



Health Curriculum

Grade 8

Developed By: Jackie Devore, Coordinator of Physical Education, Health, and Wellness

Effective Date: September 2022

Scope and Sequence

Unit 1	Emotional & Mental Health	2 Weeks (9 Class lessons)
Unit 2	Abstinence, Puberty and Personal Health	3 ½ Weeks (16 Class Lessons)
Unit 3	HIV, STI & Pregnancy Prevention <i>Lesson #1 includes a discussion on various types of sexual activity including the following standard:</i> <ul style="list-style-type: none"> • 2.1.8.SSH.9: Define vaginal, oral, and anal sex. <i>Lesson Plan</i>	3 Weeks (14 Class Lessons)

Unit 1: Emotional & Mental Health

This unit introduces students to different dimensions of health such as emotional and mental health.

Summary and Rationale

This unit introduces students to different dimensions of health such as emotional and mental health. Students will discuss ways young people can maintain or improve these aspects of their health by identifying what stress is, what contributes to being stressed and how to reduce stress. Students will examine how to deal with grief and loss and the impact social media has on their mental and emotional health. Students will also learn how by improving their decision-making skills and setting goals for their emotional health, they will enhance their overall emotional health.

Recommended Pacing

2 Weeks (9 Lessons)

Standards

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact 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.

Responsible actions regarding behavior can impact the development and health of oneself and others.

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Pregnancy and Parenting

Emotional Health

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations

- 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).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Social and Sexual Health

Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<ul style="list-style-type: none"> • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships • 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. • 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
Community Health Services and Support	
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	<ul style="list-style-type: none"> • 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).
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	<ul style="list-style-type: none"> • 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
2.2 Physical Wellness by the End of Grade 8	
Movement Skills and Concepts (Please see Physical Education Curriculum document)	
Physical Fitness (Please see Physical Education Curriculum document)	
Lifelong Fitness (Please see Physical Education Curriculum document)	
Nutrition	
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<ul style="list-style-type: none"> • 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. • 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. • 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve

	health and performance (e.g., sports drinks, supplements, balance nutrition).
2.3 Safety by the End of Grade 8	
Personal Safety	
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	<ul style="list-style-type: none"> • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
Health Conditions, Diseases and Medicines	
Alcohol, Tobacco and other Drugs	
The use of alcohol, tobacco (including e- cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	<ul style="list-style-type: none"> • 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. • 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. • 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
Dependency, Substances Disorder and Treatment	
The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	<ul style="list-style-type: none"> • 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being. • 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. • 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
Interdisciplinary Connections	
Standard	
	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
	NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>Describe characteristics of an emotionally healthy person.</p> <p>Explain ways to improve emotional health.</p> <p>Explain causes and effects of stress.</p> <p>Describe physical and emotional reactions to stressful situations.</p> <p>Explain positive and negative ways of dealing with stress.</p> <p>Describe how to deal with grief in healthy ways.</p> <p>Describe what to say to someone who has experienced the death of a loved one.</p> <p>Describe characteristics of healthy relationships.</p> <p>Describe benefits of healthy relationships.</p> <p>Describe effective communication skills.</p> <p>Demonstrate decision-making skills that can be used to support emotional health.</p>	<p>What are the different dimensions of health?</p> <p>What does it mean to be emotionally healthy?</p> <p>How can you avoid or reduce stress?</p> <p>What feelings does a person experience when dealing with grief or loss and what strategies can someone use to cope?</p> <p>How does social media, online gaming and other communication technology impact one's mental and emotional health?</p> <p>How does improving one's decision-making skills help students improve their mental and emotional health?</p> <p>How does setting goals for emotional health improve one's mental and emotional health?</p>
Evidence of Learning (Assessments)	
<p>Informal Assessments</p> <p>Homework/Classwork</p> <p>Peer/Self Assessment</p> <p>Unit Assessment</p>	
Objectives (SLO)	
<p>Lesson 1: Dimensions of Health</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the interrelationship of physical, mental, emotional, social and spiritual health. <p>Lesson 2: Classroom Rules and Responsibilities</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe what it means to be a responsible person. 2. Describe prosocial behaviors that contribute to a positive classroom environment. 3. Generate classroom rules that will contribute to a positive classroom environment. <p>Lesson 3: What is Stress?</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain causes and effects of stress. 	

2. Describe personal stressors at home, in school and with friends.
3. Describe physical and emotional reactions to stressful situations.
4. Explain positive and negative ways of dealing with stress.

Lesson 4: Reducing Stress

Students will be able to:

1. Identify skills for planning, time management and organization that can help reduce stress.

Lesson 5: Managing Stress

Students will be able to:

1. Demonstrate stress-management techniques.
2. Explain how they will apply stress-management techniques to manage personal stressors.

