



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Course Title: Health

Content Area: Health

Grade Level(s): 6

Curriculum Writer(s): Andrew Wolff

Date Created: July 2022

Date Approved by Board of Education: September 2022

Course Description: Health education is essential to maintaining wellness and an active lifestyle. Understanding and recognizing the physical, social, emotional, mental, and sexual elements of human development and using effective decision making skills will be the focus of this course.

Pacing Guide

Unit 1: Personal Growth and Development
Unit 2: Pregnancy and Parenting
Unit 3: Emotional Health
Unit 4: Social and Sexual Health
Unit 5: Community Health Services and Support
Unit 6: Nutrition
Unit 7: Personal Safety
Unit 8: Health Conditions, Diseases, and Medicines
Unit 9: Alcohol, Tobacco, and Drugs
Unit 10: Dependency, Substances Disorder, and Treatment

Unit 1: 3 classes
Unit 2: 3 classes
Unit 3: 2 classes
Unit 4: 2 classes
Unit 5: 2 classes
Unit 6: 4 classes
Unit 7: 2 classes
Unit 8: 2 classes
Unit 9: 3 classes
Unit 10: 2 classes



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Unit 1: Personal Growth and Development

Unit Summary: Individuals who understand the relationship between the body and the mind are able to create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet and regular exercise in addition to mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social wellbeing by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. In this unit, students will come to understand that an active body promotes an active, healthy mind that contributes to overall health.

Interdisciplinary Connections:

- 6.SP.B.4 (Math) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Students will create a number line of their height from birth to the present moment. Students will evaluate which years had the most growth versus other years.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.1.NH. IPRET.8).

Technology Integration:



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- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will compare the use of petrochemicals and their effect on human health (e.g., fertilizers, roundup chemicals, and herbicides).

| NJSLS Number | NJSLS Content |
|---------------------|--|
| 2.1.8.PGD.1: | Explain how appropriate healthcare can promote personal health. |
| 2.1.8.PGD.2: | Analyze how genetics and family history can impact personal health. |
| 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. |
| 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. |

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Responsible actions regarding behavior can impact the development and health of oneself and others. ● Evaluating the potential for injury before engaging in unhealthy and risky behaviors impacts choices. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are different ways that students can care for their emotional and social health? ● What skills and tools are necessary for students to make healthy decisions? ● How can peers impact decisions in positive and negative ways? |
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- Individual actions, genetics, and family history can play a role in personal health.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

- What is the difference between healthy and unhealthy risks?
- What factors are necessary for optimal growth and development?
- Can you make sense of your own emotions?
- What professionals can you reach out to when dealing with your mental or emotional health?

Instructional Outcomes:

- Identify how to make responsible decisions regarding their health.
- Evaluate healthy and risky behavior.
- Research their family health history and discover how it may affect them.
- Discover how to care for their social, physical, and emotional health.
- Identify who they can turn to for emotional help.
- Explain how friends and family can influence their health.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk



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Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- Research how to use stress management skills.
- List healthy and risky behaviors in school and at home.
- Develop a schedule to help students plan better and reduce stress.
- Research a family disease and how they can help prevent it.
- Research how sleep enhances mental and physical health and have students keep a sleep log.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- The Great Body Shop



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- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 2: Pregnancy and Parenting

Unit Summary: In this unit, students will learn about pregnancy and parenting. More specifically, pregnancy and parenting are stages in life that impact all aspects of one's wellness. Regardless of the circumstance, pregnancy and parenting change an individual's emotional, financial, physical, mental, and social wellbeing. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery, and transition to parenting.

Interdisciplinary Connections:

- 6.3.8.CivicsPR.4 (SS) Use evidence and quantitative data to propose or defend a public policy related to climate change. Students will discuss China's one-child policy. Students will discuss the merits of controlling the population, reducing food consumption, etc.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).



