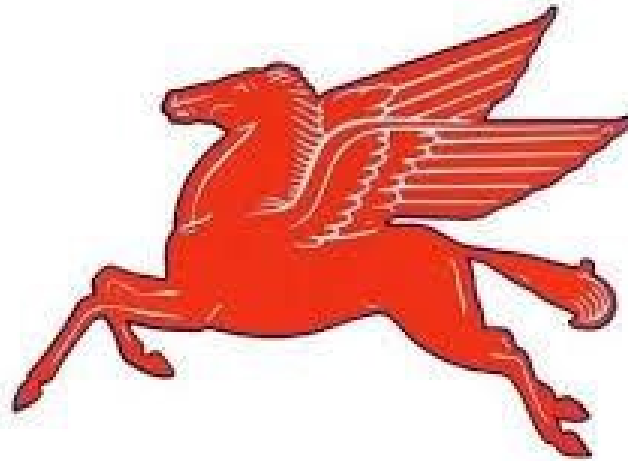


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Health/Grade 6

UPDATED (08/20/2022)

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

Table of Contents

Paulsboro Public Schools Administration and Board of Education

Paulsboro Public Schools Mission Statement

Definitions

Pacing Guide

Standards/Objectives/Essential Questions/Assessments/Enduring understandings/Resources/Modifications

Opt Out Letter

Paulsboro Public Schools

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Mrs. Stacey DiMeo, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

3rd GRADE PACING CHART (2021-2022)

TOPIC	# OF DAYS	DATES	COMMENTS
Personal and Mental Health	20	Day 1-20	Personal Growth & Development
			Pregnancy and Parenting
			Social and Sexual Health
			Community Health and Services
Physical Wellness	15	Day 21-35	Movement Skills and Concepts
			Physical Fitness
			Nutrition
Safety	15	Day 36-50	Personal Safety
			Health Conditions, Diseases and Medicines
			Dependency, Substances Disorder, and Treatment

Focus Standard: 2.1 Personal and Mental Health

<p>NJSLS - HPE</p> <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.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p>Related Interdisciplinary Standards:</p> <p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>MODIFICATIONS:</p> <p>Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Personal Growth and Development</p> <p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p>	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<p>Explain how appropriate health care can promote personal health.</p> <p>Analyze how genetics and family history can impact personal health.</p> <p>Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p>	<p>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.</p>
Formative/Summative Assessments		Primary & Supplementary Resources

<p>Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment Centers for Disease Control and Prevention (CDC) EVERFI Health Resources (K-12) Kids Health (K-8)</p>
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Focus Standard
2.1 Personal and Mental Health

NJSLS – HPE

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.

Related Interdisciplinary Standards:

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

MODIFICATIONS:

Advanced Learner:

Lesson skill extension

Peer mentoring

Students with Disabilities:

IEP's

504's

Instructional aides

Critical Knowledge and Skills	
<p>Concept(s)/Core Idea: Pregnancy and Parenting An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p>	
Students are able to (performance expectations):	Learning Goal(s)/Activity:
<p>Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. Summarize the stages of pregnancy from fertilization to birth. Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</p>	<p>Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.</p>
Formative/Summative Assessments	Primary & Supplementary Resources

<p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment EVERFI Digital Wellness National Sexual Violence Resource Center National Sex Education Standards</p>
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Focus Standard
2.1 Personal and Mental Health

<p>NJSLS – HPE</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>Related Interdisciplinary Standards:</p> <p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>MODIFICATIONS:</p> <p>Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Social and Sexual Health Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p>	
	Students are able to (performance activity):	Learning Goal(s)/Activity:
	<p>Differentiate between gender identity, gender expression and sexual orientation. 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>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.</p>
	Formative/Summative Assessments	Primary & Supplementary Resources
<p>FORMATIVE: Teacher Observation</p>	<p>Level reading books Promethean board PE equipment</p>	

