

**MILLSTONE TOWNSHIP SCHOOL DISTRICT
HEALTH CURRICULUM
GRADE: 8**

Unit of Study: Character Education (guidance dept through Rise Up)	
<i>Students will be presented with acceptable prosocial thoughts, values, and behaviors and be expected to act as good citizens in school. Students will also be encouraged to stand up for others, be a defender not a bystander and be a positive presence in the school community.</i>	
Pacing: Rise Up activities integrated throughout the year	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Having good character is essential to leading a healthy lifestyle. ● See something say something (be an upstander not a bystander) ● Words can hurt ● Kindness matters ● There is power in numbers, so strive for being involved in positive and supportive 	<ul style="list-style-type: none"> ● How are character and health related? ● What aspects of our character can be changed? ● To what extent do outside influences shape values? ● Review the vocabulary of anti bullying ● Review the vocabulary of how to prevent/stop bullying ● What is power in numbers and how can that help stop bullying? ● How can character education practices be implemented while using the internet? (Think of social media, email, chats,etc...)
Objectives/Teaching Points:	Grade Level Standards:
<ul style="list-style-type: none"> ● Students will explain how personality is influenced ● Students will discuss mental alertness ● Students will list and explain the benefits of good character ● Students will practice anti bullying scenarios through Rise Up lessons ● Students will practice problem solving ways to be a defender and stop enabling bullying <p>Students will become familiar with and discuss the terms:</p> <ul style="list-style-type: none"> ● Peer pressure ● Respect ● Feelings ● Communication ● Responsible decisions relationships ● bullying 	<p>Emotional Health</p> <ul style="list-style-type: none"> ● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. <p>Social and Sexual Health</p> <ul style="list-style-type: none"> ● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships <p>Personal Safety</p> <ul style="list-style-type: none"> ● 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). ● 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). <p>Alcohol, Tobacco and Other Drugs</p>

	<ul style="list-style-type: none"> 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes
--	---

2020 NJSLs Career Readiness, Life Literacies, & Key Skills

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.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP11. Use technology to enhance productivity.

Critical Thinking and Problem-solving
 9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS 1-4, 6.1.8.CivicsDP.1).
 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.

Technology Utilization:

Ed puzzle, google classroom, screencastify, flip grids, jam boards, kahoot, pear deck, choice boards, zoom meetings

Interdisciplinary Connection:

Language Arts: Utilize collaborative teams to discuss character education concerns and issues.
 NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly

Learning Experiences:	Assessments:
------------------------------	---------------------

<p>“Mult-i-grees” — First, this program gives an overview on animal: rescue, nurture, adopt and educate, and the origin of the word ‘Mutt-i-grees’. The topic of helping animals is</p>	<p>Formative:</p> <ul style="list-style-type: none"> Quizzes Rise Up ACTIVITIES Homework
--	--

<p>then used to help students identify how their individuality may become part of a greater entity by working together. Demonstrations include: photos and short video clips, which engage the students, and get them comfortable for a round circle discussion on various topics, including: stereotypes, acceptance, diversity, and self-awareness.</p> <p>“Natural Highs” — This funny yet age-appropriate presentation focuses on natural highs and how to be a healthy leader in middle school. It has been described as the perfect combination of stand-up comedy, interactive demonstrations and inspirational stories. Matt empowers middle students to seek out positive friendships, express their feelings in productive ways and pursue healthy natural highs. “Natural Highs” has specific learning objectives. Students will:</p> <ul style="list-style-type: none"> • Understand the concept of a natural high and why it is different from a chemical high. • Be able to identify their unique natural highs and the value of using them to cope with stress. • Understand the importance of supporting each other in positive ways and having friends who are alcohol, tobacco and drug free. • Have fun and associate having fun with prevention in middle school. <p>“Ryan’s Story”— John Halligan and his wife lost their thirteen-year-old son, Ryan, to</p>	<ul style="list-style-type: none"> • In-class assignments • Observation • Discussion posts on Google Classroom. • Google Forms <p>Summative:</p> <ul style="list-style-type: none"> • Projects - (posters, pamphlets, research paper, slide shows all using grading rubrics) • Tests <p>Alternative:</p> <ul style="list-style-type: none"> • Small group character education lessons with guidance counselors <p>Benchmark:</p> <ul style="list-style-type: none"> • Monthly reports on discipline/HIB
--	---

