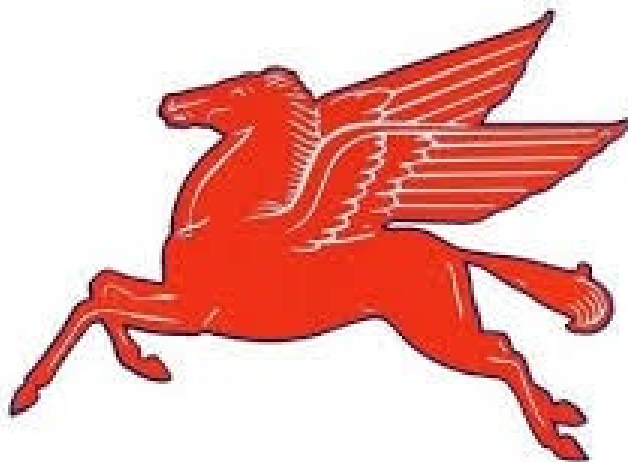


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**(Health 7 / 7<sup>th</sup> Grade)**

**UPDATED (9/2022)**

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 21<sup>st</sup> Century and is rich in tradition and pride.

**(#) GRADE PACING CHART (2021-2022)**

<b>TOPIC</b>	<b># OF DAYS</b>	<b>DATES</b>	<b>COMMENTS</b>
<i>1 – Understanding your health</i>	5	<i>Week 1</i>	<i>Focus On Understanding / Knowing</i>
<i>2 – Skills for a healthy life</i>	5	<i>Week 2</i>	<i>Focus On Understanding / Knowing</i>
<i>3 – Mental and emotion health</i>	5	<i>Week 3</i>	<i>Focus On Understanding / Knowing</i>
<i>4 – Mental and emotional problems</i>	5	<i>Week 4</i>	<i>Focus On Understanding / Knowing</i>
<i>5 – Relationships: The teen years</i>	10	<i>Week 5 &amp; 6</i>	<i>Focus On Understanding / Knowing</i>
<i>6 – Promoting Social Health</i>	10	<i>Week 6 &amp; 7</i>	<i>Focus On Understanding / Knowing</i>
<i>7 – Nutrition for health</i>	5	<i>Week 8</i>	<i>Focus On Understanding / Knowing</i>

Health 7 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.

## Focus Standard:

<p><b>NJSLS - HPE</b></p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</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><b>MODIFICATIONS:</b></p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- Offer extra work</li> <li>- Provide more challenging assignments</li> </ul> <p>Students with Disabilities:</p> <p><i>IEPs</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul> <p><i>504s</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-</li> </ul>	<b>Critical Knowledge and Skills</b>		
	<p><b>Concept(s)/Core Idea:</b> Students will understand what health and wellness is.</p>		
	<b>Students are able to (performance expectations):</b>	<b>Learning Goal(s)/Activity:</b>	
	<ol style="list-style-type: none"> <li>1. Students will be able to define what health is</li> <li>2. Identify the three sides of the health triangle</li> <li>3. Students will know the difference between health and wellness</li> <li>4. Explain how health habits affect wellness</li> <li>5. Students will be able to identify changes that occur during the teen years</li> <li>6. Identify the mental and emotional changes hormones cause</li> <li>7. Explain how your relationships may change</li> <li>8. Be able to practice healthful behaviors to improve total health</li> <li>9. Be able to Explain the role of lifestyle factors in a person's health</li> <li>10. Identify ways to reduce risks in your life</li> <li>11. Tell how abstinence benefits the three sides of your health triangle</li> </ol>	<p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>	
	<b>Formative/Summative Assessments</b>	<b>Primary &amp; Supplementary Resources</b>	
<p><b>FORMATIVE:</b> Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><b>SUMMATIVE:</b> Unit tests</p>	<p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks Textbooks Worksheets</p>		

<p><i>video materials.</i></p> <ul style="list-style-type: none"> <li>- <i>Behavior management support.</i></li> <li>- <i>Adjusted class schedules or grading.</i></li> <li>- <i>Verbal testing</i></li> </ul> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>- <i>Modeling and using gestures to aid in understanding.</i></li> <li>- <i>Simplify instructions</i></li> <li>- <i>Provide translated assignments</i></li> <li>- <i>Provide extra time for assignments / assessments</i></li> <li>- <i>Offer extra resources as needed</i></li> </ul>		<p>Quizzes Tests Video clips Diagrams Visual Props</p>
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**Focus Standard**

