

# BENWAY SCHOOL

Health Curriculum

Grade 8



**Benway School****Unit 1****Content Area:** Health**Unit Title:** *Community Health Skills***Grade Level:** 8**Unit Overview:** In this unit, students will debate health and social issues within the community, identify services offered by the community, and study first aid procedures.**Recommended Pacing:** 2 to 3 weeks

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.	<b>2.2.8.A.1, 2.1.8.E.3</b>
Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities.	<b>2.2.6.C.3, 2.2.8.C.2</b>
Role play, mock trial, or debate health and social issues within the community that pique awareness and responsiveness.	<b>2.2.8.D.2</b>
Describe situations where an adult or professional intervention is necessary and where to find those services.	<b>2.2.8.E.2, 2.2.8.B.3</b>
Determine the effects that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them.	<b>2.1.8.C.3, 2.1.8.E.4</b>
Determine the degree of risk of intentional or unintentional injury (to self or others) and identify prevention strategies.	<b>2.1.8.D.1, 2.1.8.D.2</b>
Demonstrate and describe first aid procedures which would include the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock, and water safety) as well as basic life support procedures.	<b>2.1.8.D.4</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Analyze the impact of mental illness (e.g. depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social and emotional well-being.	<b>2.1.8.C.3</b>
Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.	<b>2.1.8.D.1</b>
Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.	<b>2.1.8.D.2</b>
Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.	<b>2.1.8.D.4</b>
Explain how culture influences the ways families and groups cope with crisis and change.	<b>2.1.8.E.3</b>
Compare and contrast stress management strategies that are used to address various types of stress-induced situation.	<b>2.1.8.E.4</b>
Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.	<b>2.2.8.A.1</b>
Analyze factors that support or hinder the achievement of personal health goals during different life stages.	<b>2.2.8.B.3</b>

Analyze to what extent various cultures have responded effectively to individuals with disabilities.	<b>2.2.8.C.2</b>
Develop ways to proactively include peers with disabilities at home, at school, and in community activities.	<b>2.2.6.C.3</b>
Defend a position on health or social issue to activate community awareness and responsiveness.	<b>2.2.8.D.2</b>
Compare and contrast situations that require support from trusted adults or health professionals.	<b>2.2.8.E.2</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Graph and calculate data within a spreadsheet and present a summary of the results	<b>8.1.8.A.4</b>
Create a database query, sort and create a report and describe the process, and explain the report results.	<b>8.1.8.A.5</b>
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	<b>8.1.8.D.1</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	<b>9.1.8.A.2</b>
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	<b>9.1.8.A.3</b>
Compare and contrast product facts versus advertising claims.	<b>9.1.8.E.3</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Attend to personal health and financial well-being.	<b>CRP3</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
<b>Key Vocabulary Words</b>	

First Aid	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments:</b> <ul style="list-style-type: none"> <li>● Classroom discussion and participation</li> <li>● Individual and group projects</li> <li>● Performance-based assessments</li> <li>● Teacher observations and anecdotal notes</li> </ul>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Whole and small group discussions</li> <li>● Independent and group work</li> </ul>	
<b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>● Laptop cart</li> <li>● Smartboard</li> </ul>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Youtube.com</li> <li>● Brainpop.com</li> <li>● <a href="http://www.middleschoolhealth.org/">http://www.middleschoolhealth.org/</a></li> <li>● <a href="http://kidshealth.org/en/kids/middle-school.html">http://kidshealth.org/en/kids/middle-school.html</a></li> <li>● <a href="https://www.fns.usda.gov/tn/discover-myplate-teachers-guide">https://www.fns.usda.gov/tn/discover-myplate-teachers-guide</a></li> <li>● <a href="https://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet">https://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet</a></li> <li>● <a href="https://www.fns.usda.gov/tn/myplate-guide-school-breakfast">https://www.fns.usda.gov/tn/myplate-guide-school-breakfast</a></li> <li>● <a href="https://www.fns.usda.gov/tn/myplate-guide-school-lunch">https://www.fns.usda.gov/tn/myplate-guide-school-lunch</a></li> <li>● Ck12.org: Health Resources: <a href="https://www.ck12.org/c/health/#/?_k=6fmflm">https://www.ck12.org/c/health/#/?_k=6fmflm</a></li> <li>● PE &amp; Health Resources: <a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626</a></li> <li>● PE, Health, and Dance Resources: <a href="http://www.njahperd.org/new/index.php/teacher-resources">http://www.njahperd.org/new/index.php/teacher-resources</a></li> <li>● Webinars: <a href="http://www.sparkecademy.org/">http://www.sparkecademy.org/</a></li> </ul>	
<b>Modifications &amp; Accommodations:</b>	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>