Lesson 6: Dealing with Grief

Students will be able to:

1. Summarize feelings associated with loss and grief.
2. Describe how to deal with grief in healthy ways.
3. Demonstrate what to say to someone who has experienced the death of a loved one.

Lesson 7: Social Media & Emotional Health

Students will be able to:

1. Describe how social media, online gaming and other technology can impact mental and emotional health.
2. Advocate for responsible social media and technology use that supports emotional health.

Lesson 8: Making Healthy Decisions

Students will be able to:

1. Demonstrate decision-making skills that can be used to support emotional health

Lesson 9: Setting Goals for Emotional Health

Students will be able to:

1. Use goal-setting skills to improve emotional health.
2. Monitor progress on a goal to improve emotional health.

Suggested Resources/Technology Tools

Required: ETR HealthSmart Online Resources

Other:

Food & Health Science Tech Insider Channel

Wellcast

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.

- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

Act as a responsible and contributing community members and employee

Attend to financial well-being

Consider the environmental, social and economic impacts of decisions

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 2: Abstinence, Puberty and Personal Health

This unit introduces students to ways they can live a healthy lifestyle, prevent infections and chronic disease, what sexuality means, what the reproductive system is, the stages of puberty, they may developing feelings that lead to relationships and the benefits of abstinence.

Summary and Rationale

In this unit, students learn that practicing healthy behaviors can lead to a path to lifelong health. By living a healthy lifestyle they can prevent and protect their bodies from developing infections and chronic disease. Students will be introduced to the topic of sexuality and puberty, which include the reproductive system that relate to the male and female anatomy. Students will also be discussing how developing feelings for someone can lead to relationships and how romantic partners can pressure each other to engage in sexual activity they are not ready for. Students will also learn about the benefits of abstinence.

Recommended Pacing

16 days (3 ½ weeks)

Standards

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact 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.

Responsible actions regarding behavior can impact the development and health of oneself and others.

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Pregnancy and Parenting

An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

There are a variety of factors that affect the social, emotional, and financial challenges that

- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.

are associated with parenthood.	
Emotional Health	
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations	<ul style="list-style-type: none"> • 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). • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Social and Sexual Health	
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	<ul style="list-style-type: none"> • 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. • 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<ul style="list-style-type: none"> • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships • 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. • 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. • 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
There are factors that contribute to making healthy decisions about sex.	<ul style="list-style-type: none"> • 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. • 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). • 2.1.8.SSH.9: Define vaginal, oral, and anal sex. • 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). • 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Community Health Services and Support	
Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	<ul style="list-style-type: none"> • 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). • 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. • 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. • 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. • 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.
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	<ul style="list-style-type: none"> • 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. • 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	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.
2.2 Physical Wellness by the End of Grade 8	
Movement Skills and Concepts (Please see Physical Education Curriculum document)	
Physical Fitness (Please see Physical Education Curriculum document)	
Lifelong Fitness (Please see Physical Education Curriculum document)	
Nutrition	
Many factors can influence an individual's choices when selecting a balanced meal plan,	<ul style="list-style-type: none"> • 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in

<p>which can affect nutritional wellness.</p>	<p>losing, gaining, or maintaining healthy weights.</p> <ul style="list-style-type: none"> • 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. • 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).
<p>2.3 Safety by the End of Grade 8</p>	
<p>Personal Safety</p>	
<p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p>	<p>2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence,</p>
<p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p>	<ul style="list-style-type: none"> • 2.3.8.PS.2: Define sexual consent and sexual agency. • 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). • 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. • 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs)
<p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<ul style="list-style-type: none"> • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
<p>Health Conditions, Diseases and Medicines</p>	
<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p>	<ul style="list-style-type: none"> • 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. • 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. • 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). • 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

	<ul style="list-style-type: none"> • 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	<ul style="list-style-type: none"> • 2.3.8.HCDM.6: Explain how the immune system fights disease. • 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
Alcohol, Tobacco and other Drugs	
The use of alcohol, tobacco (including e- cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	<ul style="list-style-type: none"> • 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. • 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. • 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. • 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. • 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
Dependency, Substances Disorder and Treatment	
A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.	<ul style="list-style-type: none"> • 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. • 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	<ul style="list-style-type: none"> • 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. • 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. • 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
Interdisciplinary Connections	
Standard x.x	

