

Ocean Academy Charter School
Curriculum Guide
Grade 8 - Health



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Health Education Curriculum	
Content Area: Health Education	
Course Title: 8th Grade Health	Grade Level: 8
Unit 1: Personal Growth and Development	About 3 days
Unit 2: Pregnancy & Parenting	About 3 days
Unit 3: Emotional Health	About 3 days
Unit 4: Social and Sexual Health	About 5 days
Unit 5: Community Health Services and Support	About 3 days
Unit 6: Personal Safety	About 3 days
Unit 7: Health Conditions, Diseases, and Medicines	About 5 days
Unit 8: Alcohol, Tobacco, and Other Drugs	About 5 days
Course Introduction:	
<p>The Grade 8 Health curriculum is designed to equip students with the knowledge and skills they need to take responsibility for their personal well-being and make informed decisions that promote a healthy lifestyle. Through a variety of engaging topics, students will explore ways to maintain and improve their physical, mental, and emotional health, while also learning how to prevent disease and reduce risky health behaviors.</p> <p>The course focuses on essential areas such as personal health, family and community health, mental and emotional wellness, and environmental and consumer health. Students will deepen their understanding of human development and sexuality education in a respectful and age-appropriate manner. They will also learn about injury prevention, disease control, and the</p>	

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short- and long-term effects of substance use and abuse. By the end of the course, students will be better prepared to make choices that support both their own well-being and the health of those around them.

OCEAN ACADEMY CHARTER SCHOOL
Unit 1 Overview

Content Area: Health Education

Unit 1 Title: Personal Growth and Development

Duration: 3 Days

Target Course/Grade Level: Grade 8

Unit 1 Introduction/Focus:

[NJDOE Comprehensive Health and Physical Education](#)

This unit focuses on the importance of personal health and the many factors that influence it, including genetics, daily habits, and informed decision-making. Students will explore how family history and inherited traits can affect their overall wellness and understand how preventive care and healthy behaviors can help reduce the risk of illness and disease. Emphasis will be placed on how personal choices such as nutrition, hygiene, and medical care can directly impact one's physical and emotional well-being.

The unit also includes an age-appropriate study of the human reproductive system. Students will examine the structure and function of both the male and female reproductive systems, learn about the menstrual cycle, and understand key biological concepts such as ovulation and fertilization. By learning how to properly care for the reproductive system, students will gain a deeper understanding of the connection between body systems and long-term health.

In addition, students will discuss the role of personal hygiene in disease prevention and how hygiene practices contribute to a healthy lifestyle. Through reflection, discussion, and practical application, students will learn to identify and adopt behaviors that support their own personal health and recognize the lifelong value of maintaining those habits.

Disciplinary Concepts for CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially,

and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

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Practices for Comprehensive Health and Physical Education	
Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly
Unit 1 Focus Standards NJDOE Comprehensive Health and Physical Education	
Disciplinary Concepts Personal Growth and Development (PGD) Emotional Health (EH) Health Conditions, Diseases and Medicines (HCDM)	
Core Ideas	Performance Expectations
Individual actions, genetics, and family history can play a role in an individual's personal health.	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. (MS-LS3-A) 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
Personal hygiene and self-help skills promote healthy habits.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
Unit 1 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science NJSLs ELA	
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' 	

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questions and comments with relevant evidence, observations, and ideas.

- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 1 Computer Science and Design Thinking

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Core Ideas	Performance Expectations
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Unit 1 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Career Awareness and Planning (CAP)

Critical Thinking and Problem-solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual's strengths, lifestyle goals, choices, and interests affect employment and income 	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect

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	<p>income.</p> <p>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.</p>
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. 	<p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>

Unit 1 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Computers/Chromebooks 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer
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<ul style="list-style-type: none"> ● Rubric scoring tests/projects ● Media presentations 	<ul style="list-style-type: none"> - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam - Final Project of teaching the class <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - Partner Evaluation
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Unit 1 Knowledge and Skills

Essential Questions:

- How does my family’s medical history affect my personal health today and in the future?
- What are the key differences between male and female reproductive systems, and how do they function?
- In what ways does personal hygiene help prevent illness and promote long-term health?
- What healthy habits support reproductive health and overall well-being?
- How do my daily health choices and decisions impact my body’s ability to stay disease-free?
- Why is understanding my body systems important for making healthy decisions?

Content	Skills
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<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Healthy hygiene practices are lifelong habits that reduce the spread of illness and improve overall well-being. ● Family genetics and health history can influence personal health risks and prevention strategies. ● The male and female reproductive systems have unique functions and structures that support human development. ● Knowledge of ovulation, fertilization, 	<p>Learning Targets: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the structures and functions of both male and female reproductive systems. ● Explain the process of ovulation, fertilization, and the phases of the menstrual cycle. ● Analyze how family health history can influence personal wellness and preventive care. ● Demonstrate understanding of how to properly care for the reproductive
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<p>and the menstrual cycle is key to understanding reproductive health.</p> <ul style="list-style-type: none"> ● Taking care of the reproductive system is essential to maintaining long-term health. ● Making thoughtful, informed decisions plays a critical role in managing personal health. 	<p>system to support long-term health.</p> <ul style="list-style-type: none"> ● Recognize the importance of regular hygiene habits in disease prevention. ● Reflect on personal behaviors and decisions that contribute to maintaining overall health. ● Communicate the value of hygiene and health habits to others through projects or presentations.
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Unit 1 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Daily Quick Writes ● Note taking and discussions ● Worksheet completion and review ● Male/female diagrams 	<ul style="list-style-type: none"> ● https://www.cdc.gov ● https://www.youtube.com ● Human Kinetics- Lesson Planning for Skills-Based Health Education ● Teacher made worksheets

