/mediacenter/videos.html
	Explain how character and core ethical values can be useful in addressing challenging situations.	Plan service project to be completed at home to demonstrate manners.	exit cards
	Predict situations that may challenge an individual's core ethical values.	Create posters illustrating acts of using manners. Analyze actions of people in the news or on television that use manners.	
2.2.2.2.6.C.2			
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.	Students will engage in role play activities utilizing their learned terminology	www.pecentral.org/bp/index.html

<p>2.2.6.A.2</p>	<p>Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p>	<p>Students will research issues related to respect in current event articles.</p> <p>Students will give an oral presentation related to their experiences with respect.</p> <p>Students will create letters that seek advice, classmates will respond.</p> <p>Students will generate a list of behaviors that demonstrate respect and disrespect.</p>	<p>www.pecentral.org/mediacentre/r/videos.html exit cards</p>
<p>2.2.6.C.1</p>	<p>Explain how character and core ethical values can be useful in addressing challenging situations.</p>	<p>Predict situations that may challenge an individual's core ethical values.</p>	<p>www.pecentral.org/bp/index.html</p>
<p>2.2.6.C.2</p>	<p>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p>	<p>Assess when to use basic first-aid procedures.</p>	<p>www.pecentral.org/mediacentre/r/videos.html exit cards</p>
<p>2.1.6.D.1</p>	<p>Assess when to use basic first-aid procedures.</p>	<p>In groups the students will identify the parts of a bicycle.</p> <p>The students will be given a safety rules and terminology sheet of the bicycle to learn, and reviewed by the teacher.</p> <p>The students will participate in bicycle riding situations and demonstrate an understanding on how to react.</p> <p>The students will be able to complete a bicycle parts identification worksheet.</p>	<p>www.pecentral.org/bp/index.html</p>
<p>Fire Safet 2.1.6.D.1</p>	<p>Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention</p>	<p>In groups the students will identify how fires are started.</p> <p>The students will be given a safety</p>	<p>www.pecentral.org/bp/index.html</p>

<p>2.1.6.D.4</p>	<p>strategies. Assess when to use basic first-aid procedures.</p>	<p>rules and terminology sheet of fires to learn, and reviewed by the teacher. The students will participate in possible fire situations and demonstrate an understanding on how to react. The students will be able to complete a fire safety identification worksheet.</p>	<p>ml www.pcentral.org/mediacentre/r/videos.html exit cards</p>
<p>First Aid 2.1.6.D.1 2.1.6.D.4</p>	<p>Summarize the common causes of <u>intentional and unintentional injuries</u> in adolescents and related prevention strategies. Assess when to use basic first-aid procedures.</p>	<p>In groups the students will identify the proper first aid procedures. The students will be given a safety rules and terminology sheet of swimming and boating to learn, and reviewed by the teacher. The students will participate in outdoor situations and demonstrate an understanding on how to react. The students will be able to complete an environmental disaster identification worksheet and how to react with proper first aid procedures.</p>	<p>ml www.pcentral.org/bp/index.html ml www.pcentral.org/mediacentre/r/videos.html exit cards</p>
<p>Water Safety 2.1.6.D.1 2.1.6.D.4</p>	<p>Summarize the common causes of <u>intentional and unintentional injuries</u> in adolescents and related prevention strategies. Assess when to use basic first-aid</p>	<p>In groups the students will identify how water hazards are started. The students will be given a safety rules and terminology sheet of swimming areas to learn, and will be reviewed by the teacher.</p>	<p>www.pcentral.org/bp/index.html ml www.pcentral.org/mediacentre/r/videos.html exit cards</p>

	procedures.	<p>The students will participate in possible swimming hazardous situations and demonstrate an understanding on how to react.</p> <p>The students will be able to complete a swimming area safety identification worksheet.</p>	
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Unit 4 Assessment Plan			
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>		Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	
<ul style="list-style-type: none"> In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals Checklists <p>Examinations of Student Work</p>		<ul style="list-style-type: none"> Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays 	

Unit 4 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>		Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/cando/descriptors</p> <ul style="list-style-type: none"> Pre-teaching of vocabulary and 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> Use of visual and multisensory formats Use of assisted technology Use of prompts 		<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> Adjusting the pace of lessons Curriculum compacting Inquiry-based instruction Independent study Higher-order thinking skills

<p>concepts Visual learning, including graphic organizers</p> <ul style="list-style-type: none"> • Use of cognates to increase comprehension • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<ul style="list-style-type: none"> • Modification of content and student products • Testing accommodations • Authentic assessments 	<ul style="list-style-type: none"> • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 4 Connections		
<p>NJSLS – Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>		<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>K-4</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p>		<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence.

<p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p>5-8</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).</p> <p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media</p> <p>9-12</p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue</p>	
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the 21st Century Life and Skills</p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p> <p>Refer to the NJ Student Learning Standards</p>
<p>K-4th</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	<ul style="list-style-type: none"> • Math • Language Arts • Science • Art • Music

K-8th

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

K-12th

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational

communications, perspectives, policies and/or procedures.

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU-FAM.2 Identify community resources to provide family and community services.

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and