	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ol style="list-style-type: none"> 1. Summarize actions to protect vision and hearing. 2. Summarize actions to protect skin from sun damage. 3. Summarize the benefits of getting proper rest and sleep. 4. Summarize health practices to prevent the spread of infectious illnesses. 5. Summarize positive health behaviors that can benefit people throughout their lifespan. 6. Describe the physical, social, mental and emotional changes associated with puberty. 7. Summarize the benefits of talking to a trusted adult about sexuality. 8. Describe how pregnancy occurs. 9. Describe negative consequences of becoming a teen parent. 10. Describe the benefits of being sexually abstinent. 11. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from STIs and pregnancy. 12. Explain how sexual abstinence can help young people reach future goals. 13. Explain the importance of setting personal limits for expression of romantic feelings to avoid sexual risk behaviors. 14. Describe influences that protect against engaging in sexual risk behaviors. 15. Describe influences that contribute to engaging in sexual risk behaviors. 16. Explain how to resist negative influences that can threaten the choice to be sexually abstinent. 	<ol style="list-style-type: none"> 1. What are several ways you can protect your hearing and vision? 2. How can you protect your skin from sun damage? 3. What are the benefits of getting enough sleep? 4. How can people prevent themselves from contracting infectious illness? 5. What physical, social, mental and emotional changes are associated with puberty? 6. How does pregnancy occur? 7. What benefits are there to being sexually abstinent?

Evidence of Learning (Assessments)

Informal Assessments
Homework/Classwork
Peer/Self Assessment
Unit Assessment

Objectives (SLO)

Lesson 1: Staying Healthy for a Lifetime

Students will be able to:

1. Explain how positive health behaviors can benefit people throughout their lifespan.
2. Identify sources of accurate information for help with personal health issues and concerns.
3. List questions to ask when evaluating the reliability of online information about personal health.
4. Optional: Evaluate online information about personal health.

Lesson 2: Keeping My Body Healthy

Students will be able to:

1. Summarize actions to protect vision.
2. Summarize actions to protect hearing.
3. Summarize actions to protect skin from sun damage.
4. Summarize the benefits of getting proper rest and sleep for healthy growth and development.
5. Advocate for healthy behaviors.

Lesson 3: Protecting My Body from Disease

1. Summarize the symptoms of someone who is sick or getting sick.
2. Explain the differences between infectious and noninfectious diseases.
3. Summarize the ways that common infectious diseases are transmitted.
4. Describe the behavioral and environmental factors that contribute to the major chronic diseases.
5. Summarize health practices to prevent the spread of infectious illnesses.
6. Summarize health practices to help prevent chronic disease.

Lesson 4: Talking About Sexuality

Students will be able to:

1. Identify sources of accurate information about sexuality.
2. Explain the importance of talking with parents and other trusted adults about sexuality.

Lesson 5: The Reproductive System: A Body with a Vagina

Students will be able to:

1. Summarize basic reproductive body parts and their functions.

Lesson 6: The Reproductive System: A Body with a Penis

Students will be able to:

1. Summarize basic reproductive body parts and their functions.

Lesson 7: Puberty

Students will be able to:

1. Describe the physical, social, mental and emotional changes associated with puberty.

2. Summarize the benefits of talking with parents and other trusted adults about sexuality.

Lesson 8: The Menstrual Cycle & Pregnancy

Students will be able to:

1. Describe how pregnancy occurs

Lesson 9: Taking Care of Sexual Health

Students will be able to:

1. Describe practices to protect sexual health.
2. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.
3. Explain the importance of seeking help for sexual health issues.

Lesson 10: Feelings & Relationships

Students will be able to:

1. Describe appropriate, healthy and safe ways to express romantic feelings.
2. Explain the importance of setting personal limits for the expression of romantic feelings to avoid sexual risk behaviors.
3. Give examples of how setting personal limits for the expression of romantic feelings can help keep teens healthy and safe.

Lesson 11: Benefits of Abstinence

Students will be able to:

1. Determine the benefits of being sexually abstinent.
2. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy.
3. Advocate for protecting sexual health by being sexually abstinent.

Lesson 12: Influences on Abstinence

Students will be able to:

1. Describe influences that contribute to engaging in sexual risk behaviors.
2. Describe influences that protect against engaging in sexual risk behaviors.
3. Explain how to resist negative influences that can threaten the choice to be sexually abstinent.

Lesson 13: Peer Power for Abstinence

Students will be able to:

1. Accurately estimate the current rate of sexual abstinence among U.S. ninth graders.
2. Explain how knowing actual norms can support sexual abstinence.
3. Explain how peers can support one another to remain sexually abstinent.
3. Express intentions to help others remain sexually abstinent.

Lesson 14: Resisting Sexual Pressure

Students will be able to:

1. Describe lines used to pressure someone to engage in sexual behaviors.
2. Identify effective words and actions to resist sexual pressure.
3. Identify things to say that show they respect another person's refusal.

Lesson 15: Roleplay Practice: Saying NO to Sexual Pressure

Students will be able to:

1. Demonstrate effective refusal skills to resist sexual pressure.

Lesson 16: Protecting My Future

1. Identify the emotional, social, physical and financial effects of being a teen parent.
2. Describe how negative consequences of becoming a teen parent would affect personal goals.
3. Explain how sexual abstinence can help young people reach future goals.