<ul style="list-style-type: none"> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	
<p style="text-align: center;"><b><u>Students with Disabilities</u></b>  <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> </ul>

<ul style="list-style-type: none"> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Continue to develop phrasing and fluency while reading aloud, as needed</li> <li>● Encourage silent reading for short periods of time</li> <li>● Use close reading strategies</li> <li>● Continue to provide access to various genres</li> <li>● Make available high interest, low readability texts for use during independent reading</li> <li>● Use citing the text strategy to develop oral and written summarization skills</li> <li>● Continue using marking the text strategy</li> <li>● Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts</li> <li>● Write routinely and engage in peer editing with teacher guidance</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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<b>Benway School</b>	
<b>Unit 2</b>	
<b>Content Area:</b> Health	
<b>Unit Title:</b> <i>Personal Growth and Wellness</i>	
<b>Grade Level:</b> 8	
<b>Unit Overview:</b> In this unit, the students will study nutrition and basal metabolic rate. Additionally, they will explore interventions for mental illnesses and physical disabilities.	
<b>Recommended Pacing:</b> 2 to 3 weeks	
<b>Student Learning Objectives</b>	<b>NJSLS</b>
Evaluate and demonstrate the impact of effective decision-making skills to increase healthy lifestyle choices and wellness throughout their lifetime.	<b>2.2.8.B.1, 2.2.8.B.3</b>
Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements.	<b>2.1.8.B.1, 2.1.8.B.3, 2.1.8.B.4</b>
Examine different methods to utilize a technological application to track and evaluate one's basal metabolic rate	<b>2.1.8.A.4, 2.1.8.B.2, 2.6.8.A.4</b>
Evaluate methods to justify professional intervention for different mental illnesses, physical disabilities, or emotional distress.	<b>2.1.8.C.2, 2.1.8.C.3</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Determine the impact of marketing techniques on the use of personal hygiene, products, practices, and services.	<b>2.1.8.A.4</b>
Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	<b>2.1.8.B.1</b>
Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	<b>2.1.8.B.2</b>
Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	<b>2.1.8.B.3</b>
Analyze the nutritional values of new products and supplements.	<b>2.1.8.B.4</b>
Analyze local state, national, and international public health efforts to prevent and control diseases and health conditions.	<b>2.1.8.C.2</b>
Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	<b>2.1.8.C.3</b>
Predict social situations that may require the use of decision-making skills.	<b>2.2.8.B.1</b>
Analyze factors that support or hinder the achievement of personal health goals during different life stages.	<b>2.2.8.B.3</b>
Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.	<b>2.6.8.A.4</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Graph and calculate data within a spreadsheet and present a summary of the results	<b>8.1.8.A.4</b>
Create a database query, sort and create a report and describe the process, and explain the report results.	<b>8.1.8.A.5</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
Demonstrate an understanding of the relationship between hardware and software.	<b>8.2.8.E.2</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	<b>9.1.8.A.2</b>
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	<b>9.1.8.A.3</b>
Compare and contrast product facts versus advertising claims.	<b>9.1.8.E.3</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Attend to personal health and financial well-being.	<b>CRP3</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
<b>Key Vocabulary Words</b>	
Basal metabolic rate	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Classroom discussion and participation</li> <li>● Individual and group projects</li> <li>● Performance-based assessments</li> <li>● Teacher observations and anecdotal notes</li> </ul>	
<b>Learning Activities:</b>	
<ul style="list-style-type: none"> <li>● Whole and small group discussions</li> <li>● Independent and group work</li> </ul>	
<b>Instructional Materials:</b>	
<ul style="list-style-type: none"> <li>● Laptop cart</li> <li>● Smartboard</li> </ul>	