suicide on October 7, 2003. It was revealed in much greater detail after Ryan's death that he was ridiculed and humiliated by peers at school and online. John Halligan gives a 75 minute presentation that is age appropriate for grades 5 through 12. It is a true story that inspires students to make positive changes in their lives towards reducing bullying, cyberbullying and preventing teen suicides. Students are Rise Uped in a deep and profound way to examine their lives and how they treat others. Bystanders are inspired to stand no longer by and let others get bullied at school or online. There is a very powerful lesson about forgiveness imparted too. They will leave this presentation feeling loved, hopeful and changed.

- ANNUAL ASSEMBLIES
- Mindfulness week
- Week of Respect
- Drug Awareness week
- School pride days

Resources:

- www.healthworldeducation.org
- www.projectpayitforward.org
- www.charactercounts.org/resources
- www.internet4classrooms.com/character_ed.htm
- www.pecentral.com
- www.lessonplanspage.com
- www.cbskids.com
- www.kidshealth.com

- www.brainpop.com
- MMS Guidance Dept. resources
- Rise Up lessons
- Health and Wellness. Heit, Philip. Meeks, Linda. McGraw Hill Publishing Co.
- Teen Health, Glencoe

Unit of Study: Family Life 2

Students will review their knowledge about the physical, emotional, and social aspects of human relationships and sexuality while learning about the potential negative outcomes of being irresponsible or risky.

Pacing: 4th Marking Period

The following standards will be covered as At Home Learning Standards:

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. **The health teachers will be covering signs of pregnancy component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- 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). **The health teachers will be covering the sexual consent (the right to say no/abstain) component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex. **The health teachers will be covering the vaginal sex component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- 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. **The health teachers will be covering the sexting component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- 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. **This standard should be covered as an At Home Learning Standard.**
- 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 sexually harassed, abused, assaulted, exploited, or trafficked. **The health teachers will be covering the trusted adult component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**

- 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. **This standards will be covered as an At Home Learning Standard.**
- 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, dating violence, domestic violence, gang violence) **The health teachers will be covering the sexting, digital safety and dating violence component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- .2.3.8.PS.2: Define sexual consent and sexual agency. **The health teachers will be covering the sexual consent (the right to say no/abstain) component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- 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). **The health teachers will be covering the sexual harassment and dating violence component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. **This standard should be covered as an At Home Learning Standard.**
- 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). **This standard should be covered as an At Home Learning Standard.**

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● It is important to understand how your body functions to be able to make responsible decisions throughout adolescence ● Knowledge of puberty and reproductive health are foundations for lifelong wellness ● Family and culture affect interpersonal relationships and lifelong wellness. ● Responsible behaviors and practices influence relationships and lifelong wellness. ● Knowledge of reproductive health, prenatal care components, and parenting skills influence lifelong wellness 	<ul style="list-style-type: none"> ● What are the difficulties of becoming an adult? ● What are some factors that must be considered before having sexual intercourse? ● What is the most effective pregnancy prevention method? ● What is the most effective HIV & other STI's prevention method? ● What are the potential consequences of deciding to become sexually active as a teen? ● Where can you go for accurate information on family life questions? ● Who can you talk to and seek help from in respect to family life questions? ● Where can you get help from if you have been assaulted?