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- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will research the amount of money it costs to raise a child from birth through college. Students will also examine online college versus traditional college.

| NJSLS Number | NJSLS Content |
|--------------|--|
| 2.1.8.PP.1: | Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. |
| 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. |

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| Enduring Understandings: | Essential Questions: |
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| <ul style="list-style-type: none">● An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.● There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.● Prenatal healthcare is very important for pregnant women. | <ul style="list-style-type: none">● What intellectual, emotional, and social developments occur during each stage of a life span?● How does prenatal development proceed from the stage of fertilization through birth?● What are the signs and changes that occur in the body during pregnancy?● What are the prenatal practices and the importance of them in supporting a healthy pregnancy?● Why is it important to learn about human sexuality at this stage in your life? |
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Instructional Outcomes:

- Summarize the three stages (i.e. germinal, embryonic, and fetal) of development from fertilization to birth.
- List the signs and changes that occur in a person's body during pregnancy.
- Identify prenatal practices to support a healthy pregnancy.
- Identify male and female body parts.
- Explain how male and female reproductive systems are different.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:



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- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- Label the male reproductive parts.
- Label the female reproductive parts.
- Research the changes that happen to females during pregnancy.
- Create a prenatal brochure that gives tips to have a healthy child.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>



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- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 3: Emotional Health

Unit Summary: Emotional health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social wellbeing. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations positively and appropriately, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems. This unit will focus on these concepts.

Interdisciplinary Connections:

- 6.SP.B.4 (Math) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Students will research which countries have the highest happiness scores and why. Students will list the scores on a number line.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).



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- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will research stress levels over the last decade.

| NJSL Number | NJSL Content |
|-------------|--|
| 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. |

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Can you make sense of your own thoughts and feelings? ● How can developing emotional intelligence support mental and emotional health? ● How can understanding stress management improve resilience? |
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- Effective stress management can improve the areas of academics as well as family and personal relationships.

Instructional Outcomes:

- Use self-management to cope with various issues.
- Use stress reduction activities to make life less chaotic.
- Reduce stress by journaling.
- Distinguish between self-esteem and self-image.
- Explain the benefits of exercise on our emotional state.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric



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- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- List the stressors they have and the people in their lives they can turn to.
- Create a poster on how to help people with low self-esteem.
- List accomplishments and identify future goals.
- Name positive attributes representative of the number rolled on dice.
- Play a self-esteem game in which students throw a ball to each other and say something positive about the person who catches it.

Accommodations/Modifications:

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Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 4: Social and Sexual Health

Unit Summary: Social and sexual health is a person's ability to communicate and interact with others efficiently. Individuals can form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences in an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives on health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals and institutions, and experience a sense of belonging all contribute to social and sexual health. These concepts will be explored in this unit.

Interdisciplinary Connections:

- 6.SP.B.4 (Math) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Students will complete a project on which are the best forms of texting. They will display the answer on a number line.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.



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- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will complete a project on which are the best forms of texting.

| NJSL Number | NJSL Content |
|--------------|---|
| 2.1.8.SSH.1: | Differentiate between gender identity, gender expression, and sexual orientation. |
| 2.1.8.SSH.2: | Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. |
| 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 families' coping with traumatic situations, crises, 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., body image, self-esteem, alcohol, other substances). |



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| 2.1.8.SSH.9: | Define vaginal, oral, and anal sex. |
| 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 the risk of unintended pregnancy and STIs (including HIV). |

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Relationships are the connections people have with each other. ● Every family is different, but all families provide the foundation for future relationships. ● As individuals mature, they seek out different relationships with peers, colleagues, and loved ones. ● Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is it so hard to have healthy relationships? ● How do you develop and sustain relationships over time? ● What defines me? ● What are the characteristics of a healthy relationship? |
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| <p>Instructional Outcomes:</p> <ul style="list-style-type: none"> ● Describe how to make positive connections with other people. ● Explain that physical, social, and emotional health develop at different times for everyone. ● Identify that people can turn to their families in difficult times. ● Describe types of relationships (i.e. familial and friends). |
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Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
- Research the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- Talk to a new classmate and try to learn five facts about him or her that you did not know.



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- List the differences between and among affection, love, commitment, and sexual attraction.
- Discuss the benefits of sexual abstinence and identify strategies to resist pressures to become sexually active.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

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- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 5: Community Health Services and Support

Unit Summary: This unit content includes informational resources and assistance to communities and individuals to support disease and injury prevention as well as disaster relief and to improve the quality of services provided to all individuals. These resources and assistance promote public health, health equity, and healthy lifestyles while reducing health disparities. Services and support can include Culturally and Linguistically Appropriate Services (CLAS),



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medical and dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care. The services and support are for those in need and regular screenings occurring in the home or other residential settings in addition to the community healthcare facility.