**Teacher Resources:**

- Youtube.com
- Brainpop.com
- <http://www.middleschoolhealth.org/>
- <http://kidshealth.org/en/kids/middle-school.html>
- <https://www.fns.usda.gov/tn/discover-myplate-teachers-guide>
- <https://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet>
- <https://www.fns.usda.gov/tn/myplate-guide-school-breakfast>
- <https://www.fns.usda.gov/tn/myplate-guide-school-lunch>
- Ck12.org: Health Resources: [https://www.ck12.org/c/health/#/?\\_k=6fmflm](https://www.ck12.org/c/health/#/?_k=6fmflm)
- PE & Health Resources:  
[https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers\\_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626](https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626)
- PE, Health, and Dance Resources: <http://www.njahperd.org/new/index.php/teacher-resources>
- Webinars: <http://www.sparkecademy.org/>

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.  
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

**English Language Learners****Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

**Students with Disabilities**

*(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)*

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice

**Students at Risk of School Failure****Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered

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- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy

- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
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**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes

<ul style="list-style-type: none"><li>● Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts</li><li>● Write routinely and engage in peer editing with teacher guidance</li></ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"><li>● Extended time on classroom tests and quizzes</li><li>● Student may take/complete tests in an alternate setting as needed</li><li>● Restate, reread, and clarify directions/questions</li><li>● Distribute study guide for classroom tests</li><li>● Establish procedures for accommodations/modifications for assessments</li></ul>	<ul style="list-style-type: none"><li>● Student may take/complete tests in an alternate setting as needed</li><li>● Restate, reread, and clarify directions/questions</li><li>● Distribute study guide for classroom tests</li><li>● Establish procedures for accommodations/modifications for assessments</li></ul>
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<b>Benway School</b>	
<b>Unit 3</b>	
<b>Content Area:</b> Health	
<b>Unit Title:</b> <i>Alcohol, Tobacco, and Other Drugs</i>	
<b>Grade Level:</b> 8	
<b>Unit Overview:</b> This unit will cover the consequences of substance abuse.	
<b>Recommended Pacing:</b> 2 to 3 weeks	
<b>Student Learning Objectives</b>	<b>NJSLS</b>
Analyze the varying effects of use, misuse, and abuse over the counter, prescription, and illegal drugs have on different individuals.	<b>2.3.8.A.1, 2.3.8.C.1, 2.3.8.A.2</b>
Identify the factors; such as peer pressure, that influence teen alcohol/drug use.	<b>2.3.6.B.5, 2.3.6.C.4</b>
Investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs.	<b>2.3.8.B.1, 2.3.8.B.2, 2.3.8.B.8</b>
Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.	<b>2.3.8.B.6</b>
Research school district policy/local/state laws governing drug and alcohol use.	<b>2.3.8.B.4, 2.3.8.C.2</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.	<b>2.3.8.A.1</b>
Compare and contrast adolescent and adult abuse of prescription and over-the-counter-medicines and the consequences of such abuse.	<b>2.3.8.A.2</b>
Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	<b>2.3.8.B.1</b>
Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	<b>2.3.8.B.2</b>
Compare and contrast smoking laws in New Jersey with other states and countries.	<b>2.3.8.B.4</b>
Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	<b>2.3.6.B.5</b>
Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.	<b>2.3.8.B.6</b>
Analyze health risks associated with injected drug use.	<b>2.3.8.B.8</b>
Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug-free life.	<b>2.3.8.C.1</b>
Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	<b>2.3.8.C.2</b>
Determine effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug-free.	<b>2.3.6.C.4</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Graph and calculate data within a spreadsheet and present a summary of the results	<b>8.1.8.A.4</b>
Create a database query, sort and create a report and describe the process, and explain the report results.	<b>8.1.8.A.5</b>
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	<b>8.1.8.D.1</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	<b>9.1.8.A.2</b>
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	<b>9.1.8.A.3</b>
Compare and contrast product facts versus advertising claims.	<b>9.1.8.E.3</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Attend to personal health and financial well-being.	<b>CRP3</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
<b>Key Vocabulary Words</b>	
Policy/laws	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Classroom discussion and participation</li> <li>● Individual and group projects</li> <li>● Performance-based assessments</li> <li>● Teacher observations and anecdotal notes</li> </ul>	
<b>Learning Activities:</b>	
<ul style="list-style-type: none"> <li>● Whole and small group discussions</li> <li>● Independent and group work</li> </ul>	
<b>Instructional Materials:</b>	
<ul style="list-style-type: none"> <li>● Laptop cart</li> </ul>	