Objectives/Teaching Points:	Grade Level Standards:
<ul style="list-style-type: none"> ● Students will explain pregnancy, process of conception, signs of pregnancy, development of baby, prenatal care, birth defects, stages of labor, abstinence, functions of endocrine and reproductive systems, cause ● Students will discuss STD symptoms and treatment, reasons to avoid infection, effects on immune system, risk factors, tests, signs and treatments for HIV, compassion for victims, infection prevention ● Discuss various types of families (blended, single parent, opposite sex parents both married and unmarried, divorced, same gender parents, adoptive parents, biological parents, and surrogate mom) The health teachers will be covering the basic acknowledgement that there are different types of families component of this standard to some extent. The rest of this standard in specific details should be covered as an At Home Learning Standard. <p>Students will become familiar with and discuss the terms:</p> <ul style="list-style-type: none"> ● Abstinence ● Growth and development ● Pregnancy and labor ● STDs ● Puberty ● Birth control ● menstruation ● Identify growth patterns of male and female anatomy and state their purpose ● Develop and maintain healthy 	<p>Personal Growth and Development</p> <ul style="list-style-type: none"> ● 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.PGD.4: Analyze the relationship between healthy behaviors and personal health. <p>Pregnancy and Parenting</p> <ul style="list-style-type: none"> ● 2.1.8.PP.1 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. The health teachers will be covering signs of pregnancy component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard. ● 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. ● 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. <p>Social and Sexual Health</p> <ul style="list-style-type: none"> ● 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. ● 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. ● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. ● 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. ● 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g.,

<p>relationships</p> <ul style="list-style-type: none"> • Reproductive physicians specialists 	<p>body image, self-esteem, alcohol, other substances). The health teachers will be covering the sexual consent (the right to say no/abstain) component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.</p> <ul style="list-style-type: none"> • 2.1.8.SSH.9: Define vaginal, oral, and anal sex. The health teachers will be covering the vaginal sex component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard. • 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). • 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). <p>Community Health Services and Support</p> <ul style="list-style-type: none"> • 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). • 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. The health teachers will be covering the sexting component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard. • 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. This standard should be covered as an At Home Learning Standard. • 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 sexually harassed, abused, assaulted, exploited, or trafficked. **The health teachers will be covering the trusted adult component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**

- 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. **This standards will be covered as an At Home Learning Standard.**
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

Personal Safety

- 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, dating violence, domestic violence, gang violence) **The health teachers will be covering the sexting, digital safety and dating violence component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- .2.3.8.PS.2: Define sexual consent and sexual agency. **The health teachers will be covering the sexual consent (the right to say no/abstain) component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**
- 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). **The health teachers will be covering the sexual harassment and dating violence component of this standard to some extent. The rest of this standard should be covered as an At Home Learning Standard.**

- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. **This standard should be covered as an At Home Learning Standard.**
- 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). **This standard should be covered as an At Home Learning Standard.**
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases and Medicines

- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

Alcohol, Tobacco and other Drugs

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

2020 NJSLC Career Readiness, Life Literacies, & Key Skills

- 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.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP11. Use technology to enhance productivity.
Critical Thinking and Problem-solving
 9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS 1-4, 6.1.8.CivicsDP.1).
 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.

Technology Utilization:

Ed puzzle, google classroom, screencastify, flip grids, jam boards, kahoot, pear deck, choice boards

Interdisciplinary Connection:

Science: Discuss human relationships, growth, and development
 MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms

Learning Experiences:

- Kahoot” will be used for pre-test, post-test and unit review. “Kahoot” is an interactive quiz type of interactive game using individual chromebooks.
- Students will research a baby budget and discuss how expensive babies are and what the consequences would be to afford a baby as a teen parent
- View videos on “brainpop” for family life such as reproductive system, fetal development, babies, motherhood

Assessments:

Formative:

- Quizzes
- Rise Up ACTIVITIES
- Homework
- In-class assignments
- Observation
- Discussion posts on Google Classroom.
- Google Forms

Summative:

- Projects - (posters, pamphlets, research paper, slide shows all using grading rubrics)
- Tests

and twins. Enhance lesson by using “brainpop” graphic organizer, vocabulary, and activity sheets

- View “Mom at 16” or “too young to be a Dad” (rated PG-13) about the risks of unprotected sex and the real world consequences/responsibilities of pregnancy for both parties involved. Use follow discussion questions during the movie or at the end of viewing.

- Students will discuss the consequences of unprotected sex, sex with birth control (not 100% effective in prevention) and that abstaining from sex is the only 100% effective method to avoid all the consequences.

