

Original Adoption:	August 2016
Created by:	PE PLC
Revised on:	August 2019
Revised by:	PE PLC

Toms River Regional Schools Middle School Health Curriculum	
Content Area: Physical Education	
Course Title: Health	Grade Level: Grade 6
Disease & Health Condition	6 Days
Decision Making & Goal Setting	6 Days
Advocacy & Service	6 Days
Alcohol Tobacco & Other Drugs	6 Days
Dependency , Addiction & Treatment	6 Days
Human Relationships	6 Days
Sexuality & Parenthood	6 Days

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Diseases and Health Conditions

Duration 6 Days

Target Course/Grade Level: 8th grade health

Unit Summary:

Lifetime fitness depends upon understanding how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- 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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
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- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.
- 8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
2.6.8.A.5	Use the primary principals of training (FITT) for the purposes of modifying personal levels of fitness.
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance enhancing substances.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.D.3	Use effective communication skills in face-to-face and on-line interactions with peers and

	adults from home and diverse cultures.
9.1.8.C.1	Determine an individual’s responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.D.3	Use effective communication skills in face-to-face and on-line interactions with peers and adults from home and from diverse cultures.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.B.3	Justify the concept of “paying yourself first” as a financial savings strategy.
9.1.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.
Unit Essential Questions To what extent can we keep ourselves disease free?	Unit Enduring Understandings Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
Unit Objectives <i>Students will know...</i> Diagnosis and treatment of diseases and health conditions such as hepatitis, STIs, HIV/AIDS, breast cancer and testicular cancer Impact of mental illnesses such as depression, impulse disorders (such as shopping or gambling) and eating disorders Prevention and control of diseases and health conditions Routine health care procedures such as breast and testicular self-examinations; vision and hearing screenings, vaccinations, etc. Common Vocabulary: Bacterial HPV Viral Hepatitis HIV/AIDS STIs Breast cancer Vaccination Testicular cancer Anorexia Immune system Depression Bulimia	Unit Objectives <i>Students will be able to...</i> Evaluate emerging methods to diagnose and treat various diseases and conditions Analyze the impact of mental illnesses on physical, social and emotional well-being Summarize and compare local, state, national and international public health efforts to prevent disease Explain the importance of routine health care Analyze ideas Compare and contrast Determine cause and effect Make predictions Identify ways technology has helped improve health care

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**Toms River Regional Schools
Evidence of Learning**

Formative Assessment

- Teacher Observation
- Homework
- Class Participation
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Fitness 500 Testing
- Discussions
- Written Assessments
- Fitness testing
- Preparation
- Participation and Sportsmanship Rubric
- Q&A

Summative Assessments

Skill Performance

- Teacher observation
- Fitness Testing
- Preparation
- Participation and Sportsmanship Rubric
- SGO-General

Written Assessments

- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Content Tests & Quizzes

Benchmark

- Quarterly
- SGO
- Fitness Testing

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications**Special Ed**

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
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- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Encourage student to attend Homework Habitat

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary.
- Adaptation of time
- Number of items reduced
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- Modified assignments

- Differentiated instruction

At-risk

- MTSS – Parent phone calls, constant contact with Administration, CST, Guidance
- Provide incentives on a daily/weekly basis for positive participation/behavior

Gifted & Talented

- Differential Instruction
- Individual Fitness Goals

Resources

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Various physical education equipment (fitness room, circuit stations, various game and safety equipment, etc.)
- PE Central
- Fitness Gram
- Pinterest
- P90X
- Insanity
- X-Box – Fitness/Dance
- You Tube
- Spotify/Pandora – Tabata
- NJAPHERD
- www.gophersport.com/resources/physical-education-site-resources
- <https://sparkpe.org/>
- <https://openphysed.org/>
- <http://www.supportrealteachers.org/physical-education-organizations.html>

Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Decision Making, Planning and Goal Setting

Duration 6 Days

Target Course/Grade Level: 8th grade health

Unit Summary:

Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

Primary Interdisciplinary Connections:

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Learning Targets

Content Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2	Demonstrate refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.8.B.1	Predict social situations that may require the use of decision making skills.
2.2.8.B.2	Justify when individual or collaborative decision making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.2.8.E.2	Compare and contrast situations that require support from a trusted adult or health professional.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.1.8.B.5	Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
9.(2).8.B.7	Evaluate the impact of online and social media on employer decisions.