Unit 1 Suggested Options for Differentiation

Special Education

- Break down abstract or sensitive health topics into smaller, concrete steps with guided practice
- Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
- Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
- Allow extended time for projects, assessments, and in-class activities
- Provide small-group reteaching sessions and frequent comprehension checks
- Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
- Modify physical health activities when necessary, ensuring safety and inclusivity
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
- Provide access to assistive technology and tools as outlined in the 504 plan
- Offer alternative seating or location for independent or group work when needed
- Allow oral responses or alternate project formats in place of written work
- Break larger projects into smaller, manageable checkpoints

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
- Break lessons into smaller, sequential parts with clear learning goals

- Use frequent progress monitoring and feedback to reinforce learning
- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
- Reduce the number of test items or modify question formats without altering standards

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Unit 1 Core Instructional and Supplemental Materials Examples are for Personal Health

- Chromebooks
- Online Resources
- YouTube Video

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Progression/ regression of students' skills

OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview

Content Area: Health Education

Unit 2 Title: Pregnancy and Parenting

Duration: 3 Days

Target Course/Grade Level: Grade 8

Unit 2 Introduction/Focus:

[NJDOE Comprehensive Health and Physical Education](#)

This unit introduces students to the complex and important topic of pregnancy, from conception through birth. Students will explore the biological processes of fertilization, the signs and symptoms of pregnancy, and the developmental changes that occur during each trimester for both the mother and the fetus. They will gain an understanding of how proper prenatal care supports healthy outcomes and the potential impact of complications such as birth defects or premature birth.

In addition to the physical aspects of pregnancy, the unit also emphasizes the emotional, social, and financial responsibilities that come with parenting, especially for adolescents. Students will reflect on the challenges that teen parents may face and learn about local and national resources available to support young families. The roles of external pressures, informed decision-making, and healthy relationships will also be discussed as students evaluate the broader implications of sexual activity and parenting during adolescence.

Through class discussions, writing activities, and research, students will build a deeper understanding of how pregnancy affects all areas of life. They will also explore the differences between identical and fraternal twins and examine the birth process. This unit aims to provide students with accurate, age-appropriate knowledge to help them make informed choices regarding reproductive health and future planning.

Unit 2 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Social and Sexual Health-

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

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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 genocide 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.

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Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly

Unit 2 Focus Standards

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Disciplinary Concepts

Pregnancy and Parenting

Core Ideas	Performance Expectations
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<ul style="list-style-type: none"> An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. 	<ul style="list-style-type: none"> 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
<ul style="list-style-type: none"> There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. 	<ul style="list-style-type: none"> 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. 2.1.8.PP.5: Identify resources to assist with parenting.

Unit 2 Primary Interdisciplinary Connections [NJSL-ELA](#)

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 2 Computer Science and Design Thinking NJSL

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues

Unit 2 CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

Disciplinary Concepts

Career Awareness and Planning (CAP)

Critical Thinking and Problem Solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual's strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>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.</p>
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term

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	effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful 	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Unit 2 Evidence of Student Learning

Performance Tasks/Use of Technology: <ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Google Slides Computers/Chromebooks Rubric scoring tests/projects Media presentations YouTube Discovery Education 	Other Assessments Formative: <ul style="list-style-type: none"> Teacher Observation Teacher Exit Tickets Verbal question & answer Written question & answer Self-evaluation of performance and progress Reflections/Journal Class Discussion Summative: <ul style="list-style-type: none"> Student participation Rubric score Final Exam Final Project of teaching the class Benchmark:
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	<ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - Partner Evaluation
Unit 2 Knowledge and Skills	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the physical and emotional signs that may indicate pregnancy? ● What are your available options if you or someone you know becomes pregnant? ● How can someone ensure a healthy pregnancy for both the parent and child? ● What are the stages of pregnancy and fetal development? ● What responsibilities and challenges come with becoming a parent during adolescence? ● Where can individuals find trusted resources and support related to pregnancy and parenting? 	
Content	Skills
<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Early and regular prenatal care plays a critical role in the health of both the baby and the parent. ● Identifying reliable support systems and community resources can help individuals manage the challenges of pregnancy and parenting. ● Pregnancy involves emotional, physical, and financial responsibilities, especially during adolescence. ● External influences such as peer pressure and media may affect choices about sexual behavior. ● Recognizing the biological process of fertilization and fetal development helps students make informed health decisions. ● Birth defects can result from genetic and environmental factors, and understanding risks is essential to prevention. ● There are distinct biological differences between identical and fraternal twins, including how they develop in the womb. 	<p>Learning Targets: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Identify early signs and symptoms of pregnancy through written reflections and class discussions. ● Outline the key physical and developmental changes that occur in each trimester for both the mother and fetus. ● Describe how and where fertilization occurs, including the process and conditions required. ● Explain the stages of labor and delivery, including what happens to the body during each stage. ● Compare and contrast fraternal and identical twins, including how each type is formed. ● Define various birth defects, explain contributing factors, and identify available support or treatment. ● Evaluate the emotional, financial, and social responsibilities involved in adolescent parenting. ● Locate and analyze personal, professional, and community-based resources that offer pregnancy and parenting support.