<p>504's Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>SUMMATIVE: Written and oral responses</p>	<p>Classroom Wise Mental Health Resources for Teacher Mental Health First Aid National Alliance on Mental Illness NJDOE Quick Reference Mental Health Guide</p>
<p>Focus Standard 2.1 Personal and Mental Health</p>		
<p>NJSLS – HPE</p>	<p>Critical Knowledge and Skills</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</p>	<p>Concept(s)/Core Idea: Community Health Services and Support Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	
	<p>Students are able to (performance expectations):</p>	<p>Learning Goal(s)/Activity:</p>
	<p>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>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>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>Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's</p>

<p>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>Related Interdisciplinary Standards:</p>	<p>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>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>home, other residential settings, or a community health care facility.</p>
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<p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>MODIFICATIONS:</p> <p>Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	Formative/Summative Assessments	Primary & Supplementary Resources
	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment CDC Healthy Schools Learning for Justice Trauma Sensitive Schools</p>

<p>Focus Standard 2.2 Physical Wellness</p>	
<p>NJSLS - HPE</p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p>	Critical Knowledge and Skills
	<p>Concept(s)/Core Idea: Movement Skills and Concepts</p> <p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p>

<p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>Related Interdisciplinary Standards: RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>MODIFICATIONS: Advanced Learner: Lesson skill extension Peer mentoring</p>	<p>Students are able to (performance expectation):</p>	<p>Learning Goal(s)/Activity:</p>
<p>Students with Disabilities: IEP's 504's Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment Special Olympics NJ Unified Physical Education Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education</p>

Focus Standard
2.2 Physical Wellness

NJSLS - HPE

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

Critical Knowledge and Skills

Concept(s)/Core Idea: Physical Fitness

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Students are able to (performance expectation):

Learning Goal(s)/Activity:

<p>2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p> <p>Related Interdisciplinary Standards: RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. Recognize and involve others of all ability levels into a physical activity. Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p>	<p>Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.</p>
<p>MODIFICATIONS: Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides</p>	<p>Formative/Summative Assessments</p> <p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Primary & Supplementary Resources</p> <p>Level reading books Promethean board PE equipment All Kids Bike First Tee New Jersey Health moves minds SEL NFL Play 60 Discovery Education OPEN Physical Education Modules</p>

English Language Learners:
 Translation
 Peer mentors
 Allow extra time

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Focus Standard
2.2 Physical Wellness

NJSLS – HPE
 • 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

Critical Knowledge and Skills	
Concept(s)/Core Idea: Nutrition Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	
Students are able to (performance expectation):	Learning Goal(s)/Activity:

<p>Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition). Related Interdisciplinary Standards: RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>MODIFICATIONS: Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides</p> <p>English Language Learners: Translation</p>	<p>Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</p>	<p>Nutrition is the intake of food, considered in relation to the body's nutritional needs. An adequate and well-balanced nutritional plan, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.</p>
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Peer mentors Allow extra time		
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	Formative/Summative Assessments	Primary & Supplementary Resources
	FORMATIVE: Teacher Observation SUMMATIVE: Written and oral responses	Level reading books Promethean board PE equipment New Jersey Farm to School Program Rutgers New Jersey Health Kids Initiative

Focus Standard
2.3 Safety

<p>NJSLS – HPE</p> <p>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</p>	<table border="1"> <tr> <th colspan="2" data-bbox="827 141 1896 180">Critical Knowledge and Skills</th> </tr> <tr> <td data-bbox="827 180 1388 328"> <p>Concept(s)/Core Idea: Personal Safety</p> <p>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.</p> </td> <td data-bbox="1388 180 1896 328"></td> </tr> </table>	Critical Knowledge and Skills		<p>Concept(s)/Core Idea: Personal Safety</p> <p>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.</p>	
Critical Knowledge and Skills					
<p>Concept(s)/Core Idea: Personal Safety</p> <p>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.</p>					