Unit Essential Questions	Unit Enduring Understandings
<p>Why might educated people make poor health decisions?</p> <p>How do I overcome negative influences when making decisions about my personal health?</p> <p>In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</p>	<p>Decision-making can be affected by a variety of influences that may not be in a person's best interest.</p> <p>Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</p>
<p>Unit Objectives <i>Students will know...</i></p> <p>Influences on health decisions Peers Family Media Past experiences</p> <p>Interpersonal communication skills Verbal vs. nonverbal Refusal Negotiation Assertiveness</p> <p>DECIDE Decision-making model Goal-setting Ethical decision-making</p> <p>Individual vs. collaborative</p> <p>Common Vocabulary:</p> <p>Peer pressure Consequences Environment Risk Values, morals Ethical</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Analyze factors that support or hinder achievement of personal health goals Describe how these influences change during different stages of life</p> <p>Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings Demonstrate interpersonal skills when responding to peer pressure, disagreements/conflicts/bullying</p> <p>Identify the 6 steps in the DECIDE model Predict social situations that require good decision-making skills Predict and analyze outcomes of decisions in various situations</p> <p>Explain when situations require support from a trusted adult or health professional (bullying, injury, misuse of substances, etc.) Justify when individual or collaborative decision-making is appropriate</p> <p>Analyze ideas</p> <p>Compare and contrast</p> <p>Determine cause and effect</p>

Self-concept Role model Refusal skills DECIDE Model Negotiation skills Assertiveness skills	Self-esteem Media	Make predictions
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Evidence of Learning**

Formative Assessment

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- Notebook
- Discussions
- Written Assessments
- Preparation
- Q&A

Summative Assessments

- Teacher Observation
- Discussions, Class Participation
- Notebook
- Writing Tasks
- Tests & Quizzes
- Projects & Presentations
- Unit Common Assessment

Benchmark

- Quarterly
- SGO

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications

Special Ed

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com
- Follow All IEP Modifications/504 Plan

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
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- Repeat and clarify directions as needed
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- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary.
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- Cooperative learning
- Modified assignments
- Differentiated instruction

At-risk

- MTSS

- Parent Phone Calls
- Provide Incentives – Daily/Weekly for Positive Participation/Behavior
- Completed Study Guides
- Extra Help

Gifted & Talented

- Differential Instruction
- Individual Long Term Projects

Resources

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teen Health – Course 2 Glencoe Publishing
- Computer Lab - Media Center
- Current Articles from Newspapers & Magazines
- Health & Physical Education Video Library
- Teacher Generated Materials
- School Resource & DARE Officers
- Glencoe.com
- Current Health Magazine
- School Nurse
- Teen Health & Wellness
- Community Resources
- Video – Super Size Me (7th)
- Cyberbully, CNN #Being 13, Susan Boyle, Amanda Todd
- Natural High.com
- Teacher Generated Resources
- School Counselors
- You Tube (Both)
- 15 and Pregnant (8th)
- Drug Free World.org (8th)
- Pinterest

Teacher Notes:



Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Advocacy and Service

Duration 6 Days

Target Course/Grade Level: 8th grade health

Unit Summary:

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

Primary Interdisciplinary Connections:

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Learning Targets

Content Standards:

CPI #	Cumulative Progress Indicator (CPI)
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2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.
9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
Unit Essential Questions How can you inspire others to address health issues?	Unit Enduring Understandings Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
Unit Objectives <i>Students will know...</i> Criteria and logistics of organizing a volunteer event Defend a position on a health or social issue Design a poster to promote a wellness-awareness event Write an essay promoting the wellness-awareness event Common Vocabulary: Regular physical activity Overweight Healthy eating	Unit Objectives <i>Students will be able to...</i> Plan and implement a volunteer activity to benefit a health initiative Defend a position on a health or social issue to activate community awareness Implement problem-solving strategies Summarize and compare community problem-solving strategies in one state or country with those of another Demonstrate the use of compromise, consensus and community building Model leadership skills Determine an individual's responsibility for personal actions and contributions to group activities Analyze ideas Compare and contrast Determine cause and effect Make predictions

Identify ways technology has helped advocacy groups

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- Provide Incentives – Daily/Weekly for Positive Participation/Behavior
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- Extra Help

Gifted & Talented

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Resources

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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- Natural High.com
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Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Alcohol, Tobacco and Other Drugs

Duration 6 Days

Target Course/Grade Level: 8th grade Health

Unit Summary:

There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behavior.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- 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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of

information and technology.