<p><b>NJSLS - HPE</b></p> <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> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</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>	<b>Critical Knowledge and Skills</b>	
	<p><b>Concept(s)/Core Idea:</b> Students will learn and understand the necessary skills for a healthy life.</p>	
	<p><b>Students are able to (performance expectations):</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the decision making and goal setting process</li> <li>2. Students will be able to describe how decisions affect your health and the health of others</li> <li>3. Develop decision-making skills to make healthful choices</li> <li>4. Identify the benefits of setting goals</li> <li>5. Practice the goal-setting process to work toward an accomplishment</li> <li>6. Identify the traits of good character</li> <li>7. Explain the role of tolerance in social health</li> </ol>	<p><b>Learning Goal(s)/Activity:</b></p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</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>	<ol style="list-style-type: none"> <li>8. Describe qualities found in a good citizen</li> <li>9. Describe ten important health skills</li> <li>10. Explain how to find reliable information</li> <li>11. Develop refusal skills to avoid certain situations</li> </ol>	
<p><b>Related Interdisciplinary Standards:</b>  9.4.8.CI.3  9.4.8.CT.2  9.4.8.CT.3</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- Offer extra work</li> <li>- Provide more challenging assignments</li> </ul> <p>Students with Disabilities:</p> <p><i>IEPs</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul> <p><i>504s</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul>	<p><b>Formative/Summative Assessments</b></p> <p><i>FORMATIVE:</i>  Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><i>SUMMATIVE:</i>  Unit tests</p>	<p><b>Primary &amp; Supplementary Resources</b></p> <p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks  Textbooks  Worksheets  Quizzes  Tests  Video clips  Diagrams  Visual Props</p>



<p>English Language Learners:</p> <ul style="list-style-type: none"> <li>- <i>Modeling and using gestures to aid in understanding.</i></li> <li>- <i>Simplify instructions</i></li> <li>- <i>Provide translated assignments</i></li> <li>- <i>Provide extra time for assignments / assessments</i></li> <li>- <i>Offer extra resources as needed</i></li> </ul>		
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**Focus Standard**

<p><b>NJSLS - HPE</b></p> <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). Core Idea: Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p> <p>2.1.8.EH.2 Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. Core Idea: Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations</p> <p>2.1.12.EH.1 Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. Core Idea: Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> <p>2.1.12.EH.2 Analyze factors that influence the emotional and social impact of mental health illness on</p>	<b>Critical Knowledge and Skills</b>	
	<p><b>Concept(s)/Core Idea:</b> Students will learn and understand what mental and emotional health is.</p>	
	<p><b>Students are able to (performance activity):</b></p>	<p><b>Learning Goal(s)/Activity:</b></p>
	<ol style="list-style-type: none"> <li>1. Students will recognize traits of good mental and emotional health</li> <li>2. Identify factors that influence your self-concept</li> <li>3. Develop skills to build your self-esteem</li> <li>4. Practice communication skills to improve your mental and emotional health.</li> <li>5. Identify common emotions</li> <li>6. Express emotions in healthy ways</li> <li>7. Recognize healthy ways to meet emotional needs</li> <li>8. Practice healthful behaviors to manage anger</li> <li>9. Learn skills in managing stress</li> <li>10. Identify the causes of stress</li> </ol>	<p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>

<p>the family. Core Idea: Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</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>	<ol style="list-style-type: none"> <li>11. Describe how your body responds to stress</li> <li>12. Develop skills to manage stress in your life</li> <li>13. Identify how to cope with loss</li> <li>14. Identify the stages in the grief reaction</li> <li>15. Recognize strategies for coping with personal loss</li> <li>16. Provide emotional support to someone who is grieving</li> </ol>	
	<b>Formative/Summative Assessments</b>	<b>Primary &amp; Supplementary Resources</b>
<p><b>Related Interdisciplinary Standards:</b></p> <p>9.4.8.CI.3 9.4.8.CT.2 9.4.8.CT.3 9.4.8.IML.4 9.4.8.IML.6</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- Offer extra work</li> <li>- Provide more challenging assignments</li> </ul> <p>Students with Disabilities:</p> <p><i>IEPs</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul> <p><i>504s</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> </ul>	<p><i><b>FORMATIVE:</b></i> Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><i><b>SUMMATIVE:</b></i> Unit tests</p>	<p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