Alternative:

- Small group character education lessons with guidance counselors

Benchmark:

- Monthly reports on discipline/HIB

Suggested Resources:

- www.kidshealth.org
- www.brainpop.com
- www.familyconsumersciences.com/2010/lifes-skills-links/
- www.pecentral.com
- www.lessonplanspage.com
- www.cbskids.com
- www.youtube.com
- www.bing.com
- www.google.com
- www.kidshealth.com

- www.brainpop.com
- Health and Wellness. Heit, Philip. Meeks, Linda. McGraw Hill Publishing Co.
- Teen Health, Glencoe
- www.abstinenceworks.com

Unit of Study: Illegal Drugs

The students will focus on why the drugs on the DEA illegal drug list are so dangerous, can quickly lead to addiction/overdose/death on the first try, and how they destroy your plans/goals. They will also learn the warning signs of addiction as well as how/where to get help.

Pacing: 2nd Marking Period

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> • Using and/or abusing drugs could have adverse effects on a person's life • The decision not to misuse drugs is essential to lifelong wellness. • Resistance skills to avoid the use of all illegal drugs are essential to healthy choices promoting lifelong wellness. • Health literacy and resistance skills are essential to healthy choices promoting lifelong wellness. • Decision-making and risk avoidance skills are essential to healthy choices promoting lifelong wellness. 	<ul style="list-style-type: none"> • What are the harmful effects of illegal drugs? • Does drug abuse only affect the user? • Where can you get help? • Why is it important to never start using? • What is the difference between anabolic steroids and corticosteroids (anti inflammatory)? • What are the new laws involving marijuana use in NJ? (under 21 not legal) • What is narcan? • What accurate online resources are available to get more information on the topic of illegal drugs? • How could you get help for a drug addiction?
Objectives/Teaching Points:	Grade Level Standards:
<ul style="list-style-type: none"> • Students will discuss factors that affect relationships • Students will discuss decisions affected with all legal and illegal drugs • Students will list ways mind and body are affected, resistance skills • Students will list and explain ways drugs enter the body & otc/prescription guidelines 	<p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> ● Students will explain drug misuse and abuse, state resistance skills ● Students will discuss risks to body systems, risks of smokeless tobacco, ways to stop smoking, diseases associated with tobacco, risks of alcohol, diseases associated with alcohol, risks of legal and illegal drugs, diseases associated with legal and illegal drug use. ● Students will explain effects on body and mind, drug dependence progression, treatment, recovery ● Students will explain effects and dangers of stimulants, sedatives, narcotics, marijuana, hallucinogens, steroids and inhalants <p>Students will become familiar with and discuss the terms:</p> <ul style="list-style-type: none"> ● Advertisements ● Resist pressure ● Effects on body, mind, family ● Heroin/opioids ● Steroids ● Marijuana ● Cocaine ● Crack ● Methamphetamines ● LSD ● Heroin ● PCP ● Inhalants ● Stimulants ● Sedatives ● Narcotics ● Hallucinogens ● Club drugs 	<ul style="list-style-type: none"> ● 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. ● 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. ● 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes <p>Dependency, Substance Disorder and Treatment</p> <ul style="list-style-type: none"> ● 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. ● 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. ● 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being. ● 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. ● 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
---	--

2020 NJSLC Career Readiness, Life Literacies, & Key Skills

- 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.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Critical Thinking and Problem-solving

9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS 1-4, 6.1.8.CivicsDP.1).

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.

Technology Utilization:

Ed puzzle, google classroom, screencastify, flip grids, jam boards, kahoot, pear deck, choice boards

Interdisciplinary Connections:

Science: Discuss the effect of illegal drugs on the body.

MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Learning Experiences:

- Kahoot” will be used for pre-test, post-test and unit review. “Kahoot” is an interactive quiz type of interactive game using individual chromebooks.
- Visit “ natural high” website and view a short bio clip of a famous person or group. They share how they avoided drug use, who supported them and how they achieved a natural high from life.
- Play a game called “play it straight” about the consequences related risky decisions of drugs and alcohol use.
- Play “ wheel of misfortune” to review

Assessments:

Formative:

- Quizzes
- Homework
- In-class assignments
- Observation
- Discussion posts on Google Classroom.
- Google Forms

Summative:

- Tests
- Projects -. (posters, pamphlets, research paper, slide shows all using grading rubrics)

consequences with risky choices of drug use

- View videos on “brainpop” substance abuse, steroids and addiction. Enhance lesson by using “brainpop” graphic organizer, vocabulary, and activity sheets
- Students will research a celebrity who is recovering or died from drug use while following a research project rubric. They will share findings in class orally, slide show or poster.
- NATURAL HIGH videos with lessons (famous people talk about avoiding drugs, achieving their dreams and from that avoiding drugs what you can achieve as well as what a natural high is/how you achieve it) examples would be the feelings you get naturally from winning something or giving your best performance.

Alternative:

- Teacher observation of small group discussions to monitor participation

Benchmark:

- Unit Assessment

Suggested Resources:

- www.drugfreeworld.org
- www.threerivershealth.weebly.com/illegal-drug-project.html
- www.healthworldeducation.org
- www.brainpop.com
- www.kidshealth.org
- www.pecentral.com
- www.lessonplanspage.com
- www.cbskids.com
- www.bing.com
- www.google.com
- www.kidshealth.com

- www.brainpop.com
- www.tobaccofreekids.com
- Health and Wellness. Heit, Philip. Meeks, Linda. McGraw Hill Publishing Co.
- www.abovetheinfluence.com
- Teen Health, Glencoe
- www.justthinktwice.com
- www.drugabuse.gov/publications/drugfacts/high-school-youth-trends

Unit of Study: First Aid and Safety

Students will be Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks that contribute to the safety of self and others. They will also be evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices as well as applying first-aid procedures can minimize injury and save lives.

Pacing: 3rd Marking Period

The following standards will be covered as At Home Learning Standards:

- 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 **The health teachers will touch briefly upon this topic and this standard should be covered in more detail as at home learning standard**

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● With age comes new interests, adventures, and dangers being prepared can save lives and reduce injuries ● Personal behaviors utilizing safety skills reduce the potential for injury and promote lifelong wellness. . ● Using appropriate emergency response skills and injury avoidance skills promotes personal and community wellness. ● Using appropriate proactive safety skills and injury avoidance skills promotes lifelong wellness by reducing risks for injury and violence. ● Using appropriate prevention and 	<ul style="list-style-type: none"> ● What causes injuries, accidents, or health problems that lead to emergency care? ● How can you avoid or lower risks to injuries, accidents, and health problems? ● What are the basic ‘ABC’s’ of first aid care? ● Who do you call for in emergencies? ● In school, who do you go to for help in respect to first aid? ● Why is first aid important in terms of overall medical/ emergency care? ● What do you think should be included in your household first aid kit and why? ● Where can you go for additional training on first aid? ● How do you know if you are qualified to deliver specific first aid? (example would be CPR and utilization of an AED)

<p>intervention knowledge, skills, and processes promotes personal and community wellness.</p>	<ul style="list-style-type: none"> If you are not qualified to deliver specific first aid, what can you still do?
<p>Objectives/Teaching Points:</p>	<p>Grade Level Standards:</p>
<ul style="list-style-type: none"> Students will list actions that you should take when you arrive on the scene of a possible victim Students will explain the steps for treating a bleeding victim Students will explain the steps for treating a broken bone Students will explain the steps for treating heat exhaustion/heat stroke Students will explain the steps for treating a non breathing victim Students will explain the steps for getting help Students will explain the steps for treating burns Students will explain the steps for treating stings or bites Explain the steps for treating frostbite or over exposure to the cold Students will list and explain behaviors that reduce risk <p>Students will become familiar with and discuss the terms:</p> <ul style="list-style-type: none"> Safety (sports, traffic, bike, rules of the road, home, vacation, travel, sun, pool, ocean, etc.) First aid (basics of treatment until help arrives) First aid vocabulary: abrasion, anaphylaxis, artery, contusion, dermis, dislocation, epidermis, fibrillation, fracture, hyperglycemia, hypoglycemia, ligament, metacarpals, metatarsals, sprain, strain, tendon, triage, vein, R.I.C.E., splint, bruise, heat exhaustion, heat stroke, frostbite, laceration, incision, puncture, infection, pressure points, shock, ABC's of first aid first on scene evaluation 	<p>Community Health Services and Support</p> <ul style="list-style-type: none"> 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). 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change. 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>Personal Safety</p> <ul style="list-style-type: none"> 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 The health teachers will touch briefly upon this topic and this standard should be covered in more detail as at home learning standard 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe <p>Health Conditions, Diseases and Medicines</p> <ul style="list-style-type: none"> 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