Interdisciplinary Connections:

- 6.SP.B.4 (Math) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Students will research the diseases that are typically discovered on annual physical exams. They will plot the cost of treating various diseases.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will discuss how certain cell phone apps collect various health information.

| NJSLs Number | NJSLs Content |
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| 2.1.8.CHSS.1: | Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, and 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 the age of consent, minors' ability to consent to healthcare, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking. |
| 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. |
| 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. |
| 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. |
| 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. |



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Enduring Understandings:

- Protecting the environment can protect your personal health.
- Personal choices impact current and long-term outcomes on individuals, families, and society.
- Assertive communication skills enhance health by avoiding and/or reducing health risks.
- Accessing and evaluating health information, products, and services will improve a person's ability to make healthy decisions and one's quality of life.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Essential Questions:

- What can I do to avoid or reduce health risks?
- What influences my behaviors and decisions?
- How can assertive communication skills help me to develop a healthy lifestyle?
- What do I need to know to make good decisions and stay healthy?
- How does my behavior reflect my personal choices?
- What can I do to prevent and resolve conflict?

Instructional Outcomes:

- Describe how technology can maintain and improve personal health.
- Determine the effects that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them.
- Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.
- Identify resources, programs, and organizations that promote health and describe ways to contribute to their mission.
- Identify individuals who can provide health information.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)



Tri-District

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- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- Research how modern medicine will allow us to live longer and healthier.
- List the dangers of polluted air and water on the human body.
- Research technology and apps that can enhance one's health.
- Discuss CPR and the Heimlich maneuver.
- Create a poster promoting lifelong health and activities that individuals can do.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)



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Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 6: Nutrition

Unit Summary: Nutrition is the intake of food considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary, are vitally important components of nutritional wellness. These concepts will be the focus of this unit.

Interdisciplinary Connections:

- 6.SP.B.4 (Math) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Students will review a menu from a fast food restaurant. Students will record the calories for breakfast, lunch, and dinner. Then they will evaluate which meals have higher calories and why.



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Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will discuss the use of Smart Food technology labels. Imagine a world in which Smart packaging for supermarket ready meals update you in realtime to tell you about carbon footprints, give live warnings on product recalls, and have instant safety alerts because allergens were detected unexpectedly in the factory. What are the unintended consequences of sharing and receiving such data?

| NJSLS Number | NJSLS Content |
|--------------|---|
| 2.2.8.N.1: | Analyze how culture, health status, age, and access to healthy foods can influence personal eating habits. |
| 2.2.8.N.2: | Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. |
| 2.2.8.N.3: | Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. |



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| 2.2.8.N.4: | Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition). |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none">● What you eat affects your appearance, your energy, how you feel, and above all, your health.● Dietary requirements vary for individuals based on age, gender, activity level, weight, and overall health.● Healthful living requires an individual to act on available information about good nutrition, even if it means breaking comfortable habits.● Good eating is not a punishment. People who get into a good pattern of healthful eating can still enjoy treats.● A diet can be improved upon for better health. | <p>Essential Questions:</p> <ul style="list-style-type: none">● What is healthy eating?● Why are there so many health problems in the United States caused by poor eating despite all the available information?● How can low levels of some nutrients be detrimental to our growth, our health, and our strength?● How are food choices influenced by culture and tradition?● What role do family, peers, and the media have on food choices now and throughout life? |
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| <p>Instructional Outcomes:</p> <ul style="list-style-type: none">● Identify how eating good food makes you feel better.● Describe what a healthy diet consists of.● Design a healthy nutritional plan.● Analyze a food label.● Analyze how culture, health status, age, and the environment influence personal eating patterns and recommend ways to provide nutritional balance. |
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Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- Participate in a food journal project then evaluate the nutrition information gathered.
- Create a menu consisting of healthy food choices.
- Bring food labels in from home and discuss the nutritional components of those items.



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- Conduct research on how cultures influence their family's food choices.
- Research what malnutrition is and how to prevent it.
- Research disease related to malnutrition.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

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<https://sites.google.com/middletownk12.org/mtpscourseselection>
- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 7: Personal Safety

Unit Summary: In this unit, students will develop an understanding of how to recognize and avoid possible harmful situations or people in their surroundings. The correct measures to ensure personal safety in everyday life will be practiced.



