

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Comprehensive Health and Physical Education

Course: Health 7

Alignment: 2020 NJSLS

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Introduction

Health Education is a course developed to help students navigate the topics they will begin to encounter as they progress through adolescence. The topics encompass the different aspects of general health, drug education, mental health awareness, and sexual education.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Through health education, students will learn to obtain, to interpret, and to apply health information in ways that protect/promote personal, family, and community health.

Seventh grade health will allow students to lead healthy mental, emotional, social, and physical lives. The students will learn to be respectful and show empathy towards others that are different than they are. They will learn that decisions made now and, in the future, can affect them for the rest of their lives. Students will understand the effects of drugs on the body and how addiction can not only affect them, but their family and friends as well.

Scope and Sequence

Overall:

One Marking Period: (9-10 Weeks)

Unit 1: Personal Safety and Personal Health

Unit 2: Nicotine/Tobacco & Alcohol Education

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (This will be modified based off of content)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Personal Safety and Personal Health

Core Ideas	<ul style="list-style-type: none"> • Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. • Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help. • Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. • Individual actions, genetics, and family history can play a role in an individual's personal health. • Responsible actions regarding behavior can impact the development and health of oneself and others. • Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. • Relationships are influenced by a wide variety of factors, individuals, and behaviors. • Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. • Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. • Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
Essential Questions	<ul style="list-style-type: none"> • How do mental/emotional, social, and physical health impact one another? • How do genetics and family history impact your health now and in the future? • How does decision making affect your health now and in the future? • How can you manage stress in positive ways? • What are the differences in friendships, romantic and sexual relationships? • Who and what are the resources that you can access in school and within the community to assist you with health emergencies, suicide prevention, abuse, etc.? • How can you protect yourself in the areas of digital safety, sexting, dating violence, and other acts of violence? • How can social media impact relationships, communication, and respect?
Enduring Understanding	<p>All students will acquire health promotion concepts and skills to support a healthy and active lifestyle throughout their adolescent years.</p> <p>We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships. Throughout the health course students will acquire the tools to protect themselves and learn proper social networking etiquette.</p>
Practice	<p>Attending to personal health, emotional, social, and physical well-being: Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions: Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self: Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts, and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits, and limitations to avoid risky or dangerous behaviors and situations.</p> <p>Setting goals: Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>

Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how appropriate health care can promote personal health. • Analyze how genetics and family history can impact personal health. • Analyze the relationship between healthy behaviors and personal health. • 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). • Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. • Demonstrate communication skills that will support healthy relationships. • Compare and contrast the characteristics of healthy and unhealthy relationships. • Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships. • Examine how culture influences the way families cope with traumatic situations, crisis, and change. • Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). • Identify community resources and/or other sources of support, such as trusted adult, including family members, caregivers, and school staff, that students can go to if they are or someone, they know is being sexually harassed, abused, assaulted, exploited, or trafficked. • Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. • Collaborate with other students to develop a strategy to address health issues related to climate change. • Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies, or places in the community where assistance may be available. • Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. • 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). • 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). • Describe strategies that sex traffickers/exploiters employ to recruit youth. • Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). • Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). • Justify how the use of universal precautions, sanitation, and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. • Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4 2.1.8.EH.1 2.1.8.EH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.6 2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.4 2.1.8.CHSS.6 2.1.8.CHSS.7 2.1.8.CHSS.8 2.3.8.PS.1 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Research appropriate health care and how it can promote personal health • Analyze how genetics and family history can impact personal health • Compare and contrast the relationship between healthy behaviors and personal health. • Research stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). • Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. • Demonstrate communication skills that will support healthy relationships • Compare and contrast the characteristics of healthy and unhealthy relationships. 	<ul style="list-style-type: none"> • Health Triangle Task: Health-Triangle Activity • School Newspaper Task: School Newspaper Task - Decision Making • Guided Meditation Exercise • Mental Emotional Health • Climate Change • Social Media • 20 Early Signs to Recognize Online Predators 	Stress Management & Teens Healthy Relationships Unhealthy Relationships Teen Voices: Oversharing and Your Digital Footprint Digital Citizenship for Kids: A Video About Online Strangers Sextortion video: Sextortion Brochure Human Trafficking DoD Web page

<p>2.3.8.PS.7 2.3.8.HCDM.1 2.3.8.HCDM.2</p>	<ul style="list-style-type: none"> Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships. Examine how culture influences the way families cope with traumatic situations, crisis, and change. Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe-haven, and sex trafficking. Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone, they know is being sexually harassed, abused, assaulted, exploited, or trafficked. Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. Collaborate with other students to develop a strategy to address health issues related to climate change Analyze difficult situations that might lead to feeling sadness, anxiety and or depression and identify individuals, agencies, or places in the community where assistance may be available. 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). 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). Describe strategies that sex traffickers/exploiters employ to recruit youth Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). Understand the importance of handwashing and what overall good hygiene means. 		
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	<ul style="list-style-type: none">Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.			
Key Vocabulary	Health Triangle (Physical Health, Mental Health, Social Health), Stress Management, Healthy & Unhealthy Relationships, Friendships, Romantic Relationships, Sexual Relationships, School & Community Professionals, Age of Consent, Child Pornography, Sexting, Sex Trafficking, Abuse (Physical Abuse, Emotional Abuse, Sexual Abuse), Sexual Harassment, Sexual Assault, Incest, Rape, Domestic Violence, Coercion, Dating Violence, Anxiety & Depression			
Evidence of Learning	Tasks, Forms Quiz, Project (TBA)			
Interdisciplinary Connections	Science 3-LS3: Heredity: Inheritance and Variation of Traits			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">The Health Triangle: Mental health, Physical health, and Social health.Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness.Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none">9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.			
Computer Science and Design Thinking	<ul style="list-style-type: none">8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.8.2.8.ITH.2: Compare how technologies have influenced society over time.8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies			
Social Emotional Learning	<ul style="list-style-type: none">SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts, including healthy behaviors and personal health.SELF-MANAGEMENT: recognizing what positive and/or healthy ways to manage emotions and deal with stress. In addition, exhibiting self-discipline to help avoid a dangerous situation and accomplish their goals.SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. Including diverse social norms and expressing gratitude as well as empathy.RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Including digital safety and responsibility.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notesReduced homeworkSimplified word problems	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)Flash cardsTeacher notes	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignmentsChunking of materialsAllow for errorsPre-teach materials	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanationProvide opportunities for students to set personal goals, keep records

