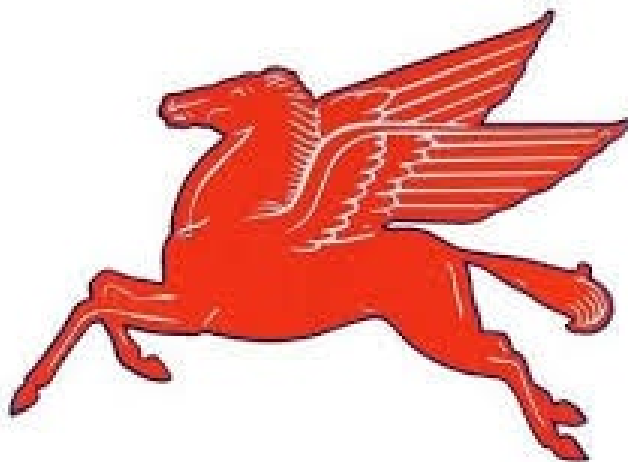


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Health 8/ Grade 8

UPDATED 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

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Paulsboro Public Schools

Superintendent, Dr. Roy Dawson, III

Board of Education

Mr. Marvin E. Hamilton, President

Mrs. Danielle Scott, Vice President

Mr. Robert Davis

Mrs. Chrystal L. Henderson

Mr. Joseph Lisa

*Mrs. Roseanne Lombardo

Ms. Elizabeth Reilly

Mr. Markee Robinson

Ms. Tyesha Scott

Mrs. Irma R. Stevenson

*Greenwich Township board of Education Representative

District Administration

Mrs. Christine Lindenmuth, Director of Curriculum, Instruction & Assessment

Mrs. Anisah Coppin,, Business Administrator/Board Secretary

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.

(# GRADE PACING CHART (2021-2022))

TOPIC	# OF DAYS	DATES	COMMENTS
1 – Skeletal System	3	Week 1	Focus on understanding / knowing
2 – Muscular System	3	Week 1	Focus on understanding / knowing
3 – Circulatory System	3	Week 2	Focus on understanding / knowing
4 – Respiratory System	3	Week 2	Focus on understanding / knowing
5 – Nervous System	3	Week 3	Focus on understanding / knowing
6 – Digestive System	3	Week 4	Focus on understanding / knowing
7 – Endocrine System	4	Week 5	Focus on understanding / knowing
8 – Reproductive System	8	Week 6	Focus on understanding / knowing
9 – Growth & Development	8	Week 7	Focus on understanding / knowing
10 – Drugs, Alcohol & Tobacco	7	Week 8	Focus on understanding / knowing
Health 8 is a quarterly class where the material can be taught in any order but is listed as it normally is taught with everything flowing and piggy backing off one another in terms of info.			

NJLSL - HPE		
Critical Knowledge and Skills		
<p>2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.</p> <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> - Offer extra work - Provide more challenging assignments <p>Students with Disabilities: <i>IEPs</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p><i>504s</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p>English Language Learners:</p> <ul style="list-style-type: none"> - Modeling and using gestures to aid in understanding. 	Concept(s)/Core Idea:	
	Students will learn the functions of the skeletal system. They will know how to identify bones, joints and potential problems that occur with it.	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Identify the bones of the skeletal system 2. Understand what joints, ligaments and tendons are 3. Identify possible problems associated with the skeletal system 4. Explain the functions of the skeletal system 5. Know how to practice good health behaviors to promote a healthy skeletal system 	Worksheets Group Work Projects Video Clips Quizzes Tests
	Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props	

- | | | |
|---|--|--|
| <ul style="list-style-type: none">- <i>Simplify instructions</i>- <i>Provide translated assignments</i>- <i>Provide extra time for assignments / assessments</i>- <i>Offer extra resources as needed</i> | | |
|---|--|--|

NJSLS - HPE

2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health.
 Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others

Related Interdisciplinary Standards:
 9.4.8.CI.4
 9.4.8.GCA.1

MODIFICATIONS:

Advanced Learner:
 - Offer extra work
 - Provide more challenging assignments

Students with Disabilities:
IEPs
 - Preferential seating.
 - Extended time on tests and assignments.
 - Reduced homework or classwork.
 - Verbal, visual, or technology aids.
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 - Verbal testing

Critical Knowledge and Skills

Concept(s)/Core Idea:
 Students will learn the functions of the muscular system. They will know how to identify muscle fiber types and know how to keep the system healthy.

