

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 6 Health Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

Curriculum Scope and Sequence

Content Area	Health Education	Course Title/Grade Level:	6th Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Wellness/Total Health	10
<u>Topic/Unit #2</u>	Stress Management	10
<u>Topic/Unit #3</u>	HIV/AIDS	6
<u>Topic/Unit #4</u>	Community/Mental Health	13
<u>Topic/Unit #5</u>	Drug Education (Alcohol and Tobacco)	6

Topic/Unit 1 Title	Wellness/Total Health	Approximate Pacing	10
STANDARDS			
NJSLS Health			
<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p>			
Interdisciplinary Connections		21st Century Skills:	
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>(Ex. Students discuss the differences between physical, mental/emotional, and social health. Students created short and long-term goals.)</p>		<p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (Ex. Through communication and collaboration, students gain knowledge to make healthy, informed decisions to live a healthy and active lifestyle.)</p>	
Technology Standards:		Career Ready Practices:	
<p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>		<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	

<p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Students are grouped or work individually and utilize technology to participate in review games such as Quizlet, Quizizz, Everfi, Kahoot, and Gymkit)</p>	<p>CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. (Ex. Student-led discussions of how to create and maintain a healthy lifestyle resulting in an independent and successful professional career with a high quality of life.)</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

What does being healthy really mean?
 What do I need to be healthy?
 What is the difference between health and wellness?
 How do heredity and environment affect one's health?
 How do behavior and attitude affect one's health?
 How can I develop habits to improve one's health?
 How can I learn to make better decisions?
 How do decisions affect one's health?
 How do my decisions affect other people?
 What is a goal?
 How does setting goals affect one's self-esteem?
 How can I achieve my goals?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i> critical thinking self esteem personal responsibility decision making communication interpersonal relationship goal-setting</p>	<p><i>Students will be able to:</i> Explain the concept of Total Health and Wellness. Recognize how attitudes and behavior affect your level of health. Explain how to make responsible healthy decisions. Recognize health, setting goals and taking action affect self-esteem.</p>

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Assessment - Short answer, matching, multiple choice, fill in the blank
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Brain-Pop quiz ● Kids Health quiz ● Vocabulary Matching Activity ● Gimkit ● Kahoot ● Quizlet ● Quizizz ● Show of Hands ● Exit Cards ● Teach a friend ● Think-Pair-share ● Three facts and a Fib ● Thumbs up, Thumbs down ● Turn and Talk ● Discussions ● Whip Around ● Brainstorming ● List 10 things (list 3 things)
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Worksheets ● Videos ● Ted Talk videos ● Crossword puzzles ● Google Slideshow
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Substance Abuse affecting the body Wellness Test
RESOURCES	
Core instructional materials:	

Healthwaves
Brain-Pop
Kidshealth
Teen Health

Supplemental materials:
Games: Bridge of Self Confidence, Social Bingo, Self Esteem Bingo
Scholastic Choice Magazine

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Stress Management	Approximate Pacing	10
STANDARDS			
NJSLS Health			
<p>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).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>(Ex. Students come up with and participate in activities to alleviate and cope with stress by recognizing triggers.)</p>		<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p> <p>(Ex. Through communication and collaboration, students gain knowledge to make healthy, informed decisions to live a healthy and active lifestyle.)</p>	
Technology Standards:		Career Ready Practices:	
<p>8.2.8.IH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</p> <p>(Ex. Students are grouped or work individually and utilize technology to participate in review games such as Quizlet, Quizizz, Everfi, Kahoot, and Gymkit)</p>		<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>(Ex. Student-led discussions of how to cope and manage stress to be a productive contributor in the community and in professional careers.)</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
What is stress?			