	<ul style="list-style-type: none"> Graphic organizers Matched sentences or procedures with pictures Alternative presentation options 1-2 sentence short responses Shortened written assignments Modified tests Provide notes when student request Reduce project workload Short summaries 	<ul style="list-style-type: none"> Graphic organizer Clear parameters and student workspace Timer to monitor task and duration Study guides Guided notes Choices for alternative assignments Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Visual cue or signs Rephrase of questions and directions Partner or group work on skill development Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> Supply teacher demo Rephrase of questions and directions Visual cues or signs Small group assistance or collaboration Partner or group work on skill development Assistance by instructional videos or curated videos online Guide with options for student goal setting Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> and monitor their own learning progress Multiple assessments given in different domains, that showcase student interests, strengths, and needs Use multiple approaches to accelerate learning within and outside of the school setting Use enrichment options to extend and deepen learning opportunities within and outside of the school setting Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit 2: Nicotine/Tobacco and Alcohol Education	
Core Ideas	<ul style="list-style-type: none"> The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. 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.
Essential Questions	<ul style="list-style-type: none"> How can using tobacco products impact your life and lives of others? How can alcohol impact one's ability to make a good decision? At what age are tobacco, alcohol and vape products legal? How does alcohol effect vision, balance, coordination, and sleep? How can peer pressure influence one's choice on using alcohol or not? What are the signs and symptoms of tobacco and alcohol abuse? What services are available to one with a substance abuse issue locally and in the state? How can alcohol impact ones social, emotional, and physical health? How can alcohol abuse effect family and friends of the alcoholic?
Enduring Understanding	All students will acquire knowledge about tobacco & alcohol and apply these concepts to support a healthy and active lifestyle. Students will learn/research that the use and abuse of tobacco and alcohol not only impacts the individual but may have a profound impact on others.
Practice	<p>Attending to personal health, emotional, social, and physical well-being:</p> <p>Individuals who possess health, emotional, social, and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They</p>

	<p>also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p> <p>Making decisions: Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p> <p>Managing-self: Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts, and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits, and limitations to avoid risky or dangerous behaviors and situations.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> 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. Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. 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. Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. Examine how alcohol and drug disorders may impact the social, emotional, and physical lives of friends and family members. Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5 2.3.8.DSDT.1 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5	<p>Students will be able to:</p> <ul style="list-style-type: none"> 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. Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. 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. Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. 	<ul style="list-style-type: none"> Tobacco Refusal Skit 	Vaping: what you should know Samir Khan TEDxAshburyCollege - Bing video Home Alumni in Recovery

	<ul style="list-style-type: none">Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.			
Key Vocabulary	Tobacco, E-Cigarettes/Vaping, Alcohol, Peer Influence (Peer Pressure & Peer Acceptance)			
Evidence of Learning	Anti-tobacco product and/or alcohol refusal skit			
Interdisciplinary Connections	Science 3-LS3: Heredity: Inheritance and Variation of Traits			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none">The Health Triangle: Mental health, Physical health, and Social health.Students will be encouraged to develop an understanding of culturally diverse perspective on health and wellness.Develop authentic learning experiences that enable students to acquire and incorporate varied perspectives and to communicate with diverse audiences.			
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none">9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.			
Computer Science and Design Thinking	<ul style="list-style-type: none">8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.8.2.8.ITH.2: Compare how technologies have influenced society over time.8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies			
Social Emotional Learning	<ul style="list-style-type: none">SELF-AWARENESS: Students will learn the different strategies to resist the use of drugs in order to help maintain positive feelings, values and thoughts.SELF-MANAGEMENT: recognizing that using drugs is not a positive or healthy way to manage emotions and deal with stress. In addition, exhibiting self-discipline to help avoid a dangerous situation and accomplish their goals.SOCIAL AWARENESS: recognizing family and/or friends that might be struggling with addiction and how to help them find the proper resources.RELATIONSHIP SKILLS: Students will use relationships skills in order to refuse negative social pressure to use addictive substances.RESPONSIBLE DECISION-MAKING: Using responsible decision making, students will learn to make reasonable judgements after analyzing data and facts, evaluating the consequences of their actions and how that may lead to dependency. Identify solutions for dependency and how to promote personal, family, and community well-being.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionaries	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessments	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniques

	<ul style="list-style-type: none"> • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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