<ul style="list-style-type: none"> <li>- <i>Verbal, visual, or technology aids.</i></li> <li>- <i>Modified textbooks or audio-video materials.</i></li> <li>- <i>Behavior management support.</i></li> <li>- <i>Adjusted class schedules or grading.</i></li> <li>- <i>Verbal testing</i></li> </ul> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>- <i>Modeling and using gestures to aid in understanding.</i></li> <li>- <i>Simplify instructions</i></li> <li>- <i>Provide translated assignments</i></li> <li>- <i>Provide extra time for assignments / assessments</i></li> <li>- <i>Offer extra resources as needed</i></li> </ul>		
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**Focus Standard**

<p><b>NJSLS - HPE</b></p> <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). Core Idea: Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p> <p>2.1.8.EH.2 Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. Core Idea: Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations</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</p>	<b>Critical Knowledge and Skills</b>	
	<p><b>Concept(s)/Core Idea:</b> Students will learn and understand problems that occur with mental and emotional problems.</p>	
	<p><b>Students are able to (performance expectations):</b></p>	<p><b>Learning Goal(s)/Activity:</b></p>
	<ol style="list-style-type: none"> <li>1. Students will learn what mental and emotional disorders are</li> <li>2. Identify types of anxiety disorders</li> <li>3. Describe two mood disorders</li> <li>4. Identify signs of major depress</li> <li>5. Students will know what suicide is</li> <li>6. Identify causes of teen suicide</li> <li>7. Identify warning signs of suicide</li> <li>8. Demonstrate effective communication skills to help someone with mental and emotional problems</li> <li>9. Learn skills to offer help for mental and emotional disorders</li> </ol>	<p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>

<p>they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p>	<p>10. Be able to determine what to do if student or someone they know needs professional help</p> <p>11. Describe the kinds of therapies used to treat mental and emotional disorders</p>	
<p><b>Related Interdisciplinary Standards:</b>  9.4.8.IML.7  9.4.8.GCA.1  9.4.8.GCA.2</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- Offer extra work</li> <li>- Provide more challenging assignments</li> </ul> <p>Students with Disabilities:  <i>IEPs</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul> <p><i>504s</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>- Modeling and using gestures to aid in understanding.</li> </ul>	<p><b>Formative/Summative Assessments</b></p> <p><i>FORMATIVE:</i>  Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><i>SUMMATIVE:</i>  Unit tests</p>	<p><b>Primary &amp; Supplementary Resources</b></p> <p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks  Textbooks  Worksheets  Quizzes  Tests  Video clips  Diagrams  Visual Props</p>

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<b>Focus Standard</b>		
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<p><b>NJSLS - HPE</b></p> <p><b>Related Interdisciplinary Standards:</b>  2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships. Core Idea: Relationships are influenced by a wide variety of factors, individuals, and behaviors.  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><b>MODIFICATIONS:</b></p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- <i>Offer extra work</i></li> <li>- <i>Provide more challenging assignments</i></li> </ul> <p>Students with Disabilities:  <i>IEPs</i></p> <ul style="list-style-type: none"> <li>- <i>Preferential seating.</i></li> <li>- <i>Extended time on tests and assignments.</i></li> <li>- <i>Reduced homework or classwork.</i></li> <li>- <i>Verbal, visual, or technology aids.</i></li> <li>- <i>Modified textbooks or audio-video materials.</i></li> </ul>	<b>Critical Knowledge and Skills</b>	
	<b>Concept(s)/Core Idea:</b> Students will learn about relationships during their teen years	
	<b>Students are able to (performance expectation):</b>	<b>Learning Goal(s)/Activity:</b>
	<ol style="list-style-type: none"> <li>1. Students will learn about friendships during adolescence</li> <li>2. Explain the changes that occur in friendships during adolescence</li> <li>3. Identify the qualities of a good friend</li> <li>4. Develop communication skills to make new friends</li> <li>5. Students will know how to practice good communication skills</li> <li>6. Describe types of nonverbal communication</li> <li>7. Explain how to be a more effective speaker</li> <li>8. Identify ways of being a good listener</li> <li>9. Communicate effectively with the use of “I” messages</li> <li>10. Students will learn about peer pressure</li> <li>11. Students will know what refusal skills are</li> <li>12. Students will be able to explain the differences between positive and negative peer pressure</li> <li>13. Identify risk of negative peer pressure</li> <li>14. Develop refusal skills to resist negative behavior</li> </ol>	Worksheets Group Work Projects Video Clips Quizzes Tests

