



Tri-District

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

Course Title: Health

Content Area: Health

Grade Level(s): 8

Curriculum Writer(s): Steven Stabile

Date Created: July 2022

Date Approved by Board of Education: September 2022

Course Description: This course will be an extension of the seventh grade course focusing on the review of current drug trends and substance abuse as well as the topics of sexuality, reproductive health, and review of the birthing process. Sexually Transmitted Infections (STIs) will be introduced via this course. The importance of nutrition and exercise will also be covered.

Pacing Guide

Unit 1: Substance Abuse

Unit 2: Sexuality

Unit 3: Preventing Violence

Unit 4: Nutrition

Unit 1: 2 weeks

Unit 2: 2 weeks

Unit 3: 3 weeks

Unit 4: 2 weeks



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Unit 1: Substance Abuse

Unit Summary: In this unit, the students will review the facts regarding the use of alcohol and other drugs having both short-term and long-term effects. The students will also review the importance of reading the label of over-the-counter medicines and listening to a medical doctor's advice when prescribed a medication. Emphasis will be placed on understanding that when taken correctly drugs are used to treat pain and illness. Additionally, there are benefits and risks given medications could be misused and abused if not taken properly. There will be a review of the many types of tobacco products such as cigarettes, e-cigarettes, and marijuana, which could negatively affect a person physically and mentally as well as have an adverse effect on family members and those in the community.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



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Social Studies: (impact that drugs have socially on communities, schools, careers, and families)

- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Mathematics: (understanding the costs of certain drugs, particularly painkillers, which is why people may turn to heroin given it is cheaper than paying for a drug such as oxycontin)

- 7.EE.B.3: Solve multi step real life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

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.



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- 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:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

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.
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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2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
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.

<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. ● 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. ● Resistance skills to avoid the misuse of alcohol, tobacco, and other drugs are essential to healthy choices promoting lifelong wellness. ● Current research has determined that alcohol, tobacco, and other drugs have a variety of harmful effects on the body. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the current risks and consequences involved with drugs, their use and abuse? ● How can I utilize my knowledge and skills to make healthy decisions for myself? ● How does someone become addicted to drugs, and what are some warning signs of addiction? ● How does drug abuse impact a person’s life? ● What are the effects of drug abuse on society? ● What are the mental, social, and legal consequences of drinking and drug use?
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Instructional Outcomes:

- SWBAT: Describe what a drug is and identify how it affects the human body.
- SWBAT: Explain the difference between a drug of abuse and a medicine.
- SWBAT: Explain what addiction is.
- SWBAT: Describe methods of encouraging others not to use illegal substances and to deter others from using tobacco and drugs.
- SWBAT: List the five different categories of drugs and what drugs belong in those specific categories.
- SWBAT: Identify the active ingredient in marijuana.
- SWBAT: Describe the long and short-term effects of marijuana.
- SWBAT: Find a song, movie, news clip, or documentary on how the media influences people's opinions or shapes the way society views some types of drugs.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning



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- Digital resources

Learning Activities:

- Categories of Drugs: Students will receive a Google Doc via Google Classroom with a drug category (i.e. stimulant, depression, hallucinogens, narcotics, and inhalants). Students then have to define their category by explaining how it affects the human body. All groups will discuss their answers with the rest of the class.
- The Marijuana Debate: Students will be asked to revisit the true and false question about marijuana being a natural plant and chemical free. Students will then be asked what the true definition of marijuana is and what is its active ingredient. Answers will be discussed as a class.
- Assessing Media's Influence Project: Each student will present a five-minute oral presentation. He or she will share information with the class about a particular drug and then show a movie or play a song that involves that drug.
- Stop Using Tobacco and Drugs: Students will have a Doc within Google Classroom with the question "What is a drug?" Within their groups, students will brainstorm and list what comes to their mind on how to define what a drug is. Class discussion will follow. Students will then view a picture of the late Terrie Hall, former spokeswoman for the Centers of Disease Control anti-smoking campaign, when she was 21 years old. They will view another picture when she was 52, just before passing away. Students will brainstorm and list the consequences of smoking.
- Blame It on Alcohol: Students will be divided into 4-5 groups and receive a piece of chart paper and a marker. Each group will list songs that promote drug use. They will list the title, artist, and a line from the song that addresses sex and drug use. Each group's chart will be hung on the wall around the room, and each group will share its findings. Class discussion will follow with respect to songs that many teens listen to today containing lyrics that promote sex and drug use. Why are these types of songs popular among teens and young adults? What are the dangers of mixing sex and drugs? Should the artists and record companies be held responsible for the type of music that they are promoting or selling? Why or why not?

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>
- Teen Health - McGraw Hill
- kidshealth.org

Notes/Comments:

- This unit is an extension of all topics covered in seventh grade and includes changes in current drug trends in society.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 2: Sexuality

Unit Summary: This unit will be an extension of the content learned in seventh grade focusing on the importance of keeping our bodies healthy and understanding hormonal changes and their impact on sexuality. The unit will also introduce STIs: viral versus bacterial, transmission, symptoms, and treatment.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



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- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Science:

- MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

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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Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.IH.2: Compare how technologies have influenced society over time.