Students are able to (performance expectations):

1. Identify major muscles of the body
2. Understand different muscle fibers
3. Identify possible problems associated with the muscular system
4. Explain the functions of the muscular system
5. Know how to practice good health behaviors to promote a healthy muscular system

Learning Goal(s)/Activity:

- Worksheets
- Group Work
- Projects
- Video Clips
- Quizzes
- Tests

Formative/Summative Assessments

FORMATIVE:
 Do now's, exit tickets, classwork, homework, & quizzes
SUMMATIVE:
 Unit tests

Primary & Supplementary Resources

- Chromebooks
- Textbooks
- Worksheets
- Quizzes
- Tests
- Video clips
- Diagrams
- Visual Props

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

NJSL - HPE			
Critical Knowledge and Skills			
<p>2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others</p> <p>Related Interdisciplinary Standards: 9.4.8.CI.4 9.4.8.GCA.1</p> <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> - Offer extra work - Provide more challenging assignments <p>Students with Disabilities: <i>IEPs</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p><i>504s</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p>English Language Learners:</p>	<p>Concept(s)/Core Idea: Students will be able to identify the functions and purpose of the circulatory system</p>		
	<p>Students are able to (performance activity):</p>		<p>Learning Goal(s)/Activity:</p>
	<ol style="list-style-type: none"> 1. Know and understand the purpose of the circulatory system 2. Explain the process of circulation 3. Identify the parts of the circulatory system 4. Describe ways to keep your circulatory system healthy 		<p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	<p>Formative/Summative Assessments</p>		<p>Primary & Supplementary Resources</p>
	<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes <i>SUMMATIVE:</i> Unit tests</p>		<p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

<ul style="list-style-type: none">- <i>Modeling and using gestures to aid in understanding.</i>- <i>Simplify instructions</i>- <i>Provide translated assignments</i>- <i>Provide extra time for assignments / assessments</i>- <i>Offer extra resources as needed</i>		
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<p>NJSLS - HPE</p> <p>2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others</p> <p>Related Interdisciplinary Standards: 9.4.8.CI.4 9.4.8.GCA.1</p> <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> - Offer extra work - Provide more challenging assignments <p>Students with Disabilities: <i>IEPs</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p><i>50As</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or 	Critical Knowledge and Skills	
	Concept(s)/Core Idea: Students will understand the purpose and functions of the respiratory system.	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Students will be able to explain how your body uses the air you breathe 2. Identify the parts and functions of the respiratory system 3. Describe ways to maintain the health of your respiratory system 4. Analyze the role of posture on respiratory health 	Worksheets Group Work Projects Video Clips Quizzes Tests
	Formative/Summative Assessments	Primary & Supplementary Resources
	<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props

grading.

- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

<p>NJSLS - HPE</p> <p>2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others</p> <p>2.1.8.SSH.7 Identify factors that are important in deciding whether and when to engage in sexual behaviors. Core Idea: There are factors that contribute to making healthy decisions about sex.</p> <p>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). Core Idea: There are factors that contribute to making healthy decisions about sex.</p> <p>2.1.8.SSH.9 Define vaginal, oral, and anal sex. Core Idea: There are factors that contribute to making healthy decisions about sex.</p> <p>2.1.8.SSH.10 Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). Core Idea: There are factors that contribute to making healthy decisions about sex.</p> <p>2.1.8.SSH.11 Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). Core Idea: There are factors that contribute to making healthy decisions about sex.</p>	Critical Knowledge and Skills	
	Concept(s)/Core Idea:	
	Students will learn and understand the purpose of the nervous system.	
	Students are able to (performance expectation):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Students will explain the functions of the nervous system 2. Students will identify the different parts of the nervous system 3. Students will be able to describe ways of protecting the nervous system from injury 4. Students will understand the major risks of injury to the nervous system 	Worksheets Group Work Projects Video Clips Quizzes Tests
	Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props	

