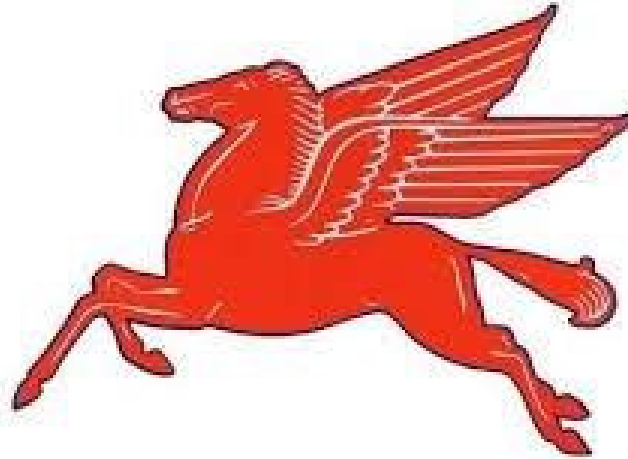


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Health/Grade 5

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

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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.

Focus Standard: 2.1 Personal and Mental Health

<p>NJSLS - HPE</p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>2.1.5.PGD.4 Explain common human sexual development and the role of hormones</p> <p>2.1.5.PGD.5 Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</p> <p>Related Interdisciplinary Standards:</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>MODIFICATIONS:</p> <p>Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Personal Growth and Development</p> <p>Puberty is a time of physical, social, and emotional changes.</p>	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<p>Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>Explain common human sexual development and the role of hormones</p> <p>Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</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>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

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

Related Interdisciplinary Standards:

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

MODIFICATIONS:

Advanced Learner:

Lesson skill extension

Peer mentoring

Students with Disabilities:

IEP's

504's

Instructional aides

English Language Learners:

Translation

Peer mentors

Allow extra time

Critical Knowledge and Skills	
<p>Concept(s)/Core Idea: Pregnancy and Parenting Pregnancy can be achieved through a variety of methods.</p>	
Students are able to (performance expectations):	Learning Goal(s)/Activity:
<p>Explain the relationship between sexual intercourse and human reproduction. Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</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>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

NJSLS – HPE

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Related Interdisciplinary Standards:

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

MODIFICATIONS:

Advanced Learner:
Lesson skill extension
Peer mentoring

Students with Disabilities:
IEP's
504's
Instructional aides

English Language Learners:
Translation
Peer mentors
Allow extra time

Critical Knowledge and Skills	
Concept(s)/Core Idea: Social and Sexual Health People in healthy relationships share thoughts and feelings, as well as mutual respect.	
Students are able to (performance activity):	Learning Goal(s)/Activity:
Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	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.
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 Classroom Wise Mental Health Resources for Teacher Mental Health First Aid National Alliance on Mental Illness NJDOE Quick Reference Mental Health Guide</p>
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<p>Focus Standard 2.2 Physical Wellness</p>	
<p>NJSLS - HPE</p>	<p>Critical Knowledge and Skills</p>

<p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>Related Interdisciplinary Standards: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>MODIFICATIONS: Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides English Language Learners: Translation Peer mentors Allow extra time</p>	<p>Concept(s)/Core Idea: Community Health Services and Support Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	
	<p>Students are able to (performance expectations):</p>	<p>Learning Goal(s)/Activity:</p>
	<p>Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). • Describe how business, nonprofit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</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 home, other residential settings, or a community health care facility.</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 CDC Healthy Schools Learning for Justice Trauma Sensitive Schools</p>

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Focus Standard 2.2 Physical Wellness	
NJSLS - HPE 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity,	Critical Knowledge and Skills
	Concept(s)/Core Idea: Movement Skills and Concepts Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

<p>games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. Related Interdisciplinary Standards:</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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</p>	<p>Students are able to (performance expectation):</p>	<p>Learning Goal(s)/Activity:</p>
	<p>Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE:</p>	<p>Level reading books Promethean board PE equipment Special Olympics NJ Unified Physical Education</p>
<p>Allow extra time</p>	<p>Written and oral responses</p>	<p>Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education</p>

Focus Standard 2.2 Physical Wellness		
<p>NJSLS - HPE</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Physical Fitness</p> <p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	
	<p>Students are able to (performance expectation):</p>	<p>Learning Goal(s)/Activity:</p>

<p>2.2.5.PF.3: Participate in moderate to vigorous ageappropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>Related Interdisciplinary Standards: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. Accept and respect others of all skill levels and abilities during participation. Participate in moderate to vigorous ageappropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</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 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. Related Interdisciplinary Standards:	Critical Knowledge and Skills	
	Concept(s)/Core Idea: Lifelong Fitness Personal and community resources can support physical activity.	
	Students are able to (performance expectation):	Learning Goal(s)/Activity:

<p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	<p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on selfevaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.</p>
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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 All Kids Bike First Tee New Jersey Health moves minds SEL NFL Play 60 Discovery Education</p>

Focus Standard 2.2 Physical Wellness		
<p>NJSLS – HPE</p> <p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Nutrition</p> <p>Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</p>	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:

<p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p> <p>Related Interdisciplinary Standards: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. Create a healthy meal based on nutritional content, value, calories, and cost. Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</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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	Formative/Summative Assessments	Primary & Supplementary Resources
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<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment New Jersey Farm to School Program Rutgers New Jersey Health Kids Initiative</p>
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**Focus Standard
2.3 Safety**

<p>NJSLS - HPE 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Personal Safety Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</p>	
	<p>Students are able to (performance expectations):</p>	<p>Learning Goal(s)/Activity:</p>

<p>dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p> <p>Related Interdisciplinary Standards: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>MODIFICATIONS: Advanced Learner: Lesson skill extension Peer mentoring</p>	<p>Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries. Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</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>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>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Primary & Supplementary Resources</p> <p>Level reading books Promethean board PE equipment CDC Youth Violence Prevention Cyberwise New Jersey Safe Routes</p>

Focus Standard
2.3 Safety

NJSLS – HPE

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

Critical Knowledge and Skills

Concept(s)/Core Idea: Health Conditions, Diseases and Medicines
There are actions that individuals can take to help prevent diseases and stay healthy.

Students are able to (performance expectations):

Learning Goal(s)/Activity:

<p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p>Related Interdisciplinary Standards: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>MODIFICATIONS: Advanced Learner:</p>	<p>Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</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</p>
<p>Lesson skill extension Peer mentoring</p>		<p>can be misused and abused if not taken properly.</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>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Primary & Supplementary Resources</p> <p>Level reading books Promethean board PE equipment CDC Youth Violence Prevention Cyberwise New Jersey Safe Routes</p>

Focus Standard
2.3 Safety

NJSLS - HPE
 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

Critical Knowledge and Skills

Concept(s)/Core Idea: Alcohol, Tobacco and other Drugs
 The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
 Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.

Students are able to (performance expectations):

Learning Goal(s)/Activity:

<p>2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>Related Interdisciplinary Standards: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>Describe health concerns associated with ecigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <p>Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</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</p>
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<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>types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage 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>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>

Focus Standard 2.3 Safety		
<p>NJSLS - HPE</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>2.3.5.DSDT.5: Identify the various types of resources that are available in the community and</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Dependency, Substances Disorder, and Treatment</p> <p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> <p>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</p>	
	<p>Students are able to (performance expectations):</p>	<p>Learning Goal(s)/Activity:</p>
	<p>Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p>	<p>Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates.</p>

<p>online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse</p> <p>Related Interdisciplinary Standards: RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse.</p>	<p>Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).</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 CDC Youth Violence Prevention Cyberwise New Jersey Safe Routes</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%20NJSL-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 _____