- Smartboard

**Teacher Resources:**

- Youtube.com
- Brainpop.com
- <http://www.middleschoolhealth.org/>
- <http://kidshealth.org/en/kids/middle-school.html>
- <https://www.fns.usda.gov/tn/discover-myplate-teachers-guide>
- <https://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet>
- <https://www.fns.usda.gov/tn/myplate-guide-school-breakfast>
- <https://www.fns.usda.gov/tn/myplate-guide-school-lunch>
- <https://www.operationprevention.com/>
- Ck12.org: Health Resources: [https://www.ck12.org/c/health/#/?\\_k=6fmflm](https://www.ck12.org/c/health/#/?_k=6fmflm)
- PE & Health Resources:  
[https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers\\_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626](https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626)
- PE, Health, and Dance Resources: <http://www.njahperd.org/new/index.php/teacher-resources>
- Webinars: <http://www.sparkecademy.org/>

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.  
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

**English Language Learners**

**Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

**Students with Disabilities**

*(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)*

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations

**Students at Risk of School Failure**

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments

- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading

- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

<ul style="list-style-type: none"><li>● Use citing the text strategy to develop oral and written summarization skills</li><li>● Continue using marking the text strategy</li><li>● Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts</li><li>● Write routinely and engage in peer editing with teacher guidance</li></ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"><li>● Extended time on classroom tests and quizzes</li><li>● Student may take/complete tests in an alternate setting as needed</li><li>● Restate, reread, and clarify directions/questions</li><li>● Distribute study guide for classroom tests</li><li>● Establish procedures for accommodations/modifications for assessments</li></ul>	<ul style="list-style-type: none"><li>● Extended time on classroom tests and quizzes</li><li>● Student may take/complete tests in an alternate setting as needed</li><li>● Restate, reread, and clarify directions/questions</li><li>● Distribute study guide for classroom tests</li><li>● Establish procedures for accommodations/modifications for assessments</li></ul>
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**Benway School****Unit 4****Content Area:** Health**Unit Title:** *Family Life***Grade Level:** 8**Unit Overview:** This unit will cover strategies to avoid peer pressure, the male and female anatomy, and STI's.**Recommended Pacing:** 2 to 3 weeks.

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Demonstrate through role play different scenarios which would portray healthy dating situations and proper strategies to end unhealthy relationships.	<b>2.4.8.A.5, 2.4.8.A.6</b>
Determine how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs and unintended pregnancy.	<b>2.4.8.B.4</b>
Evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions.	<b>2.4.8.B.4</b>
Evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions.	<b>2.4.8.B.2</b>
Demonstrate sensitivity and respect when discussing topics regarding sexual identity, gender roles, and sexual orientation.	<b>2.4.8.B.5</b>
Explain the importance of practicing routine healthcare procedures such as self-breast examination, testicular examinations, and HPV vaccine.	<b>2.4.8.B.6</b>
Research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, sexually transmitted diseases and reproductive health.	<b>2.4.8.A.3, 2.1.8.C.1, 2.4.8.C.1, 2.4.8.C.3</b>
Research the different stages during pregnancy, labor, childbirth, and the impact that it has on one's physical, social, and emotional state.	<b>2.4.8.C.2</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.	<b>2.1.8.C.1</b>
Explain when the services of professionals are needed to intervene in relationships.	<b>2.4.8.A.3</b>
Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	<b>2.4.8.A.5</b>
Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	<b>2.4.8.A.6</b>
Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	<b>2.4.8.B.2</b>
Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.	<b>2.4.8.B.4</b>
Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	<b>2.4.8.B.5</b>