Related Interdisciplinary Standards:

9.4.8.CT.2

9.4.8.GCA.2

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

504s

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- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

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<p>NJSLS - HPE</p> <p>Related Interdisciplinary Standards: 2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others</p> <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> - Offer extra work - Provide more challenging assignments <p>Students with Disabilities: <i>IEPs</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p><i>504s</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. 	Critical Knowledge and Skills		
	<p>Concept(s)/Core Idea: Students will understand and know the functions of the digestive and excretory systems</p>		
	<p>Students are able to (performance expectation):</p>	<p>Learning Goal(s)/Activity:</p>	
	<ol style="list-style-type: none"> 1. Students will identify the parts and functions of the digestive system 2. Explain the process of excretion 3. Describe the ways to prevent problems to the digestive and excretory systems 4. Students will practice healthful behaviors for good excretory health 	Worksheets Group Work Projects Video Clips Quizzes Tests	
	Formative/Summative Assessments		Primary & Supplementary Resources
	<p>FORMATIVE: Do now's, exit tickets, classwork, homework, & quizzes</p> <p>SUMMATIVE: Unit tests</p>		Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props

- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

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<p>NJSLS - HPE</p> <p>Related Interdisciplinary Standards: 2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others 2.1.8.PGD.1 Explain how appropriate health care can promote personal health. Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health. 2.1.8.PGD.2 Analyze how genetics and family history can impact personal health. Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health. 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. Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health. 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. Core Idea: Potential solutions to health issues</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Students will learn and understand the functions and purpose of the Endocrine system</p>	
	<p>Students are able to (performance expectation):</p> <ol style="list-style-type: none"> 1. Students will be able to describe the main function of the endocrine system 2. Students will explain the jobs done by different hormones 3. Students will identify disorders of the endocrine system 	<p>Learning Goal(s)/Activity:</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	<p>Formative/Summative Assessments</p> <p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes <i>SUMMATIVE:</i> Unit tests</p>	<p>Primary & Supplementary Resources</p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

are dependent on health literacy and locating resources accessible in a community.

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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

2.1.8.CHSS.6 Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health

2.1.8.CHSS.7 Collaborate with other students to develop a strategy to address health issues related to climate change. Core Idea: Advocacy for personal, family,

community, and global health can influence and change the interaction of people and their health.

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. Core Idea: Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
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English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
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NJSLS - HPE		
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	Concept(s)/Core Idea: Students will learn the purpose and functions of the reproductive system	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Students will be able to identify the parts of the male and female reproductive systems. 2. Students will be able to explain the three functions of the female reproductive system 3. Students will identify problems of the male and female reproductive systems 4. Students will describe ways to keep the reproductive system healthy 5. define sexual consent and sexual agency. 6. Identify factors that are important when deciding whether and when to engage in sexual behaviors. 7. Identify factors that impact our ability to give and perceive consent to sexual activity. 8. There are laws about the age of consent, a minor's access to health care, confidentiality, etc. 9. Identify abstinence as the most effective method to prevent unintended pregnancy and STIs. 	Worksheets Group Work Projects Video Clips Quizzes Tests