Technology Standards:

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
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- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.
- 8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Content Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment on behavior, judgment, and memory.
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.
2.3.8.B.8	Analyze health risks associated with injected drug use.
2.6.8.A.6	Determine the physical, behavioral, legal and ethical consequences of the use of anabolic steroids and other performance enhancing substances.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
9.1.8.E.4	Determine the undesired consequences of unethical uses of media.
9.2.8.E.7	Recognize the techniques and effects of deceptive advertising.

Unit Essential Questions

Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?

How do I make the “right” decisions in the face of peer, media and other pressure?

Unit Enduring Understandings

Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

Unit Objectives	Unit Objectives
<i>Students will know...</i>	<i>Students will be able to...</i>
Drugs commonly abused by adolescents e.g. alcohol, steroids, prescription and street drugs	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents Describe the specific risks associated with club drugs, injecting drugs and steroids
Impact of media on the use of alcohol and other drugs	Identify how the media impacts decisions about the use of alcohol and other drugs
Consequences associated with illegal substances	Predict the consequences for the use, possession, and sale of illegal substances
Impact of alcohol and other drugs: Physical - vision, sleep, coordination, reaction time Social - related impairments on behavior, judgment, memory and decision-making	Describe how alcohol and other drugs impact physical performance and decision-making
Specific risks of being under the influence of substances: Brain damage, coma, death Hepatitis, HIV, other STIs Unwanted pregnancy Embarrassing behavior or physical injuries because of impaired judgment	Identify health risks that are increased while under the influence of alcohol or other drugs, including risk for sexual assault, pregnancy and STIs
Refusal skills	Practice decision-making and refusal skills in situations involving alcohol or other drugs
Common Vocabulary:	
Impaired coordination Alcohol Impaired judgment Possession Impaired reaction time Media Impaired vision	Analyze ideas
Street drugs Club drugs	Compare and contrast
Prescription drugs Steroids	Determine cause and effect
	Make predictions

Formative Assessment

- Teacher Observation
- Homework
- Class Participation
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Notebook
- Discussions
- Written Assessments
- Preparation
- Q&A

Summative Assessments

- Teacher Observation
- Discussions, Class Participation
- Notebook
- Writing Tasks
- Tests & Quizzes
- Projects & Presentations
- Unit Common Assessment

Benchmark

- Quarterly
- SGO

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications**Special Ed**

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com
- Follow All IEP Modifications/504 Plan

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
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- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Encourage student to attend Homework Habitat

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary.
- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
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At-risk

- MTSS
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Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Dependency, Addiction and Treatment

Duration 6 Days

Target Course/Grade Level: 8th grade Health

Unit Summary:

Substance abuse is caused by a variety of factors.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

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Learning Targets

Content Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.3.8.C.1	Compare and contrast theories about dependency/addiction, such as genetic predisposition, gender-related predisposition, and multiple risks and provide recommendations that support a drug-free life.
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in

	another state or country.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
Unit Essential Questions Why does one person become an addict and another does not?	Unit Enduring Understandings There are common indicators, stages and influencing factors of chemical dependency.
Unit Objectives <i>Students will know...</i> Factors that support drug free life Positive set of friends Involvement in school activities Knowing your personal values/morals Factors that influence the use/abuse of alcohol, tobacco, and other drugs Family environment Peer pressure Media glamorization Emotional/mental health Genetic predisposition Factors that increase the risk of dependency 1. Using at an early age 2. Genetic predisposition 3. Pre-existing emotional or psychological problems, social maladjustment 4. Continuing in the same social environment; failure to mature Indicators of dependency 1. Using alone 2. Using multiple substances 3. Loss of control over the use of substances a. Preoccupation with when and where next use will occur b. Signs of tolerance (it takes more of the substance to achieve the desired feeling) 4. Using despite negative consequences a. Relationship problems b. Poor performance at work or school	Unit Objectives <i>Students will be able to....</i> Describe factors that support a drug free life Describe factors that influence the use/abuse of substances Describe factors that increase the risk of dependency Identify the physical, social, and emotional indicators of dependency