What causes stress?
How does one's body respond to stress?
What can I do to manage the stress in one's life?
What is the difference between positive and negative stress?
What is a stressor?
How does physical activity affect your overall quality of life?
How do Teens cope with Stress?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <p>critical thinking personal responsibility communication coping self-awareness decision-making assertiveness interpersonal relationships distress stressor adrenaline defense mechanism fatigue</p>	<p><i>Students will be able to:</i></p> <p>Review basic concepts related to stress, stress management, and conflict resolution. Identify common adolescent stressors and learn to effectively manage stress. Understand the difference between positive and negative stress. Identify the negative effects of stress on the mind and body. Identify ways people cope with stress understand the benefits of exercise.</p>

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Assessment - Short answer, matching, multiple choice, fill in the blank
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● Brain-Pop quiz, ● Kids Health quiz, ● Vocabulary Matching Activity, ● Kahoot ● Quizlet ● Quizizz

	<ul style="list-style-type: none"> ● Stress Bingo ● Gimkit ● Show of Hands ● Exit Cards ● Teach a friend ● Think-Pair-share ● Three facts and a Fib ● Thumbs up, Thumbs down ● Traffic Light ● Turn and Talk ● Discussions ● Whip Around ● Brainstorming ● List 10 things (list 3 things) ● Four Corners (Agree, Disagree, Strongly Agree, Strongly Disagree) ● Sentence Prompt
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Worksheets, Videos, Ted Talk videos, Crossword puzzles, Google Slideshow</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Substance Abuse affecting the body Wellness Test</p>
RESOURCES	
<p>Core instructional materials: Healthwaves Brain-Pop Kidshealth Teen Health Expert Guest Speakers in their field (example...Therapist)</p>	
<p>Supplemental materials:</p>	

Scholastic Choice Magazine
Modifications for Learners
See appendix

Topic/Unit 3 Title	HIV/AIDS	Approximate Pacing	6
STANDARDS			
NJSLS Health			
<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <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> <p>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> <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 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>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 medicine use promote health-enhancing behaviors.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (Ex. Students participate in activities involving myths and facts about HIV/AIDS and the role genetics plays in susceptibility of acquiring a disease.)</p>		<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (Ex. Through communication and collaboration, students gain knowledge to make healthy, informed decisions to live a healthy and active lifestyle.)</p>	

Technology Standards:	Career Ready Practices:
<p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Students are grouped or work individually and utilize technology to participate in review games such as Quizlet, Quizizz, Everfi, Kahoot, and Gymkit)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity. (Ex. Student-led discussions of the consequences of engaging in risky behaviors and how those decisions impact a person's future.)</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>What is AIDS and what causes it? What does HIV and AIDS mean? How is AIDS transmitted? What are the four main ways to get AIDS? What are the beginning stages of HIV? How does HIV weaken the immune system? What are some ways to prevent HIV/AIDS? Appreciate the incidence and prevalence of HIV/AIDS.</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i> HIV/AIDS personal responsibility decision making communication</p>	<p><i>Students will be able to:</i> Assess baseline knowledge stressing the risk factors and the importance of remaining sexually abstinent. Develop a comfortable, positive environment for discussing HIV/AIDS. Demonstrate the ability to recognize and resist high risk behaviors for HIV transmissions</p>

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Assessment - Short answer, matching, multiple choice, fill in the blank</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Brain-Pop quiz ● Kids Health quiz ● Kahoot ● Quizlet ● Quizizz ● Brain-Pop quiz ● Kids Health quiz ● Vocabulary Matching Activity ● Kahoot ● Quizlet ● Quizizz ● Show of Hands ● Exit Cards ● Teach a friend ● Think-Pair-share ● Three facts and a Fib ● Thumbs up, Thumbs down ● Traffic Light ● Turn and Talk ● Discussions ● Whip Around ● Brainstorming ● List 10 things (list 3 things) ● Four Corners (Agree, Disagree, Strongly Agree, Strongly Disagree) ● Sentence Prompt
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Worksheets ● Videos ● Ted Talk videos ● Crossword puzzles ● Google Slideshow

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Substance Abuse affecting the body Wellness Test
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> ● Healthwaves ● Brain-Pop ● Kidshealth ● Teen Health 	
Supplemental materials: Scholastic Choice Magazine	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Community/Mental Health	Approximate Pacing	13
STANDARDS			
NJSLS Health			
<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>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 to develop a strategy to address health issues related to climate change.</p> <p>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.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p>		<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p>	