2020 NJSLC Career Readiness, Life Literacies, & Key Skills	
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>Critical Thinking and Problem-solving</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 (e.g., MS-ETS 1-4, 6.1.8.CivicsDP.1).</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>	
Technology Utilization:	
<p>Ed puzzle, google classroom, screencastify, flip grids, jam boards, kahoot, pear deck, choice boards, “AED” practice simulator (if available) , first aid apps.</p>	
Interdisciplinary Connections:	
<p>Language Arts: Work collaboratively in groups of three or four to complete first aid and safety protocols.</p> <p>NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
Learning Experiences:	Assessments:
<ul style="list-style-type: none"> • Kahoot” will be used for pre-test, post-test and unit review. “Kahoot” is an interactive quiz type of interactive 	<p>Formative:</p> <ul style="list-style-type: none"> • Quizzes • Rise Up ACTIVITIES • Homework

<p>game using individual chromebooks.</p> <ul style="list-style-type: none"> ● View first aid video on “brainpop”. Enhance lesson by using “brainpop” graphic organizer, vocabulary, and activity sheets ● View a video similar to American Red Cross certification video with acting scenarios of first aid situations. Use a graphic organizer to take notes of important facts for each scenario ● Round table discussion/demonstration/evaluation of what a first aid kit should contain and where to keep one. ● First Aid scenario analyze and execute in class in pairs. ● Students will investigate the potential risks under 21 individuals take and evaluate the potential for injury or death. They will also investigate the safety precautions that could prevent injury and death of each risk. Group discussion with findings. 	<ul style="list-style-type: none"> ● In-class assignments ● Observation ● Discussion posts on Google Classroom. ● Google Forms <p>Summative:</p> <ul style="list-style-type: none"> ● Projects - (posters, pamphlets, research paper, slide shows all using grading rubrics) ● Tests <p>Alternative:</p> <ul style="list-style-type: none"> ● Small group character education lessons with guidance counselors <p>Benchmark:</p> <ul style="list-style-type: none"> ● Monthly reports on discipline/HIB
--	---

Suggested Resources:

- www.teacherplanet.com/resource/firstaid.php
- www.leassoncorner.com/Health/Medicine/First_Aid
- www.slideshare.net/maglenn/basics-of-first-aid-for-children-in-middle-school
- www.healthworldeducation.org
- www.brainpop.com
- www.pecentral.com
- www.lessonplanspage.com
- www.cbskids.com
- www.bing.com

- www.americanheartassociation.com
- www.google.com
- www.kidshealth.com
- www.redcross.org
- www.tobaccofreekidds.com
- Health and Wellness. Heit, Philip. Meeks, Linda. McGraw Hill Publishing Co.
- www.abovetheinfluence.com
- Teen Health, Glencoe

Unit of Study: Fitness and Stress Relief

Students will apply health-related and skill-related fitness concepts to make effective lifestyle activity choices. Stress relief options will also be discussed and practiced to maintain a healthy mind and body..