Unit 2 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Stages of Pregnancy video ● Compare and contrast Prenatal nutrition compared to day to day pre-pregnancy ● View the many flip charts with the stages of pregnancy. ● Guided Notes on signs/symptoms of pregnancy, stages of birth, fetal development, and pregnancy complications 	<ul style="list-style-type: none"> ● https://www.cdc.gov ● Video-Progress of Fertilization and formation of human ● Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 2 Suggested Options for Differentiation	
<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity ➤ Follow all IEP accommodations and modifications <hr/> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> ➤ Offer extended time and flexible deadlines for projects, essays, or assessments ➤ Provide access to assistive technology and tools as outlined in the 504 plan ➤ Offer alternative seating or location for independent or group work when needed ➤ Allow oral responses or alternate project formats in place of written work ➤ Break larger projects into smaller, manageable checkpoints <hr/> <p>Students at Risk of Failure</p> <ul style="list-style-type: none"> ➤ Provide structured outlines and templates for written assignments or projects ➤ Break lessons into smaller, sequential parts with clear learning goals ➤ Use frequent progress monitoring and feedback to reinforce learning ➤ Pair with peer mentors or study buddies for accountability and review ➤ Provide access to supplemental resources (videos, simplified texts, interactive online practice) ➤ Reduce the number of test items or modify question formats without altering standards 	

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- YouTube
- CDC Fetal Development Slideshow
- PowerPoint Presentations

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show

empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Progression/ Regression of student learning

OCEAN ACADEMY CHARTER SCHOOL Unit 3 Overview	
Content Area: Health Education	
Unit 3 Title: Emotional Health	Duration: 3 Days
Target Course/Grade Level: Grade 8	
Unit 3 Introduction/Focus:	
<u>NJDOE Comprehensive Health and Physical Education</u> <p>Understanding and managing emotional health is an essential part of overall well-being, especially during the middle school years when students experience a wide range of changes and challenges. This unit introduces students to the concept of emotional health within the broader context of the health triangle, which includes mental, physical, and social health. Students will explore the role emotions play in their daily lives, how to recognize and express feelings in appropriate ways, and the impact that emotional well-being has on their relationships and personal decision-making.</p> <p>Throughout the unit, students will learn how to identify and use positive coping strategies to manage stress, anxiety, and other emotional challenges. They will examine the difference between healthy and unhealthy ways of handling stress and will be encouraged to reflect on how their environment and relationships can affect their emotional state. The importance of seeking help and support from trusted adults or mental health professionals will also be emphasized, helping students to build self-awareness and resilience.</p> <p>By the end of this unit, students will better understand how emotional and mental health influence behavior, communication, and overall quality of life. They will be equipped with practical strategies to promote emotional wellness, create a supportive environment for themselves and others, and make informed choices that contribute to a healthier and more balanced lifestyle.</p>	
Unit 3 Disciplinary Concepts CHPE	
•2.1 Personal and Mental Health Personal Growth and Development- Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve,	

and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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 genocide 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.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New

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Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ➤ Acting as responsible and contributing member of society ➤ Building and maintaining healthy relationships ➤ Communicating clearly and effectively (verbal and nonverbal) ➤ Resolving conflict 	<ul style="list-style-type: none"> ➤ Attending to personal health, emotional, social and physical well-being ➤ Engaging in an active lifestyle ➤ Making decisions ➤ Managing-self ➤ Setting goals ➤ Using technology tools responsibly

Unit 3 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts
Emotional Health (EH)

Core Ideas	Performance Expectations
Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.	<ul style="list-style-type: none"> ● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
	<ul style="list-style-type: none"> ● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Unit 3 Primary Interdisciplinary Connections [NJSLS ELA](#)

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups,

and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 3 Computer Science and Design Thinking NJSL

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> • Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> • Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues

Unit 3 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

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Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual’s strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>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.</p>
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful 	<p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p>

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models, and communicating with others.	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
Unit 3 Evidence of Student Learning	
Performance Tasks/Use of Technology: <ul style="list-style-type: none"> ● Google Classroom ● Google Forms ● Google Docs ● Google Slides ● Computers/Chromebooks ● Rubric scoring tests/projects ● Media presentations ● YouTube ● Discovery Education 	<p style="text-align: center;">Other Assessments</p> Formative: <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/Journal - Class Discussion Summative: <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided Benchmark: <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO Alternative <ul style="list-style-type: none"> - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 3 Knowledge and Skills	
Essential Questions: <ul style="list-style-type: none"> ● How do emotions influence the way we think, feel, and act in different situations? ● What are effective and harmful ways to cope with emotional stress? ● In what ways does mental health affect personal relationships and communication? ● How can I recognize when I or someone else needs support with mental or emotional health? ● What are some practical techniques I can use to manage stress and promote emotional well-being? ● How does emotional health connect to physical and social health as part of the health triangle? ● What are healthy ways to express emotions? 	
Content	Skills
Enduring Understandings:	Learning Targets:

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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Emotional health plays a key role in shaping our behaviors, decisions, and relationships. ● Managing stress in positive ways supports both mental and physical health. ● Building a safe and supportive environment encourages respect and emotional resilience. ● Recognizing when and how to seek help is an important part of emotional well-being. ● Everyone experiences emotions differently, and learning to express them in healthy ways builds stronger communication and self-awareness. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Identify healthy and unhealthy ways to cope with stress and emotions. ● Explain the connection between emotional health and the health triangle. ● Demonstrate appropriate strategies to manage stress and improve emotional wellness. ● Recognize signs that indicate a need for emotional or mental health support. ● Analyze how emotions affect behavior, communication, and relationships. ● Practice expressing emotions in a respectful and constructive manner.
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Unit 3 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Stress management activities ● Meditation/relaxation tips ● Resiliency Lessons ● Health Triangle Lesson 	<ul style="list-style-type: none"> ● www.youtube.com ● https://www.cdc.gov/populationhealth/well-being/ ● Human Kinetics- Lesson Planning for Skills-Based Health Education

Unit 3 Suggested Options for Differentiation

<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity ➤ Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
 - Provide access to assistive technology and tools as outlined in the 504 plan
 - Offer alternative seating or location for independent or group work when needed
 - Allow oral responses or alternate project formats in place of written work
 - Break larger projects into smaller, manageable checkpoints
-