Explain the importance of practicing routine healthcare procedures such as self-breast examination, testicular examinations, and HPV vaccine.	<b>2.4.8.B.6</b>
Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	<b>2.4.8.C.1</b>
Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.	<b>2.4.8.C.2</b>
Determine effective strategies and resources to assist with parenting.	<b>2.4.8.C.3</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Graph and calculate data within a spreadsheet and present a summary of the results	<b>8.1.8.A.4</b>
Create a database query, sort and create a report and describe the process, and explain the report results.	<b>8.1.8.A.5</b>
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	<b>8.1.8.D.1</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	<b>9.1.8.A.2</b>
Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	<b>9.1.8.A.3</b>
Compare and contrast product facts versus advertising claims.	<b>9.1.8.E.3</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Attend to personal health and financial well-being.	<b>CRP3</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
<b>Key Vocabulary Words</b>	

Gender roles, labor, sexual identity	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments:</b> <ul style="list-style-type: none"> <li>● Classroom discussion and participation</li> <li>● Individual and group projects</li> <li>● Performance-based assessments</li> <li>● Teacher observations and anecdotal notes</li> </ul>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>● Whole and small group discussions</li> <li>● Independent and group work</li> </ul>	
<b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>● Laptop cart</li> <li>● Smartboard</li> </ul>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Youtube.com</li> <li>● Brainpop.com</li> <li>● <a href="http://www.middleschoolhealth.org/">http://www.middleschoolhealth.org/</a></li> <li>● <a href="http://kidshealth.org/en/kids/middle-school.html">http://kidshealth.org/en/kids/middle-school.html</a></li> <li>● <a href="https://www.fns.usda.gov/tn/discover-myplate-teachers-guide">https://www.fns.usda.gov/tn/discover-myplate-teachers-guide</a></li> <li>● <a href="https://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet">https://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet</a></li> <li>● <a href="https://www.fns.usda.gov/tn/myplate-guide-school-breakfast">https://www.fns.usda.gov/tn/myplate-guide-school-breakfast</a></li> <li>● <a href="https://www.fns.usda.gov/tn/myplate-guide-school-lunch">https://www.fns.usda.gov/tn/myplate-guide-school-lunch</a></li> <li>● Ck12.org: Health Resources: <a href="https://www.ck12.org/c/health/#/?_k=6fmflm">https://www.ck12.org/c/health/#/?_k=6fmflm</a></li> <li>● PE &amp; Health Resources: <a href="https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626">https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx?hkey=10cff162-c377-4a71-9182-3373635d9626</a></li> <li>● PE, Health, and Dance Resources: <a href="http://www.njahperd.org/new/index.php/teacher-resources">http://www.njahperd.org/new/index.php/teacher-resources</a></li> <li>● Webinars: <a href="http://www.sparkecademy.org/">http://www.sparkecademy.org/</a></li> </ul>	
<b>Modifications &amp; Accommodations:</b>	
<i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>

<ul style="list-style-type: none"> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	
<p style="text-align: center;"><b><u>Students with Disabilities</u></b>  <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> </ul>

<ul style="list-style-type: none"> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Continue to develop phrasing and fluency while reading aloud, as needed</li> <li>● Encourage silent reading for short periods of time</li> <li>● Use close reading strategies</li> <li>● Continue to provide access to various genres</li> <li>● Make available high interest, low readability texts for use during independent reading</li> <li>● Use citing the text strategy to develop oral and written summarization skills</li> <li>● Continue using marking the text strategy</li> <li>● Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts</li> <li>● Write routinely and engage in peer editing with teacher guidance</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</li> <li>● Provide the student with clearly stated (written) expectations and grading criteria for assignments.</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time on classroom tests and quizzes</li> <li>● Student may take/complete tests in an alternate setting as needed</li> <li>● Restate, reread, and clarify directions/questions</li> <li>● Distribute study guide for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> </ul>
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