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Interdisciplinary Connections:

- 6.SP.B.4 (Math) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Students will research the amount of hours young adults spend online per day. The data collected will be represented on a number line.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will discuss the ethical boundaries of how technology keeps gathering information on the individuals using it. How can it be used against people, and what is this information being collected for?

| NJSL Number | NJSL Content |
|-------------|--|
| 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, human trafficking, nonconsensual sexual encounters, other threats of violence). |



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| 2.3.8.PS.2: | Define sexual consent and sexual agency. |
| 2.3.8.PS.3: | Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). |
| 2.3.8.PS.4: | Describe strategies that sex traffickers/exploiters employ to recruit youth. |
| 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). |
| 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). |

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● 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 the risks of injury and violence. ● Using appropriate prevention and intervention knowledge, skills, and processes promotes personal and community wellness. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the warning signs of unhealthy relationships, abusive relationships, and dating violence, and how can one seek help? ● How can teens be prepared to safely handle the many different situations they may encounter? ● What impacts can technology and social media have on relationships and individuals? ● What are appropriate ways of communicating with technology? ● How can social media influence your choices? |
|---|--|



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Instructional Outcomes:

- Develop safe online practices.
- Evaluate how technology affects relationships.
- Assess risk in a variety of situations and identify strategies needed to reduce deliberate and non-deliberate injuries to themselves and others.
- Know the signs of an unhealthy and abusive relationship and who to turn to for help.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket



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- Individual skills checklist

Learning Activities:

Grade 6:

- Create a brochure with information on how to stay safe while using technology.
- Discuss the cycles of abuse.
- Discuss what school violence is and how to prevent it.
- Create a poster to prevent cyberbullying.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.



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Unit 8: Health Conditions, Diseases, and Medicines

Unit Summary: Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. Access to care and facilities affects the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks and diseases. Medicines prescribed and provided by a health physician can relieve and aid in one's recovery. These concepts will be explored during this unit.

Interdisciplinary Connections:

- 6.3.8.CivicsPR.4 (SS) Use evidence and quantitative data to propose or defend a public policy related to climate change. Students will research and discuss how fossil fuels burned around the world are causing unsafe air we breathe (e.g., lung cancer, asthma, etc.).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will research why insurance companies deny glucose monitors for many diabetics.



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| NJSLS Number | NJSLS Content |
|---------------|--|
| 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. |
| 2.3.8.HCDM.2: | Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. |
| 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. |
| 2.3.8.HCDM.6: | Explain how the immune system fights disease. |
| 2.3.8.HCDM.7: | Explain how specific methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors. |



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Enduring Understandings:

- Diseases can be contracted from various sources, and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- The environment can impact personal health and safety in different ways.
- Federal and state laws protect people's health and the environment.
- Many chronic diseases can be reduced or prevented by eating well, being physically active, avoiding tobacco and excessive drinking, and getting regular health screenings.

Essential Questions:

- How do different types of pollution affect the environment?
- How is your health influenced by the environment in which you live?
- How do federal and state laws help protect the environment?
- What strategies can an individual use to conserve energy and natural resources to promote greener living?
- Why is it so difficult to educate people about risky behaviors?
- What are chronic health conditions?

Instructional Outcomes:

- Identify what chronic diseases are.
- Describe how the environment plays a role in their health.
- Identify the different types of pollution and how these affect the body.
- Explain what the Environmental Protection Agency is.
- Identify harmful chemicals.
- Develop green strategies to enhance their overall health.

Formative Assessments:

- Teacher observation
- Group discussion/questioning



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- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- Discuss what common chronic diseases are and how we can help prevent them with healthier choices.
- Research the effects of federal and state laws and how they protect their health and the environment.
- Create an antipollution poster (e.g., air, soil, noise, water).
- Research what chemicals are in the town's water supply.
- List the benefits of planting trees and their impact on the environment and our bodies.



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Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

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- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 9: Alcohol, Tobacco, and Drugs

Unit Summary: Alcohol, other drugs, and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs used to refer to all types of legal and illicit drugs. Over-the-counter medicines and prescription medications, when taken correctly, are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Interdisciplinary Connections:



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- 6.SP.B.4 (Math) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Students will research and record the data for which prescription medications are prescribed most often. Students will also determine which age bracket is receiving the most medications.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Students will research the data regarding the dangers of e-cigarettes and vaping versus traditional tobacco products.

| NJSLs Number | NJSLs Content |
|--------------|---|
| 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. |



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| 2.3.8.ATD.2: | Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse. |
| 2.3.8.ATD.3: | Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states 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. |