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
 - Break lessons into smaller, sequential parts with clear learning goals
 - Use frequent progress monitoring and feedback to reinforce learning
 - Pair with peer mentors or study buddies for accountability and review
 - Provide access to supplemental resources (videos, simplified texts, interactive online practice)
 - Reduce the number of test items or modify question formats without altering standards
-

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
 - Encourage participation in debates, simulations, and problem-based learning activities
 - Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
 - Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
 - Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
 - Encourage cross-curricular connections (science, technology, physical education, social studies)
-

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
 - Provide sentence frames and word banks for discussions and written tasks
 - Pair with bilingual peers or language buddies for collaborative work
 - Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
 - Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
 - Encourage the use of native language resources at home to support health learning in English
-

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures

- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Discovery Education
- YouTube
- Webmd

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships

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- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

Progression/regression of student learning

**OCEAN ACADEMY CHARTER SCHOOL
Unit 4 Overview**

Content Area: Health Education

Unit 4 Title: Social and Sexual Health

Duration: 5 Days

Target Course/Grade Level: Grade 8

Unit 4 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

This unit explores the importance of inclusivity and respect for diversity in personal relationships and within the broader school community. Students will examine how gender expression and sexual orientation shape individual experiences and influence social dynamics. The unit will help students recognize the value of promoting dignity, respect, and equity for all individuals, regardless of identity or background.

Students will develop a deeper understanding of how relationships, whether platonic, romantic, or sexual are shaped by communication, cultural norms, personal values, and external pressures. They will identify and practice communication strategies that support healthy relationships, resolve conflict, and build mutual understanding. Through guided discussion and activities, students will explore the differences between healthy and unhealthy relationships and analyze factors that influence relationship choices.

In addition, students will gain knowledge about sexual health decision-making, including how to access accurate information, recognize consent, and understand various contraception and disease prevention methods. The unit emphasizes personal responsibility, critical thinking, and empathy in navigating relationships and making informed choices. By the end of the unit, students will be equipped to advocate for inclusive environments and make decisions that support their own health and the well-being of others.

Unit 4 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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 genocide 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.

Diversity, Equity and Inclusion is evidenced in the following ways, in accordance with N.J.S.A. 18A:35-4.36a o Evidence of integration within appropriate place(s) in the K-12 curriculum, providing instruction on diversity and inclusion that highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance (N.J.S.A. 18A:35-4.36a); and

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
➤ Acting as responsible and contributing member of society	➤ Attending to personal health, emotional, social and physical

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<ul style="list-style-type: none"> ➤ Building and maintaining healthy relationships ➤ Communicating clearly and effectively (verbal and nonverbal) ➤ Resolving conflict 	<p style="text-align: center;">well-being</p> <ul style="list-style-type: none"> ➤ Engaging in an active lifestyle ➤ Making decisions ➤ Managing-self ➤ Setting goals ➤ Using technology tools responsibly
<p>Unit 4 Focus Standards CHPE-NJSLS</p>	
<p>Disciplinary Concepts Social and Sexual Health (SSH)</p>	
<p>Core Ideas</p>	<p>Performance Expectations</p>
<p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p>	<p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</p>
	<p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community</p>
<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p>
	<p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p>
	<p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p>
	<p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p>
<p>There are factors that contribute to making healthy decisions about sex.</p>	<p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p>

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	2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
	2.1.8.SSH.9: Define vaginal, oral, and anal sex. (Sexual Contact as related to STI, understanding consent and personal safety)
	2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective (e.g., abstinence, condom)
	2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Unit 4 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Career Awareness and Planning (CAP)
Critical Thinking and Problem Solving (CT)
Global and Cultural Awareness (GCA)
Technology Literacy (TL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual’s strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>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.</p>
<ul style="list-style-type: none"> Multiple solutions often exist to solve 	<p>9.4.8.CT.2: Develop multiple solutions to a</p>

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<p>a problem.</p>	<p>problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>
<p>Unit 4 Evidence of Student Learning</p>	

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Google Classroom ● Google Forms ● Google Docs ● Google Slides ● Computers/Chromebooks ● Rubric scoring tests/projects ● Media presentations ● YouTube ● Discovery Education 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit project options... present with a partner, create a video, options on who stars in the video
<p>Unit 4 Knowledge and Skills</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do different factors, people, and behaviors influence our relationships in various settings? ● What are the distinctions between gender expression and sexual orientation? ● How can schools and individuals promote respect and dignity for all genders and sexual orientations? ● What influences healthy decision-making about sexual activity and relationships? ● How can understanding consent and communication improve relationships? 	
<p>Content</p>	<p>Skills</p>
<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Healthy relationships require respectful communication and an understanding of diversity. ● Gender expression and sexual orientation are unique aspects of each person's identity that deserve respect. ● Cultural backgrounds and life 	<p>Learning Targets: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Design and propose strategies for creating a respectful and inclusive school environment for all identities. ● Identify and apply communication skills that build and maintain healthy relationships. ● Differentiate between gender

<p>experiences shape how families and individuals respond to challenges and changes.</p> <ul style="list-style-type: none"> ● Making informed and responsible decisions about sexual activity is essential for physical and emotional health. ● Consent is a vital component of all interpersonal and sexual relationships. ● Schools and communities benefit when they foster inclusive environments where all individuals feel welcomed and valued. 	<p>expression and sexual orientation.</p> <ul style="list-style-type: none"> ● Compare the characteristics of friendships, romantic relationships, and sexual relationships. ● Analyze cultural influences on how families cope with trauma, crises, and change. ● Recognize key factors that affect decisions about engaging in sexual activity, including personal readiness and external influences. ● Explain how body image, self-esteem, and substance use can impact consent and sexual decision-making. ● Define various types of sexual activity and identify effective contraception and safer sex methods. ● Develop a personal plan to reduce risks related to unintended pregnancy and sexually transmitted infections.
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Unit 4 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Powerpoint Presentations ● Group Discussions ● Research Assignments ● Group Project Assignments 	<ul style="list-style-type: none"> ● Shape America ● Human Kinetics- Lesson Planning for Skills-Based Health Education