Pacing: 1st Marking Period

Enduring Understandings:

- Your body is like a machine, the better the care, the better it's function
- A nutrient rich diet and physical activity are vital for weight management and lifelong wellness,
- Identification and implementation of stress management strategies will greatly impact the quality of lifelong wellness and life span.
- Daily exercise is key to longer life span

Essential Questions:

- What is a healthy weight for me?
- How can I maintain a healthy lifestyle?
- How does the media affect body image?
- What are healthy ways to relieve negative stress?
- Why is it important to maintain the five types of health fitness?
- What are the dangers of being sedentary and overeating?
- What technology platforms/ devices I can use to help maintain a healthy lifestyle?

Objectives/Teaching Points:

- Students will be able to identify sources available for dealing with mental and emotional health issues
- Students will be able to identify resources available to maintain being

Grade Level Standards:

Physical Fitness

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

<p>physically active for your lifetime</p> <ul style="list-style-type: none"> ● Students will practice being involved in making a shopping list at home and cooking healthy meals at home ● Students will practice being physically active year round at home ● Students will try new ways to be physically active outside of the school day. ● Students will practice various methods of stress relief when negative stress occurs, note which ones work well, and utilize them when necessary 	<ul style="list-style-type: none"> ● 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. ● 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). ● 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. ● 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. <p>Lifelong Fitness</p> <ul style="list-style-type: none"> ● 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. ● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. ● 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities. ● 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. ● 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities. ● 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. ● 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions. <p>Emotional Health</p>
---	--

- 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.

2020 NJSL Career Readiness, Life Literacies, & Key Skills

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Critical Thinking and Problem-solving

9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS 1-4, 6.1.8.CivicsDP.1).

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.

Technology Utilization:

.Ed puzzle, google classroom, screencastify, flip grids, jam boards, kahoot, pear deck, choice boards, meditation apps like CALM, SMILING MIND, HEADSPACE & BREATHE, fitness apps like fitness coach, activity tracker, nike training, Peloton, fit on, yoga studio, yoga for beginners, HIIT workouts.

Interdisciplinary Connections:

Science: Discuss how fitness and stress relief can impact health

MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

Learning Experiences:	Assessments:
<ul style="list-style-type: none"> ● Create a stress relief “go to” reference card/journal ● Develop a fitness portfolio of activities that cover all 5 health fitnesses. (lifetime activities) ● Discuss the positive and negative impacts of decisions involving both. ● Research current locations or options of physical activities available in the community. ● Kahoot” will be used for pre-test, post-test and unit review. “Kahoot” is an interactive quiz type of interactive game using individual chromebooks. ● “Brainpop” videos on sports, fitness, and stress with worksheets ● Play “heart power” board game to review the functioning of the circulatory system and how to keep it healthy ● Introduce classroom meditation or classroom yoga concepts to students. Practice “how to” in class and try at home. ● Introduce exercises that can be done in the classroom (similar to a workplace setting) and experiment different activities in class and at home. 	<p>Formative:</p> <ul style="list-style-type: none"> ● Quizzes ● Homework ● In-class assignments ● Observation ● Discussion posts on Google Classroom. ● Google Forms <p>Summative:</p> <ul style="list-style-type: none"> ● Projects - (posters, pamphlets, research paper, slide shows all using grading rubrics) ● Tests <p>Alternative:</p> <ul style="list-style-type: none"> ● (1 week workout diary for self or competition with parent) ● (PALA activity log for 4-6weeks) ● (keep a stress relief journal for 1 month.....record when stressed and what used to relieve it) ● (posters, pamphlets, research paper, slide shows all using grading rubrics) <p>Benchmark:</p> <ul style="list-style-type: none"> ● Unit Assessment
<p>Suggested Resources:</p>	
<ul style="list-style-type: none"> ● www.familyconsumersciences.com/2010/life-skills-links/ ● www.projectpayitforward.org 	

- www.charactercounts.org/resources
- www.internet4classrooms.com/character_ed.htm
- www.healthworldeducation.org
- www.pecentral.com
- www.bing.com
- www.lessonplanspage.com
- www.cbskids.com
- www.kidshealth.com
- www.brainpop.com
- MMS Guidance Department Resources
- Rise Up lessons
- Teen Health. Glencoe
- Health and Wellness McGraw Hill Publishing