<p>-<i>Behavior management support.</i>  - <i>Adjusted class schedules or grading.</i>  - <i>Verbal testing</i></p> <p><i>504s</i>  - <i>Preferential seating.</i>  - <i>Extended time on tests and assignments.</i>  - <i>Reduced homework or classwork.</i>  - <i>Verbal, visual, or technology aids.</i>  - <i>Modified textbooks or audio-video materials.</i></p> <p>- <i>Behavior management support.</i>  - <i>Adjusted class schedules or grading.</i>  - <i>Verbal testing</i></p> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>- <i>Modeling and using gestures to aid in understanding.</i></li> <li>- <i>Simplify instructions</i></li> <li>- <i>Provide translated assignments</i></li> <li>- <i>Provide extra time for assignments / assessments</i></li> <li>- <i>Offer extra resources as needed</i></li> </ul>	<p>15. Students will learn about limits</p> <p>16. Students will learn and know about abstinence</p> <p>17. Students will be able to explain why is it important to set limits</p> <p>18. Identify reasons why teens should choose abstinence</p> <p>19. Students will be able to demonstrate care and respect for someone in a health way</p>	
	<p><b>Formative/Summative Assessments</b></p>	<p><b>Primary &amp; Supplementary Resources</b></p>
	<p><b><i>FORMATIVE:</i></b>  Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><b><i>SUMMATIVE:</i></b>  Unit tests</p>	<p><b><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></b></p> <p>Chromebooks  Textbooks  Worksheets  Quizzes  Tests  Video clips  Diagrams  Visual Props</p>

**Focus Standard**

<p><b>NJSLS - HPE</b></p> <p><b>Related Interdisciplinary Standards:</b></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</p>	<p style="text-align: center;"><b>Critical Knowledge and Skills</b></p>	
	<p><b>Concept(s)/Core Idea:</b>  Students will learn and understand ways of promoting positive social health</p>	
	<p><b>Students are able to (performance expectation):</b></p>	<p><b>Learning Goal(s)/Activity:</b></p>
	<p>1. Students will learn about relationships</p>	<p>Worksheets  Group Work  Projects  Video Clips</p>

<p>genders, gender identities, gender expressions, and sexual orientations in the school community.</p> <p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- Offer extra work</li> <li>- Provide more challenging assignments</li> </ul> <p>Students with Disabilities:</p> <p><i>IEPs</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-video materials.</li> <li>- Behavior management support.</li> <li>- Adjusted class schedules or grading.</li> <li>- Verbal testing</li> </ul> <p><i>504s</i></p> <ul style="list-style-type: none"> <li>- Preferential seating.</li> <li>- Extended time on tests and assignments.</li> <li>- Reduced homework or classwork.</li> <li>- Verbal, visual, or technology aids.</li> <li>- Modified textbooks or audio-</li> </ul>	<ol style="list-style-type: none"> <li>2. Students will explain differences among relationships</li> <li>3. Identify the needs that relationships satisfy</li> <li>4. Develop skills to build strong, healthy relationships</li> <li>5. Students will learn about having respect and trust in relationships</li> <li>6. Students will learn about family relationships</li> <li>7. Identify the different types of families</li> <li>8. Describe the responsibilities within the family</li> <li>9. Explain the changes that affect families</li> <li>10. Develop healthy ways to deal with family changes</li> <li>11. Students will learn about marriage</li> <li>12. Students will understand what parenthood is</li> <li>13. Identify the factors that affect the success of a marriage</li> <li>14. Describe the responsibilities involved in being a parent</li> <li>15. Identify the consequences of teen parenthood</li> </ol>	<p>Quizzes Tests</p>
	<p><b>Formative/Summative Assessments</b></p>	<p><b>Primary &amp; Supplementary Resources</b></p>
	<p><i><b>FORMATIVE:</b></i> Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><i><b>SUMMATIVE:</b></i> Unit tests</p>	<p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

<p><i>video materials.</i></p> <ul style="list-style-type: none"> <li>- <i>Behavior management support.</i></li> <li>- <i>Adjusted class schedules or grading.</i></li> <li>- <i>Verbal testing</i></li> </ul> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>- <i>Modeling and using gestures to aid in understanding.</i></li> <li>- <i>Simplify instructions</i></li> <li>- <i>Provide translated assignments</i></li> <li>- <i>Provide extra time for assignments / assessments</i></li> <li>- <i>Offer extra resources as needed</i></li> </ul>		
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**Focus Standard**