Unit 4 Suggested Options for Differentiation

<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity ➤ Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
 - Provide access to assistive technology and tools as outlined in the 504 plan
 - Offer alternative seating or location for independent or group work when needed
 - Allow oral responses or alternate project formats in place of written work
 - Break larger projects into smaller, manageable checkpoints
-

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
 - Break lessons into smaller, sequential parts with clear learning goals
 - Use frequent progress monitoring and feedback to reinforce learning
 - Pair with peer mentors or study buddies for accountability and review
 - Provide access to supplemental resources (videos, simplified texts, interactive online practice)
 - Reduce the number of test items or modify question formats without altering standards
-

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
 - Encourage participation in debates, simulations, and problem-based learning activities
 - Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
 - Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
 - Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
 - Encourage cross-curricular connections (science, technology, physical education, social studies)
-

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
 - Provide sentence frames and word banks for discussions and written tasks
 - Pair with bilingual peers or language buddies for collaborative work
 - Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
 - Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
 - Encourage the use of native language resources at home to support health learning in English
-

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures

- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Discovery Education
- YouTube

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships

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- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Progression/regression of student learning

OCEAN ACADEMY CHARTER SCHOOL
Unit 5 Overview

Content Area: Health Education

Unit 5 Title: Community Health Services and Support

Duration: 3 Days

Target Course/Grade Level: Grade 8

Unit 5 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

This unit invites students to explore the many ways individuals and communities can access support and resources to improve overall health and well-being. Students will learn about the importance of health literacy: understanding how to find, evaluate, and use health information and how it plays a crucial role in solving health-related problems. The curriculum emphasizes recognizing community professionals and organizations that provide assistance with physical, mental, and sexual health, as well as understanding the laws and rights related to healthcare access and confidentiality.

Students will also investigate the role of advocacy in promoting healthier choices and environments at personal, family, community, and global levels. Through collaboration and critical thinking, they will develop plans to address pressing health issues, including those influenced by environmental factors like climate change. Furthermore, this unit will equip students with strategies to identify and seek help for emotional challenges such as anxiety or depression, fostering awareness of trusted adults and community resources.

Ultimately, this unit empowers students to become informed health advocates, capable of navigating complex situations with confidence and compassion, while encouraging inclusivity and support for diverse needs within their communities.

Unit 5 Disciplinary Concepts

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ➤ Acting as responsible and contributing member of society ➤ Building and maintaining healthy relationships ➤ Communicating clearly and effectively (verbal and nonverbal) ➤ Resolving conflict 	<ul style="list-style-type: none"> ➤ Attending to personal health, emotional, social and physical well-being ➤ Engaging in an active lifestyle ➤ Making decisions ➤ Managing-self ➤ Setting goals ➤ Using technology tools responsibly

Unit 5 Focus Standards CHPE-NJSLS	
Disciplinary Concepts Community Health Services and Support (CHSS)	
Core Ideas	Performance Expectations
<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<p>2.1.8.CHSS.1: 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).</p> <p>2.1.8.CHSS.2: 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.</p> <p>2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources</p>
<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students</p>

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	to develop a strategy to address health issues related to climate change .
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: 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.

Unit 5 Primary Interdisciplinary Connections [NJSLs ELA](#)

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 5 [Computer Science and Design Thinking NJSLs](#)

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> • Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

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<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	<p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues</p>
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Unit 5 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Career Awareness and Planning (CAP)

Critical Thinking and Problem Solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual’s strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>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.</p>
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful 	<p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse</p>

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	ideas and perspectives through active discussions to achieve a group goal.
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>

Unit 5 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Google Slides Computers/Chromebooks Rubric scoring tests/projects Media presentations YouTube Discovery Education Kahoot 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> Teacher Observation Teacher Exit Tickets Verbal question & answer Written question & answer Self-evaluation of performance and progress Reflections/Journal Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> Student participation Rubric score Final Exam Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> Baseline SGO Mid-year SGO End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> End of unit project options... present with a partner, create a video, options on who stars in the video
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Unit 5 Knowledge and Skills

<p>Essential Questions:</p> <ul style="list-style-type: none"> How do individuals with varying abilities respond to different health situations? Where can I find accessible community resources to support health and well-being? What role does health literacy play in finding solutions to health challenges? How can advocacy influence health outcomes at personal, family, community, and global levels?

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<ul style="list-style-type: none"> • What tools and resources are available to improve community health awareness? 	
Content	Skills
<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Effective health solutions often depend on a person's ability to access and understand health information. • Communities provide a variety of health support services and resources that are accessible to individuals in need. • Advocacy at multiple levels can bring about positive changes in health behaviors and environments. • People differ in their capacities to manage and cope with health-related challenges. • Awareness of diverse tools and resources is essential to supporting and improving health in their communities. 	<p>Learning Targets: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Identify key school and community health professionals and describe how to access their services for emergencies, sexual health, and life skills support. • Explain relevant state and federal laws regarding minors' healthcare rights, confidentiality, age of consent, sexting, sex trafficking, and safe haven laws. • Locate and evaluate medically accurate information about STIs, including HIV, and understand prevention, testing, and treatment options such as PrEP and PEP. • Recognize trustworthy sources of support and intervention for those experiencing sexual harassment, abuse, or exploitation. • Create and present an advocacy plan addressing a specific health issue relevant to their community. • Work collaboratively with peers to design strategies that respond to health concerns connected to climate change. • Analyze challenging emotional situations that may cause sadness, anxiety, or depression and identify community resources that provide assistance.
Unit 5 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> • Powerpoint • Group Discussion • Student/Teacher Discussion • Guided Notes • Visual Aids/Charts 	<ul style="list-style-type: none"> • CDC - Center for Disease Control • Shape America • ChildNet • Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 5 Suggested Options for Differentiation	