<p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>(Ex. Students conduct research on a specific mental illness and present the material they learned by way of a technology project determined by the teacher)</p>	<p>(Ex. Through communication and collaboration, students gain knowledge to make healthy, informed decisions to live a healthy and active lifestyle.)</p>
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</p> <p>(Ex. Students are grouped or work individually and utilize technology to participate in review games such as Quizlet, Quizizz, Everfi, Kahoot, and Gymkit)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>(Ex. Student-led discussions related to the importance of mental health as it relates to community relations, social interactions, and professional careers.)</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>What is mental health?</p> <p>How does a Mental disability affect a person’s everyday life? (family, friends, school, work)</p> <p>How does a Mental disability affect a person physically, socially, and emotionally?</p> <p>Why do you think people with mental illnesses are often ostracized?</p> <p>What is the Treatment for the Illness?</p>	

STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● Mental Health Awareness ● Acceptance ● Empathy ● Depression ● Anxiety/Panic disorders ● Obsessive Compulsive Disorder ● Eating disorders ● ADHD/ADD ● Dyslexia ● Tourettes ● Substance abuse disorders (addiction) 	<p>Students will be able to:</p> <p>Recognize signs and symptoms of the diseases. Understand the variety of mental illness. Appreciate and show empathy towards individuals regardless of differences. Identify the prevalence of mental illness and the importance of early intervention and treatment.</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>WeVideo, Green screen, Voice over, and accompanying Rubric/Scoring Guide</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● checklist ● self assessment ● exit ticket
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Peer Assessment</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards</p>	<p>Substance Abuse affecting the body Wellness Test</p>

grade level standards; given 2-3 X per year)	
RESOURCES	
Core instructional materials: www.mentalhealth.gov www.nimh.nih.gov www.cdc.gov www.samhsa.gov	
Supplemental materials: Scholastic Choice Magazine	
Modifications for Learners	
See appendix	

Topic/Unit 5 Title	Drugs Education (Alcohol and Tobacco)	Approximate Pacing	6
STANDARDS			
NJSLS Health			
<p>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.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>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.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</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> <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> <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>			
Interdisciplinary Connections:		21st Century Skills:	
<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.B.1 Use multiple points of view to create alternative solutions.</p> <p>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</p>	

<p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>D. Review the key ideas expressed, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>(Ex. Students conduct research and then present information on the health effects of tobacco and alcohol use to their peers.)</p>	<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>(Ex. Student-led discussions related to making healthy, informed decisions related to tobacco and alcohol, to live a healthy and active lifestyle.)</p>
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</p> <p>(Ex. Students will have a choice of creating a Google Slideshow, wevideo, prezzi, powtoon, and renderforest. Students will also make Flipgrid Commercial with information about tobacco and alcohol)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>(Ex. Understand the logistical impact of personal tobacco addiction and the physical and social health concerns for others.)</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>What is alcohol? What is tobacco? How does tobacco and alcohol affect body systems? Why do people use tobacco and alcohol? Why do teens start using alcohol and tobacco? What are the short and long term effects of alcohol and tobacco on the mind and body? What is alcoholism? What is addiction? What is Fetal Alcohol Syndrome?</p>	

<p>What are the physical and mental <i>Withdrawals</i> from abuse of Alcohol? How do Treatment Centers/Rehabs help people that are addicted to Alcohol use/abuse? Why is it important to make healthy decisions in your life and be Alcohol-Free?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i> decision-making critical thinking personal responsibility goal setting cooperation communication self esteem</p>	<p><i>Students will be able to:</i> To raise awareness and change public attitudes and behaviors towards Alcohol use and abuse.</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p><i>Projects may include but not limited to the following ideas:</i></p> <ul style="list-style-type: none"> ● Wevideo ● Prezi ● Powtoon ● Video ● Slideshow ● Renderforest.com (This is another tool for presenting projects that make it fun to do and watch)
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● checklist ● self assessment ● exit ticket
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to</p>	<p>Peer Assessment</p>

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Substance Abuse affecting the body Wellness Test
RESOURCES	
Core instructional materials: www.drugfree.org www.dfaf.org www.cdc.gov	
Supplemental materials: Scholastic Choice Magazine	
Modifications for Learners	
See appendix	