<p>2.1.8.SSH.9 Define vaginal, oral, and anal sex. Core Idea: There are factors that contribute to making healthy decisions about sex.</p> <p>2.1.8.SSH.10 Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). Core Idea: There are factors that contribute to making healthy decisions about sex.</p>	<p>10. Develop a plan to eliminate or reduce the risk of unintended pregnancy and STIs. describe the signs, symptoms, and impacts of STIs.</p>	
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
<p>2.1.8.SSH.11 Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). Core Idea: There are factors that contribute to making healthy decisions about sex.</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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating</p>	<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

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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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

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2.1.8.CHSS.7 Collaborate with other students to develop a strategy to address health issues related to climate change. Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

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. Core Idea: Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
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English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

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<p>NJSLS - HPE</p> <p>Related Interdisciplinary Standards: 2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others 2.1.8.PGD.2 Analyze how genetics and family history can impact personal health. Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health. 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. Core Idea: Individual actions, genetics, and family history can play a role in an individual's personal health. 2.1.8.SSH.7 Identify factors that are important in deciding whether and when to engage in sexual behaviors. Core Idea: There are factors that contribute to making healthy decisions about sex. 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). Core Idea: There are factors that contribute to making healthy decisions about sex.</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Students will understand and know the stages of growth and development of the human from infant stages along with the stages of pregnancy.</p>	
	<p>Students are able to (performance expectations):</p> <ol style="list-style-type: none"> 1. Identify the stages of pregnancy. 2. Describe pregnancy testing, the signs of pregnancy, and pregnancy options (including parenting, adoption, and abortion.) <p>Parenting during adolescence presents social, emotional, and financial challenges.</p>	<p>Learning Goal(s)/Activity:</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	<p>Formative/Summative Assessments</p> <p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes <i>SUMMATIVE:</i> Unit tests</p>	<p>Primary & Supplementary Resources</p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams</p>

<p>2.1.8.SSH.9 Define vaginal, oral, and anal sex. Core Idea: There are factors that contribute to making healthy decisions about sex.</p> <p>2.1.8.SSH.10 Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). Core Idea: There are factors that contribute to making healthy decisions about sex.</p> <p>2.1.8.SSH.11 Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). Core Idea: There are factors that contribute to making healthy decisions about sex.</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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating</p>		<p>Visual Props</p>
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resources accessible in a community.

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. Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

2.1.8.CHSS.6 Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health

2.1.8.CHSS.7 Collaborate with other students to develop a strategy to address health issues related to climate change. Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

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. Core Idea: Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

504s

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

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<p>NJSLS - HPE</p> <p>Related Interdisciplinary Standards: 2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health. Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others</p> <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> - Offer extra work - Provide more challenging assignments <p>Students with Disabilities: <i>IEPs</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p><i>504s</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video 	Critical Knowledge and Skills	
	Concept(s)/Core Idea: Students will know and understands the harmful effects that drugs have on their bodies.	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
<ol style="list-style-type: none"> 1. Students will know that alcohol, tobacco, and other drug use by adolescents impacts their lives, socially, emotionally, and physically. 2. Identify signs and symptoms of alcohol, tobacco, and drug disorders. 3. Learn to say "no" to alcohol, tobacco, and other drugs and resist peer pressure. 4. Understand that the use of alcohol, tobacco, and other drugs impair our decision-making ability and increase the risk of unsafe situations. 5. Will be able to explain how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. 6. Identify services available in the community to help 	<p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>	

<p><i>materials.</i></p> <ul style="list-style-type: none"> - <i>Behavior management support.</i> - <i>Adjusted class schedules or grading.</i> - <i>Verbal testing</i> <p>English Language Learners:</p> <ul style="list-style-type: none"> - <i>Modeling and using gestures to aid in understanding.</i> - <i>Simplify instructions</i> - <i>Provide translated assignments</i> - <i>Provide extra time for assignments / assessments</i> - <i>Offer extra resources as needed</i> 	<p>those affected by substance disorders.</p> <ol style="list-style-type: none"> 7. Be an advocate for a health issue. 8. Communicate our learning about alcohol, tobacco, and other drugs. 	
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
	<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

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 _____