<p>c. Accidents d. Criminal consequences 5. Continuous failure at cutting down or quitting</p> <p>Stages of dependency 1. Experimental 2. Recreational 3. Misuse 4. Abuse 5. Dependency</p> <p>Theories about dependency Genetic predisposition Gender-related predisposition Multiple risks</p> <p>Impact of substance abuse Changes in personality or behavior: Easily agitated, fighting, stealing, shoplifting, withdrawal from family Breakdown of family relationships, trust Economic costs to the community for crime, medical treatment, etc.</p> <p>Support strategies Interventions Hotlines, support groups, counseling Internet (information and support groups) Medical treatment</p> <p>Factors that support quitting Support of family and friends Access to effective resources Financial ability to secure treatment</p> <p>Common Vocabulary:</p> <p>Tolerance Addiction Dependency Overdose Recovery Withdrawal Drug rehabilitation Multiple risks Intervention</p> <p>Genetic predisposition Gender-related predisposition Stages of dependency (experimental, recreational, misuse, abuse, dependency)</p>	<p>Identify the stages of dependency, tolerance</p> <p>Compare and contrast theories about dependency</p> <p>Describe how substance abuse impacts the individual, the family, and the community</p> <p>Summarize intervention strategies that assist families and friends to cope with the impact of substance abuse</p> <p>Identify factors that support the ability to quit</p> <p>Analyze ideas</p> <p>Compare and contrast</p> <p>Determine cause and effect</p> <p>Make predictions</p>
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Evidence of Learning

Formative Assessment

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Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Human Relationships

Duration 6 Days

Target Course/Grade Level: 8th Grade Health

Unit Summary:

The values acquired from family, culture, personal experiences, and friends impact all types of relationships.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

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Learning Targets

Content Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when services of professionals are needed to intervene in relationships.
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.D.1	Determine how saving contributes to financial well-being.
9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing so or not doing so.

<p>Unit Essential Questions</p> <p>How do we learn to understand and respect diversity in relationships?</p> <p>How do we know when a relationship is not worth saving?</p>	<p>Unit Enduring Understandings</p> <p>Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</p> <p>Reliable personal and professional resources are available to assist with relationship problems.</p> <p>Technological advances continue to provide increases opportunities to develop relationships anytime and anyplace with a worldwide audience.</p>
<p>Unit Objectives <i>Students will know...</i></p> <p>Family relationships: Impact of change (family structure, family roles, financial changes, etc.) Births, deaths, divorce, job loss, illness, moving Impact on character development</p> <p>Healthy v. unhealthy relationships Tolerance Respect Communication Support Conflict resolution Appreciation Time consumption Physical abuse Bullying Fighting Compromise Love</p> <p>Criteria for safe dating Dating in groups or in public places Setting limits on physical intimacy Only dating someone of the same age Using cyber safety precautions</p> <p>Spectrum of relational feelings Sexual attraction, infatuation, love, commitment</p> <p>Sexual orientation</p> <p>Common Vocabulary:</p> <p>Commitment Cyber safety Heterosexuality Divorce Homosexuality Relationship Infatuation Love</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Predict how changes within a family can impact family members</p> <p>Explain how the family unit impacts character development</p> <p>Describe characteristics of healthy and unhealthy relationships, bullying</p> <p>Explain strategies to end unhealthy relationships</p> <p>Explain when the services of professionals are needed to intervene; describe how to assist someone who is bullied</p> <p>Develop personal criteria for safe dating Model appropriate online behaviors</p> <p>Differentiate between affection, love, commitment and sexual attraction</p> <p>Discuss topics related to gender identity, sexual orientation, and cultural stereotyping</p> <p>Identify ways technology has impacted communication and dating Analyze ideas</p> <p>Compare and contrast</p> <p>Determine cause and effect</p>