Special Education

- Break down abstract or sensitive health topics into smaller, concrete steps with guided practice
 - Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
 - Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
 - Allow extended time for projects, assessments, and in-class activities
 - Provide small-group reteaching sessions and frequent comprehension checks
 - Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
 - Modify physical health activities when necessary, ensuring safety and inclusivity
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
 - Provide access to assistive technology and tools as outlined in the 504 plan
 - Offer alternative seating or location for independent or group work when needed
 - Allow oral responses or alternate project formats in place of written work
 - Break larger projects into smaller, manageable checkpoints
-

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
 - Break lessons into smaller, sequential parts with clear learning goals
 - Use frequent progress monitoring and feedback to reinforce learning
 - Pair with peer mentors or study buddies for accountability and review
 - Provide access to supplemental resources (videos, simplified texts, interactive online practice)
 - Reduce the number of test items or modify question formats without altering standards
-

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
 - Encourage participation in debates, simulations, and problem-based learning activities
 - Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
 - Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
 - Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
 - Encourage cross-curricular connections (science, technology, physical education, social studies)
-

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work

- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Discovery Education
- Stay Safe Online Resources
- YouTube

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others

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- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Progression/regression of student learning

OCEAN ACADEMY CHARTER SCHOOL
Unit 6 Overview

Content Area: Health Education

Unit 6 Title: Personal Safety

Duration:

Target Course/Grade Level: Grade 8

Unit 6 Introduction/Focus:

[NJDOE Comprehensive Health and Physical Education](#)

This unit explores the critical topics of dating violence and responsible digital citizenship, equipping students with the knowledge and skills needed to navigate relationships safely and respectfully. Students will learn to recognize risk factors in various situations, including those involving digital safety, sexting, and interpersonal violence, and will evaluate strategies to minimize negative consequences. The unit emphasizes the importance of understanding consent and relevant laws that protect individuals from sexual violence, while fostering healthy behaviors and strong interpersonal relationships. Additionally, students will examine the role technology and social media play in shaping relationships, helping them develop the

ability to make informed, safe choices in both their online and offline interactions. Through this exploration, students will be empowered to advocate for themselves and others, creating safer environments in their communities and personal lives.

Unit 6 Disciplinary Concepts CHPE

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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 genocide 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.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in

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mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ➤ Acting as responsible and contributing member of society ➤ Building and maintaining healthy relationships ➤ Communicating clearly and effectively (verbal and nonverbal) ➤ Resolving conflict 	<ul style="list-style-type: none"> ➤ Attending to personal health, emotional, social and physical well-being ➤ Engaging in an active lifestyle ➤ Making decisions ➤ Managing-self ➤ Setting goals ➤ Using technology tools responsibly

Unit 6 Focus Standards [CHPE-NJSLS](#)

**Disciplinary Concepts
Personal Safety (PS)**

Core Ideas	Performance Expectations
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence)
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8.PS.2: Define sexual consent and sexual agency. 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). 2.3.8.PS.4: Describe strategies that sex

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	<p>traffickers/exploiters employ to recruit youth.</p> <p>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</p>
<p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p> <p>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</p>

Unit 6 Primary Interdisciplinary Connections [NJSLs ELA](#)

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 6 [Computer Science and Design Thinking NJSLs](#)

Disciplinary Concepts
Ethics and Culture (EC)

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Interactions of Technology and Humans (ITH) Effects of Technology on the Natural World (ETW)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> • Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> • Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
<u>Unit 6 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> • An individual’s strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>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.</p>
<ul style="list-style-type: none"> • Multiple solutions often exist to solve a problem. 	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
<ul style="list-style-type: none"> • An essential aspect of problem solving 	9.4.8.CT.3: Compare past problem-solving

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<p>is being able to self-reflect on why possible solutions for solving problems were or were not successful</p>	<p>solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> ● Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>

Unit 6 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Google Classroom ● Google Forms ● Google Docs ● Google Slides ● Computers/Chromebooks ● Rubric scoring tests/projects ● Media presentations ● YouTube ● Discovery Education ● Kahoot 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit project options... present with a partner, create a video, options on who stars in the video
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Unit 6 Knowledge and Skills

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What behaviors and factors contribute to healthy interpersonal relationships? ● How can technology and social media influence relationships positively and negatively? ● What are the warning signs or risk factors associated with dating violence and digital

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<p>safety concerns?</p> <ul style="list-style-type: none"> • Why is understanding consent crucial in preventing sexual and interpersonal violence? • How can individuals protect themselves and others from different forms of violence and abuse? 	
Content	Skills
<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Consent is fundamental to all healthy interpersonal and sexual relationships and is protected by laws. • Technology and social media have significant impacts on how relationships develop and can either support or threaten safety. • Recognizing risk factors and warning signs is essential for preventing dating violence, digital exploitation, and other forms of abuse. • Developing and maintaining healthy behaviors strengthens personal well-being and relationships. • Understanding the consequences of choices made in difficult or unsafe situations empowers safer decision-making. 	<p>Learning Targets: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Evaluate situations to make informed decisions that reduce risk and promote respectful relationships. • Identify and describe risk factors related to dating violence, digital safety issues, sexting, human trafficking, and other forms of interpersonal violence. • Define sexual violence, explain its effects on mental and sexual health, and summarize legal protections that keep individuals safe. • Analyze how social media and technology affect relationship dynamics and personal safety. • Demonstrate knowledge of strategies to maintain healthy behaviors and protect themselves in digital and interpersonal contexts.
Unit 6 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> • Evaluate sample social media posts & make connections/improvements to own personal media • Design persuasive project to educate peers about dangers of technology • Powerpoint • Group Discussions • Guided Notes 	<ul style="list-style-type: none"> • Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 6 Suggested Options for Differentiation	
<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice 	

- Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
- Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
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- Modify physical health activities when necessary, ensuring safety and inclusivity
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Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
- Provide access to assistive technology and tools as outlined in the 504 plan
- Offer alternative seating or location for independent or group work when needed
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Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
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- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
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Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks

- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Discovery Education
- YouTube
- Stay safe Online

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

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- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
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- Recognize and identify the thoughts, feelings and perspectives of others
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- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
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NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Progression/regression of student learning

OCEAN ACADEMY CHARTER SCHOOL
Unit 7 Overview

Content Area: Health Education

Unit 7 Title: Health Conditions, Diseases and Medicine

Duration: 1-5 Days

Target Course/Grade Level: 8

Unit 7 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

This unit focuses on sexual health, the prevention and treatment of communicable diseases, and ensuring access to healthcare for all individuals. Students will explore how various factors, including genetics and personal behaviors, can affect susceptibility to diseases and how the immune system responds to these health challenges. Understanding the risks associated with sexual activity and communicable diseases is essential for making informed decisions that protect personal and community health.

Throughout this unit, students will learn to identify risk factors in different situations and evaluate strategies to reduce potential negative impacts. They will examine behaviors that promote healthy living and those that increase vulnerability to illness. Emphasis will be placed

on the importance of universal precautions, recognizing symptoms of sexually transmitted infections (STIs), and understanding how diseases such as HIV/AIDS and other conditions affect the body.

Students will also gain insight into how maintaining healthy behaviors supports overall well-being and strengthens interpersonal relationships. By the end of the unit, students will be equipped with knowledge and skills to assess risks, practice prevention, and seek appropriate healthcare resources, fostering responsible and informed choices regarding their sexual and communicable disease health.

Unit 7 Disciplinary Concepts CHPE

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ➤ Acting as responsible and contributing member of society ➤ Building and maintaining healthy relationships ➤ Communicating clearly and effectively (verbal and nonverbal) ➤ Resolving conflict 	<ul style="list-style-type: none"> ➤ Attending to personal health, emotional, social and physical well-being ➤ Engaging in an active lifestyle ➤ Making decisions ➤ Managing-self ➤ Setting goals ➤ Using technology tools responsibly

Unit 7 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts
Health Conditions, Diseases, and Medicine (HCDM)

Core Ideas	Performance Expectations
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	<p>2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</p> <ul style="list-style-type: none"> • 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors <p>2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually</p>

	<p>transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p>
<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<p>2.3.8.HCDM.6: Explain how the immune system fights disease.</p> <p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate use of medicine promote health-enhancing behaviors.</p>

Unit 7 Primary Interdisciplinary Connections [NJSLs](#) [ELA](#)

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 7 [Computer Science and Design Thinking](#) [NJSLs](#)

Disciplinary Concepts Ethics and Culture (EC) Interactions of Technology and Humans (ITH) Effects of Technology on the Natural World (ETW)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
<u>Unit 7 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual's strengths, lifestyle goals, choices, and interests affect employment and income 	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 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.
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

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<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful 	<p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>

Unit 7 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Google Slides Computers/Chromebooks Rubric scoring tests/projects Media presentations YouTube Discovery Education Kahoot 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> Teacher Observation Teacher Exit Tickets Verbal question & answer Written question & answer Self-evaluation of performance and progress Reflections/ Journal Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> Student participation Rubric score Final Exam Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> Baseline SGO Mid-year SGO End of year SGO
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	<p>Alternative</p> <ul style="list-style-type: none"> - End of unit project options... present with a partner, create a video, options on who stars in the video
<p>Unit 7 Knowledge and Skills</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What behaviors can help reduce the risk of contracting or spreading communicable diseases? • How does the immune system protect the body from illness, and how can it be affected by certain health conditions? • In what ways can genetics influence an individual’s susceptibility to diseases? • How do I identify risk factors in different situations and make choices that protect my health? 	
<p>Content</p>	<p>Skills</p>
<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Individuals vary in their susceptibility to diseases based on genetics and lifestyle choices. • The immune system plays a critical role in defending the body against infectious diseases. • Evaluating risks and consequences is essential to maintaining personal and community health. • Adopting healthy behaviors reduces the likelihood of disease transmission and promotes wellness. • Universal precautions and access to healthcare resources are vital for disease prevention and treatment. 	<p>Learning Targets: Students will be able to..</p> <ul style="list-style-type: none"> • Explain how genetics and behavior influence disease susceptibility and overall health risk. • Identify behaviors that either increase or decrease the chance of contracting diseases, including STIs. • Describe the signs and symptoms of common communicable diseases such as HIV/AIDS, hepatitis, and other STIs. • Demonstrate understanding of how the immune system functions to protect the body from illness. • Justify the importance of using universal precautions in various health-related contexts. • Assess potential risks for pregnancy and STI transmission based on behavior and circumstance.
<p>Unit 7 Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<ul style="list-style-type: none"> • Chromebooks • Powerpoint • Group Discussions 	<ul style="list-style-type: none"> • www.cdc.gov • www.youtube.com

- Guided Notes
- Develop pamphlet/presentation to educate peers

- www.webmd.com

Unit 7 Suggested Options for Differentiation

Special Education

- Break down abstract or sensitive health topics into smaller, concrete steps with guided practice
- Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
- Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
- Allow extended time for projects, assessments, and in-class activities
- Provide small-group reteaching sessions and frequent comprehension checks
- Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
- Modify physical health activities when necessary, ensuring safety and inclusivity
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
- Provide access to assistive technology and tools as outlined in the 504 plan
- Offer alternative seating or location for independent or group work when needed
- Allow oral responses or alternate project formats in place of written work
- Break larger projects into smaller, manageable checkpoints