<p>self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). Related Interdisciplinary Standards: RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>MODIFICATIONS: Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides</p>	<table border="1"> <tr> <th data-bbox="827 381 1381 456">Students are able to (performance expectations):</th> <th data-bbox="1381 381 1902 456">Learning Goal(s)/Activity:</th> </tr> <tr> <td data-bbox="827 456 1381 1263"> <p>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).</p> </td> <td data-bbox="1381 456 1902 1263"> <p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.</p> </td> </tr> <tr> <td data-bbox="827 1263 1381 1304"> <p>Formative/Summative Assessments</p> </td> <td data-bbox="1381 1263 1902 1304"> <p>Primary & Supplementary Resources</p> </td> </tr> </table>	Students are able to (performance expectations):	Learning Goal(s)/Activity:	<p>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).</p>	<p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.</p>	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
Students are able to (performance expectations):	Learning Goal(s)/Activity:						
<p>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).</p>	<p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.</p>						
<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>						

English Language Learners:
Translation
Peer mentors
Allow extra time

FORMATIVE:
Teacher Observation

SUMMATIVE:
Written and oral responses

Level reading books
Promethean board
PE equipment
CDC Youth Violence Prevention
Cyberwise
New Jersey Safe Routes

Focus Standard
2.3 Safety

NJSLS – HPE

Critical Knowledge and Skills

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal,	Concept(s)/Core Idea: Health Conditions, Diseases and Medicines 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.
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<p>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>Related Interdisciplinary Standards: RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<p>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>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>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>Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p>	<p>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.</p>
	Formative/Summative Assessments	Primary & Supplementary Resources

<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>MODIFICATIONS: Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment CDC Youth Violence Prevention Cyberwise New Jersey Safe Routes</p>
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<p>Focus Standard 2.3 Safety</p>	
<p>NJSLS – HPE</p>	<p>Critical Knowledge and Skills</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>Related Interdisciplinary Standards:</p> <p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>MODIFICATIONS:</p> <p>Advanced Learner: Lesson skill extension Peer mentoring</p>	<p>Concept(s)/Core Idea: Dependency, Substances Disorder and Treatment</p> <p>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>	
	<p>Students are able to (performance expectations):</p>	<p>Learning Goal(s)/Activity:</p>
	<p>Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>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>Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage</p>
<p>Students with Disabilities: IEP's 504's Instructional aides</p> <p>English Language Learners:</p>		<p>both physically and mentally.</p> <p>Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.</p>
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>

<p>Translation Peer mentors Allow extra time</p>	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment CDC Youth Violence Prevention Cyberwise New Jersey Safe Routes</p>
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Dear Parent or Guardian:

Paulsboro Public Schools is pleased to inform you of the recent revision to the New Jersey State Learning Standards in Comprehensive Health and Physical Education. We invite you to review and discuss the standards and the instructional units with your child(ren) by visiting the following website: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf> . Additionally, the newly revised curriculum for each of our schools can be found on the district website under Curriculum, Assessment and Instruction: <https://www.paulsboro.k12.nj.us/curriculum>.

Paulsboro Public Schools addresses family life education from birth to death through a broad array of topics, including, but not limited to:

- Values
- Relationships
- Sexuality
- Marriage, Parenthood, and Family Living
- Violence in Relationships
- Sexually Transmitted Infections (STIs)
- Pregnancy and Childbirth
- Birth Control Methods
- Personal Wellness and Awareness
- LGBTQ

Pursuant to N.J.S.A. 18A: 35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused for that portion of the course.

Although we strongly encourage families to have their child(ren) participate in all curricular topics, we wish to acknowledge parents' choice regarding the statement above. Please complete the form below, indicating your preference, and submit the signed

form to your child's(ren's) building principal as soon as possible. Students who do not participate will be given an alternate assignment during those identified lessons.

Section 18A:35-4.7: Parent's statement of conflict with conscience: Any child whose parent or guardian presents to the school principal a signed statement that any part of the instruction in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course which such instruction is being given.

I wish for my child(ren), _____, to be excused from the following topics of the family life/sexuality education unit due to moral, ethical and/or religious beliefs:

Topics:

Parent/Guardian Signature _____ Date _____

Student's Health Teacher _____