Sexual attraction
Healthy relationship
Unhealthy relationship

Make predictions

**Toms River Regional Schools
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- Adapted Version of Written Assessment

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Modifications

Special Ed

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com
- Follow All IEP Modifications/504 Plan

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Resources**Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

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Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Sexuality and Parenthood

Duration 6 Days

Target Course/Grade Level: 8th grade Health

Unit Summary:

Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. The values acquired from family, culture, personal experiences, and friends impact all types of relationships. Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

[Language Arts Standards](#)

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[Science Standards](#)

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

[Social Studies Standards](#)

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

[Mathematics Standards](#)

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

[Visual and Performing Art Standards](#)

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to **Career Ready Practices** which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- 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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Content Standards:

CPI #	Cumulative Progress Indicator (CPI)
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2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment and heredity on the physical, social, and emotional changes that occur during puberty.
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2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressure to become sexually active.
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2.4.8.B.3	Compare and contrast the methods of contraception used by adolescents and factors that may influence their use.
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2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STI's and unintended pregnancy.
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2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
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2.4.8.C.4	Predict short and long term impact of teen pregnancy.
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Unit Essential Questions

How do you know when the time is right for you to become sexual active?

Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?

How do you know when you are ready to have a child?

Unit Enduring Understandings

External pressures and opportunities that present themselves may influence a person to become sexual active.

Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.

Raising a child requires physical, economic, emotional, and social and intellectual commitment.

<p>Unit Objectives <i>Students will know...</i></p> <p>Influence of hormones, nutrition, heredity, and environment on changes that occur during puberty</p> <p>Male and female reproductive systems</p> <p>Pressures to become sexually active Hormones Peer pressure Media</p> <p>Impact of adolescent sexual activity Unintended pregnancy STDs Physical and psychological impacts</p> <p>Benefits of abstinence</p> <p>Strategies to resist pressure to become sexually active Establish boundaries ahead of time</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Review the physical, emotional, and social changes that occur during puberty</p> <p>Label and describe the functions of the parts of the male and female reproductive systems</p> <p>Describe internal and external pressures to become sexually active</p> <p>Identify short and long-term impacts of adolescent sexual activity</p> <p>Describe the physical, emotional, and social benefits of sexual abstinence</p> <p>Describe strategies to resist pressure to become sexually active</p>
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<p>Date in groups Wait until older to date Date in public places Establish open lines of communication</p> <p>Risk behaviors Sexual activity; unprotected sex Substance abuse Poor choices in friends, dating partners Not setting dating limits ahead of time</p> <p>Contraception used by adolescents Factors that influence their use Condoms, birth control pill</p> <p>Impacts of teen parenthood</p> <p>Challenges of teen parenthood</p> <p>Common Vocabulary:</p>	<p>Identify behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy</p> <p>Identify abstinence as the only 100% reliable method to prevent pregnancy and/or STDs Compare and contrast contraception methods and the factors that influence their use Explain that methods of contraception have different risks and reliability rates</p> <p>Predict short and long term impacts of teen pregnancy</p> <p>Describe the challenges of teen parenthood</p>
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Penis	Scrotum	Analyze ideas
Teste	Cervix	Compare and contrast
Masturbation	Ejaculation	Determine cause and effect
Orgasm	Condom	Make predictions
Breast	Erection	
Vagina	Ovulation	
Abstinence	Contraception	
Barrier	Sperm	
Withdrawal	Vas Deferens	
Semen	Fertilization	
Fallopian tubes	Urethra	
Menstruation	Egg/ovum	
Prostate Gland	Cowpers gland	
Uterus	Vulva	
Circumcision	Birth control pill	
Responsibility	Parenthood	
Nocturnal emission	Reliability rate	

**Toms River Regional Schools
Evidence of Learning**

Formative Assessment

- Teacher Observation
- Homework
- Class Participation
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Notebook
- Discussions
- Written Assessments
- Preparation
- Q&A

Summative Assessments

- Teacher Observation
- Discussions, Class Participation
- Notebook
- Writing Tasks
- Tests & Quizzes
- Projects & Presentations
- Unit Common Assessment

Benchmark

- Quarterly
- SGO

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