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The use of alcohol, tobacco (including e-cigarettes and vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. • Understanding why a behavior or activity is unsafe or risky is only the first step toward keeping one safe. • Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body. • Empirical research has demonstrated a genetic component that predisposes some people towards addiction more than others. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • How is tobacco hazardous to the human body? • How can peers influence your use of tobacco products? • Why do people choose to use alcohol, tobacco, and other drugs when they are aware of their detrimental effects? • How do I make the right decisions in the face of peer, media, and other pressures? • Why can one person become an addict and another does not? • How do the media, peer pressure, low self-esteem, genetics, and poor role models contribute to the use and adolescent abuse of alcohol, tobacco, and other drugs? |
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Instructional Outcomes:

- 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.
- Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
- Explain that using alcohol and drugs is risky and has consequences.
- Identify that substance abuse is caused by various factors.
- Relate tobacco use to the incidence of disease.
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Formative Assessments:

- Teacher observation
- Group discussion/questioning
- Yes or no (thumbs up or thumbs down)
- Self-evaluation

Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test



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Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- Research the side effects of drug use and how it affects overall health.
- Discuss how social media plays a role in influencing people to use drugs.
- Research classifications of drugs and how they enter the body.
- Create an antismoking ad that includes information on the dangers of all tobacco products.
- Research what HIV/AIDS is and how to protect themselves.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

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- Edpuzzle.com
- Newsela.com

Notes/Comments:



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- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 10: Dependency, Substances Disorder, and Treatment

Unit Summary: Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are physical and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances, including illegal drugs, medications prescribed or not, escalates. Treatment includes programs and facilities a person can enroll in to seek assistance and to receive help for recovery. There are many types of treatment facilities. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Interdisciplinary Connections:

- 6.SP.B.4 (Math) Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Students will research the effectiveness and success rate of recovery for many different types of drugs and represent the data on a number line (e.g., alcohol, tobacco, drugs, etc.).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 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-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.



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- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

- 8.2.8.ITH.2: Compare how technologies have influenced society over time. Students will discuss how technology has been useful in aiding recovery (e.g., online education, cell phone apps, therapy via Zoom services, etc.).

| NJSLS Number | NJSLS Content |
|---------------|---|
| 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 wellbeing. |
| 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. |



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| <p>Enduring Understandings:</p> <ul style="list-style-type: none">● A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment), and a wide variety of treatment options are available depending on the needs of the individual.● The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.● Understanding why a behavior or activity is unsafe or risky is only the first step toward keeping one safe. | <p>Essential Questions:</p> <ul style="list-style-type: none">● How does drug abuse impact society and affect a person's life?● What factors influence young people's beliefs about alcohol, tobacco, and other drug use?● What are methods of preventing alcohol, tobacco, and other drug use?● What are treatment methods for alcohol, tobacco, or other drug use disorders?● Why do people abuse alcohol, tobacco, and other drugs despite warnings about the dangers to themselves and others?● Why is it so difficult to educate people about risky behaviors? |
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| <p>Instructional Outcomes:</p> <ul style="list-style-type: none">● Explain what contributes to dependency.● Describe how alcohol can affect themselves and the people in their lives.● Identify how to limit risky behaviors related to alcohol and drugs.● Identify that there are many treatment plans and resources for alcohol, tobacco, and other substance abuse problems.● Know that every health-related decision has short and long-term consequences and affects the ability to reach health goals. |
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| <p>Formative Assessments:</p> <ul style="list-style-type: none">● Teacher observation● Group discussion/questioning● Yes or no (thumbs up or thumbs down)● Self-evaluation |
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Tri-District

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Summative Assessments:

- Student demonstration
- Partner turn and talk

Benchmark Assessments:

- Peer assessment checklist
- End of unit written assessment
- End of unit benchmark rubric
- Quiz or test

Alternative Assessments:

- Exit ticket
- Individual skills checklist

Learning Activities:

Grade 6:

- Research factors that contribute to dependency.
- Create a cartoon on how alcohol can impact themselves and the people around them.
- Discuss various treatment plans for dependency and how they work.
- Research how tobacco use and the incidence of disease can be prevented.
- Break into groups and develop realistic scenarios dealing with alcohol, tobacco, and other drug use and abuse. Role play the scenarios demonstrating how to properly use resistance and refusal skills.

Accommodations/Modifications:



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- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- The Great Body Shop
- BrainPOP.com
- KidsHealth.org
- Edpuzzle.com
- Newsela.com

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.