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.

Enduring Understandings:

- Many physical changes happen to males and females during puberty.
- Mental changes occur during puberty.
- Sexual abstinence is the refusal to take part in sexual activity.
- There are many contraceptives available for birth control.

Essential Questions:

- What are the changes that occur in males and females during puberty and adolescence?
- What is the difference between gender identity and gender expression?
- How do a person’s values impact his or her relationships?
- How do personal lifestyle habits and genetics influence sexual development?



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| <ul style="list-style-type: none">● There are many issues faced by gay, lesbian, bisexual, and questioning people.● It is important to empathize, promote acceptance, and respect all people regardless of their sexual orientation. | <ul style="list-style-type: none">● What are responsible actions regarding sexual behavior, and why are they important for a person to follow?● How do pregnancy, childbirth, and parenthood change a person's life and affect the lives of others? |
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Instructional Outcomes:

- SWBAT: Compare the changes that males and females go through during puberty.
- SWBAT: Explain how your mental abilities change during adolescence.
- SWBAT: List the major categories of adolescent risk behavior.
- SWBAT: Identify social and emotional changes that occur during adolescence.
- SWBAT: Explain how additional responsibility prepares teens for adulthood.
- SWBAT: Explain how peer pressure can affect your opinions and attitudes.
- SWBAT: Explain the benefits of sexual abstinence and birth control methods.
- SWBAT: List the facts about different contraceptive methods, how they work, instructions for correct use, effectiveness, and other benefits.
- SWBAT: Compare and contrast attitudes and beliefs about sexuality, gender identity, sexual orientation, and gender equity.
- SWBAT: Explain that adolescence begins when a person starts to mature physically, emotionally, and mentally.
- SWBAT: Describe how during adolescence teens develop independence, self-identity, and personal values.
- SWBAT: Explain that a limit is a boundary or rule and the consequences that come from that decision.
- SWBAT: Explain the parts of the male and female reproductive system.
- SWBAT: Identify the stages and symptoms of various STIs.
- SWBAT: Explain the relationship between risky behaviors and the transmission of STIs.
- SWBAT: Identify that abstinence is the only method that is 100% effective in preventing STIs and pregnancy.



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Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- What it is and what it does: Students will work in groups and receive a chart with organs, glands, and cells of the reproductive system (s). Students have to match the function of those organs, glands, and cells. Teacher will display a master chart on the smart board and students from each group will share their answers and transfer them to the master chart. Class discussion will take place during each entry clarifying any questions the students may have.
- Students will watch documentary video clips of the birthing process. Students will have a worksheet that coincides with all the clips. Working in groups, the students will complete their worksheets diagramming and explaining the stages of the birthing process. Class discussion will take place after each clip clarifying any questions or confusion that the students may have.



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- Students will be administered a list of contraceptives as well as related websites. Of importance, students must access the websites provided by the teacher. On that list, the students will list the proper use, the advantages, and the disadvantages. Class discussion will follow assuring proper labeling and understanding by all students.
- STD Transmission Activity: Students will obtain a glass of water; one of the waters will have a drop of vinegar. Nobody is to drink the water, but the students will transfer their water to most of their classmates. After transferring their water, the students will return back to their seats to take a PH test. If the student's PH paper turns a dark orange, it is either the student who has the vinegar cup or whichever students shared water with him or her. This indicates that they have been infected with an STI or STD. This activity demonstrates how easy it is to transmit an STI or STD. Students will also draw cards with various potential risk behaviors. There will be stations around the room labeled: No Risk, A Smaller Risk, A Risk, and A Bigger Risk. After a student draws a card, he or she will move to the station that coincides with how much of a risk he or she thinks it is.
- Students will work in groups to identify three or more facts about STDs that all teens need to know; three or more possible symptoms of STDs; why it is important to talk about STD prevention with any potential sexual partner; why it is important to talk with a doctor about sexual activity; and three or more resources (i.e. trusted adults, medical professionals, clinics, or hotlines) where teens can go for reliable information and testing.

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>
- Teen Health - McGraw Hill
- kidshealth.org
- healthychildren.org
- advocatesforyouth.org



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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 3: Preventing Violence

Unit Summary: In this unit, students will focus on potential risks and an awareness of the steps that can likely prevent injuries and diseases and that are key to being safe. Emphasis will also be on understanding that there are circumstances that may make us feel uncomfortable or are unsafe and dangerous and are beyond our control. The unit will address being able to stay calm in these circumstances, how to recognize “red flags”, and how to seek help.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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Social Studies: (impact of emotional and physical power struggles on society)

- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

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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Technology Integration:

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- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

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).
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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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.

<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 risks for 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 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 social media have on relationships and individuals?
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<p>Instructional Outcomes:</p> <ul style="list-style-type: none"> ● SWBAT: Identify what violent behavior is. ● SWBAT: Compare and contrast bullying, cyberbullying, harassment, and hazing. ● SWBAT: Describe the consequences of bullying. ● SWBAT: List strategies for bullying prevention.