<p><b>NJSLS - HPE</b></p> <p><b>Related Interdisciplinary Standards:</b></p> <p>2.2.8.N.1 Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. Core Idea: Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p> <p>2.2.8.N.2 Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. Core Idea: Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p> <p>2.2.8.N.3 Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. Core Idea: Many factors can influence an individual's choices when selecting</p>	<b>Critical Knowledge and Skills</b>	
	<p><b>Concept(s)/Core Idea:</b> Students will learn and understand about proper nutrition and why it is important</p>	
	<p><b>Students are able to (performance expectation):</b></p> <ol style="list-style-type: none"> <li>1. Students will learn what nutrition is</li> <li>2. Students will be able to understand the importance of nutrition</li> <li>3. Explain why the body needs nutrition</li> <li>4. Identify factors that influence which foods you choose</li> <li>5. Describe how your emotions can affect your food choices</li> <li>6. Students can identify what nutrients are for wellness</li> <li>7. Identify the six major classes of nutrients</li> <li>8. Explain specific ways your body uses nutrients</li> <li>9. Students will learn who to follow nutrition guidelines</li> </ol>	<p><b>Learning Goal(s)/Activity:</b></p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>



<p>a balanced meal plan, which can affect nutritional wellness.  2.2.8.N.4 Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition). Core Idea: Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p> <p><b>MODIFICATIONS:</b></p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- <i>Offer extra work</i></li> <li>- <i>Provide more challenging assignments</i></li> </ul> <p>Students with Disabilities:  <i>IEPs</i></p> <ul style="list-style-type: none"> <li>- <i>Preferential seating.</i></li> <li>- <i>Extended time on tests and assignments.</i></li> <li>- <i>Reduced homework or classwork.</i></li> <li>- <i>Verbal, visual, or technology aids.</i></li> <li>- <i>Modified textbooks or audio-video materials.</i></li> <li>- <i>Behavior management support.</i></li> <li>- <i>Adjusted class schedules or grading.</i></li> <li>- <i>Verbal testing</i></li> </ul> <p><i>504s</i></p> <ul style="list-style-type: none"> <li>- <i>Preferential seating.</i></li> <li>- <i>Extended time on tests and assignments.</i></li> <li>- <i>Reduced homework or classwork.</i></li> <li>- <i>Verbal, visual, or technology aids.</i></li> <li>- <i>Modified textbooks or audio-video materials.</i></li> <li>- <i>Behavior management support.</i></li> <li>- <i>Adjusted class schedules or grading.</i></li> <li>- <i>Verbal testing</i></li> </ul>	<ol style="list-style-type: none"> <li>10. Explain how to use the My Pyramid food guidance system</li> <li>11. Identify the names of five main food groups in My Pyramid</li> <li>12. Describe the recommendations from the Dietary Guidelines for Americans</li> <li>13. Students will learn about meal and snack planning</li> <li>14. Explain why breakfast is important</li> <li>15. Describe meal-planning tips</li> <li>16. Identify healthy ways to snack</li> <li>17. Students will consider food handling and storage, etc. and how doing so can prevent diseases and health conditions</li> <li>18. Design a family nutritional plan. assess our personal nutritional health and consider how to improve it.</li> <li>19. Students will assess their personal nutritional health and consider how to improve it.</li> </ol>	
<p>English Language Learners:</p>	<p><b>Formative/Summative Assessments</b></p> <p><i>FORMATIVE:</i>  Do now's, exit tickets, classwork, homework, &amp; quizzes</p> <p><i>SUMMATIVE:</i></p>	<p><b>Primary &amp; Supplementary Resources</b></p> <p><i>District/school resources and supplementary resources that are texts as well as digital resources</i></p>

<ul style="list-style-type: none"><li>- <i>Modeling and using gestures to aid in understanding.</i></li><li>- <i>Simplify instructions</i></li><li>- <i>Provide translated assignments</i></li><li>- <i>Provide extra time for assignments / assessments</i></li><li>- <i>Offer extra resources as needed</i></li></ul>	Unit tests	<i>used to support the instruction</i> Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props
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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.*

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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 \_\_\_\_\_