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
- Break lessons into smaller, sequential parts with clear learning goals
- Use frequent progress monitoring and feedback to reinforce learning
- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
- Reduce the number of test items or modify question formats without altering standards

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
 - Provide sentence frames and word banks for discussions and written tasks
 - Pair with bilingual peers or language buddies for collaborative work
 - Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
 - Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
 - Encourage the use of native language resources at home to support health learning in English
-

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Teacher Made Worksheets & supplemental materials

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

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- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Progression/regression of student learning

OCEAN ACADEMY CHARTER SCHOOL
Unit 8 Overview

Content Area: Health Education

**Unit 7 Title: Alcohol, Tobacco and Other
Drugs
Dependency, Substance and
Treatment**

Duration: 5 days

Target Course/Grade Level: Grade 8

Unit 8 Introduction/Focus:

[NJDOE Comprehensive Health and Physical Education](#)

This unit explores the impact of drugs and alcohol on individuals and families, emphasizing the

physical, mental, and emotional consequences of substance use and abuse. Students will learn about the differences between prescription medications, over-the-counter drugs, and street drugs, as well as the factors that contribute to substance misuse and addiction. Through a combination of research, discussion, and role-play, students will develop skills to recognize the risks associated with drug and alcohol use and practice effective refusal strategies to resist peer pressure.

Additionally, the unit highlights the progression of addiction, the relationship between drug use and health issues such as HIV/AIDS and Hepatitis, and the various treatment options available for those struggling with substance abuse. Students will gain a deeper understanding of how drugs affect the body and mind, the importance of making informed decisions, and the benefits of leading a drug-free lifestyle. By evaluating community resources and support systems, learners will be better equipped to seek help for themselves or others and promote healthier choices within their communities.

Unit 8 Disciplinary Concepts CHPE

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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.

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.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New

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Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly

Unit 8 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts
Alcohol, Tobacco, and Other Drugs (ATD)
Dependency, Substance Disorder, and Treatment (DSDT)

Core Ideas	Performance Expectations
<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. 	2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
	2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
	2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
	2.3.8.ATD.4: Explain the impact of alcohol and

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	<p>other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p>
	<p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p>
<ul style="list-style-type: none"> • A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual 	<p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p>
<ul style="list-style-type: none"> • The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. 	<p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level</p>

Unit 8 Primary Interdisciplinary Connections [NJSLs](#) [ELA](#)

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate

eye contact, adequate volume, and clear pronunciation.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 8 Computer Science and Design Thinking NJSL

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues

Unit 8 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Career Awareness and Planning (CAP)

Critical Thinking and Problem Solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual's strengths, lifestyle goals, choices, and interests affect employment and income 	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

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	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.
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful 	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Unit 8 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Google Slides Computers/Chromebooks Rubric scoring tests/projects Media presentations YouTube 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> Teacher Observation Teacher Exit Tickets Verbal question & answer Written question & answer Self-evaluation of performance and progress Reflections/ Journal
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<ul style="list-style-type: none"> ● Discovery Education ● Kahoot 	<ul style="list-style-type: none"> - Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit project options... present with a partner, create a video, options on who stars in the video
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Unit 8 Knowledge and Skills

Essential Questions:

- How can refusal skills help prevent the misuse of drugs and alcohol?
- What are the differences between prescription medications, over-the-counter drugs, and street drugs?
- What short-term and long-term effects do drugs and alcohol have on the mind and body?
- What is the process of addiction, and how does it affect individuals and families?
- How can individuals and families access treatment and support for substance abuse?
- Which drugs are most commonly abused, and why?
- What are the physical, social, and emotional consequences of substance misuse?

Content

Skills

Enduring Understandings:

Students will know...

- How to interpret information on medication labels, including over-the-counter and prescription drugs.
- The distinctions between different types of drugs and their potential for misuse.
- The stages and impact of addiction on individuals and families.
- The role of refusal skills in resisting peer pressure and reducing substance use.
- How substance use affects decision-making and increases risks for

Learning Targets:

Students will be able to..

- Compare and contrast prescription drugs, over-the-counter medications, and street drugs.
- Identify common drugs prone to misuse and describe their effects on the body and mind.
- Analyze data showing how alcohol and drugs influence decision-making and health risks.
- Demonstrate effective refusal techniques through role-playing scenarios in different social contexts.
- Explain the progression of addiction and its effects on physical, mental, and

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<p>illness, injury, and risky behaviors.</p> <ul style="list-style-type: none"> ● The connection between injected drug use and the transmission of diseases such as HIV/AIDS and hepatitis. ● Available treatment options and community resources to support recovery from substance abuse. 	<p>emotional well-being.</p> <ul style="list-style-type: none"> ● Research the relationship between injected drug use and blood-borne illnesses like HIV/AIDS and hepatitis. ● List and describe side effects and risks associated with various drugs. ● Discuss the benefits and challenges of living a drug-free lifestyle and the rewards of sobriety.
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Unit 8 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Project Based Learning ● Partner teaching with a peer ● Chromebooks ● Group Discussions ● Guided Notes 	<ul style="list-style-type: none"> ● https://www.cdc.gov ● https://www.youtube.com ● https://www.kidshealth.org ● Human Kinetics- Lesson Planning for Skills-Based Health Education

Unit 8 Suggested Options for Differentiation

Special Education

- Break down abstract or sensitive health topics into smaller, concrete steps with guided practice
- Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
- Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
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- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
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- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
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Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
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- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

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- Teacher Made Resources
- Discovery Education
- YouTube
- Kahoot

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
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Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
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- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development

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Curriculum Guide
Grade 8 - Health