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- SWBAT: Identify types of abuse.
- SWBAT: Summarize the effects of child abuse and the results of reporting it.
- SWBAT: Discuss the cycle of abuse and ways of responding to abuse.
- SWBAT: Identify strategies for preventing abuse.
- SWBAT: Explain what school violence and prevention are.
- SWBAT: Explain what you can do to help prevent violence.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:



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- Who Am I? - Introduction to Diversity: Students will think about the meaning of the word diversity. They will create a wordweb and include both their own general understanding of the word and as many examples as possible (e.g., different races, religions, languages). An interactive wordweb will be displayed, and class discussion comparing all information listed by the students will be reviewed.
- Misinformation and Rumors: Students will participate in the telephone game. The game will start when a student whispers a story into the ear of the person sitting to his or her left or right. That person will continue by telling the person sitting next to him or her. Once everybody has a turn, the last person will tell the story out loud. The last person's interpretation of the story will be compared to the person who originally told the story. The class will explore ways that a story can change as it is retold and examine how it could lead to rumors. Students will answer questions to guide them through their exploration.
- Peaceful Versus Violent: An interactive Google Slideshow will be made available to the students via Google Classroom and will be displayed on the Smart Board. Each slide will have a social situation (i.e. interaction). Students will then have to write if they feel that the situation is very peaceful, peaceful, violent, or very violent.
- Raise a Red Flag: Students will view video clips covering the cycle of abuse. Students will raise a "red flag" when they notice the signs of an abusive relationship and explain how they would confront the situation. Class discussion will follow giving the students a chance to further describe their opinions and views.
- Relationship Bill of Rights: Students will revisit their opinions of a healthy relationship from seventh grade and use that lesson to work in groups and create a relationship "Bill of Rights" describing how they feel they should be treated and how to treat the other party in the relationship. Class discussion will follow.

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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- Teen Health - McGraw Hill
- kidshealth.org

Notes/Comments:

- This unit will cover violence inside and outside of relationships. The goal is to learn to respect ourselves and others to make it easier to be involved in friendships and relationships and to help people we care about.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 4: Nutrition

Unit Summary: In this unit, students will revisit the importance of maintaining an adequate and well-balanced diet, in combination with regular physical activity. The students will understand that these two aspects are essential in keeping our physical, mental, social, and emotional health balanced in order to achieve wellness. Focus will be on 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.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



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- NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mathematics: (understanding costs of food, counting calories, and how to read percentages on food labels)

- 7.EE.B.3: Solve multi step real life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Science:

- MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

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.



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- 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:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.IH.2: Compare how technologies have influenced society over time.

NJSL Number	NJSL 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.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Enduring Understandings:	Essential Questions: <ul style="list-style-type: none"> ● What is healthy eating?
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- What you eat affects your appearance, your energy, and how you feel.
- 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.
- There are available resources to calculate nutritional content of foods.

- 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?

Instructional Outcomes:

- SWBAT: Define key vocabulary terms.
- SWBAT: Identify the types of foods in each food group and their nutritional values.
- SWBAT: Identify variables influencing nutritional needs.
- SWBAT: Explain how specific health problems are caused by poor nutrition.
- SWBAT: Plan balanced diets for themselves and others.

Formative Assessments:

- Do now (terms and definitions, think pair share)



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- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Caloric Intake: Students will receive a Document via Google Classroom that will have different food items. Students must demonstrate how to read the food labels and identify calories and how the item will affect their caloric intake. Class discussion will follow, clarifying any confusion that students may have.
- Food Incorporated: Students will view a video clip on the current food system and the impact it has on the environment. They will then complete a worksheet (Document via Google Classroom) and will compare and contrast their results in a class discussion.
- What's Your Plan? - Class discussion and handout on healthy snacking and the different food groups. Students will view a video clip, "My Plate, MyWins: What's Your Healthy Eating Style?" Students will receive the coinciding handout and discuss the importance of eating a variety of foods to build a healthy eating lifestyle. Students will use the SuperTracker to complete the "What's Your Plan?"
- Build Healthy Meals: Students will complete the Build Healthy Meals handout that coincides with the SuperTracker program. Students will complete a worksheet answering questions that will review the objectives of the lesson: What are some strategies for building a healthy meal?



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What steps will you take to eat healthier meals? Do you have any barriers preventing you from eating healthier meals? If so, how might you overcome them?

- Track Your Snack: Class discussion and handout on healthy snacking and the different food groups - introduction to SuperTracker (www.SuperTracker.usda.gov). Students will create profiles and navigate through the program. They will then choose three of their favorite snacks to look up and make a determination if they are healthy based on calories, added sugars, saturated fats, and sodium. Students will complete the Track Your Snack worksheet that correlates.

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>
- Teen Health - McGraw Hill

Notes/Comments:

- During this unit, there may be times we engage in physical activity, going for fitness walks or performing specific exercises that will promote our diet and exercise regimen.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.