Suggested Resources/Technology Tools

Required: ETR HealthSmart Online Resources

Other Sources:

Kids Health: Everything You Wanted to Know About Puberty

Kids Health: Female Reproductive System

Kids Health: All About Periods

Kids Health: Male reproductive System

Tier 1 Modifications and Accommodations Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
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- Information presented in multiple ways
- Large-print handouts

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

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Model integrity, ethical leadership and effective management

Plan education and career paths aligned to personal goals

Use technology to enhance productivity increase collaboration and communicate effectively

Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 3: HIV, STI & Pregnancy Prevention

Students will be introduced to different aspects of sexuality, sexual health, affirmative consent, healthy romantic relationships, reproduction and teen pregnancy, STI and HIV facts.

Summary and Rationale

Students will be reviewing the different aspects of sexuality and focus on how the choices people make about sex can affect their sexual health and future. Students learn about sexual identity and the problems with sexual stereotyping. Students will also learn about reproduction, how fertilization occurs and the dangers of engaging in sexual activity as a teen and as an adult. Dangers include teen pregnancy and sexually transmitted infections such as HIV. Students will learn how being responsible and making safe sexual health decisions can prevent unwanted pregnancies and STIs. Safe sexual health decisions include abstinence and using birth control such as condoms and/or other contraceptive methods.

Recommended Pacing

15 days (3 weeks)

Standards

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

<p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p>	<ul style="list-style-type: none"> • 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. • 2.1.8.PGD.2: Analyze how genetics and family history can impact 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.
<p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p>	<ul style="list-style-type: none"> • 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
<p>Pregnancy and Parenting</p>	
<p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p>	<ul style="list-style-type: none"> • 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. • 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. • 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
<p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p>	<ul style="list-style-type: none"> • 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. • 2.1.8.PP.5: Identify resources to assist with parenting.
<p>Emotional Health</p>	
<p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations</p>	<ul style="list-style-type: none"> • 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). • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
<p>Social and Sexual Health</p>	
<p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p>	<ul style="list-style-type: none"> • 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. • 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all

	<p>genders, gender identities, gender expressions, and sexual orientations in the school community.</p>
<p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<ul style="list-style-type: none"> • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships • 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. • 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. • 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
<p>There are factors that contribute to making healthy decisions about sex.</p>	<ul style="list-style-type: none"> • 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. • 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). • 2.1.8.SSH.9: Define vaginal, oral, and anal sex. • 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). • 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
<p>Community Health Services and Support</p>	
<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<ul style="list-style-type: none"> • 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). • 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. • 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. • 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. • 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<ul style="list-style-type: none"> • 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. • 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
<p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p>
<p>2.2 Physical Wellness by the End of Grade 8</p>	
<p>Movement Skills and Concepts (Please see Physical Education Curriculum document)</p>	
<p>Physical Fitness (Please see Physical Education Curriculum document)</p>	
<p>Lifelong Fitness (Please see Physical Education Curriculum document)</p>	
<p>Nutrition</p>	
<p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<ul style="list-style-type: none"> • 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits. • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. • 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. • 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
<p>2.3 Safety by the End of Grade 8</p>	
<p>Personal Safety</p>	
<p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p>	<p>2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence,</p>
<p>Individuals may experience interpersonal and/or sexual violence</p>	<ul style="list-style-type: none"> • 2.3.8.PS.2: Define sexual consent and sexual agency. • 2.3.8.PS.3: Define interpersonal and sexual violence and describe their

<p>for a variety of reasons, but the victim is never to blame.</p>	<p>impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p> <ul style="list-style-type: none"> • 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. • 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs)
<p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<ul style="list-style-type: none"> • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
<p>Health Conditions, Diseases and Medicines</p>	
<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p>	<ul style="list-style-type: none"> • 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. • 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. • 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). • 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). • 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
<p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<ul style="list-style-type: none"> • 2.3.8.HCDM.6: Explain how the immune system fights disease. • 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
<p>Alcohol, Tobacco and other Drugs</p>	
<p>The use of alcohol, tobacco (including e- cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p>	<ul style="list-style-type: none"> • 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. • 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. • 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. • 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the

	<p>brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <ul style="list-style-type: none"> • 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
Dependency, Substances Disorder and Treatment	
<p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p>	<ul style="list-style-type: none"> • 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. • 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
<p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p>	<ul style="list-style-type: none"> • 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being. • 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. • 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
Interdisciplinary Connections	
Standard x.x	
	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
	NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
1. Explain qualities of a healthy romantic relationship.	<p>What are the qualities of a romantic relationship?</p> <p>What are the consequences of becoming sexually active?</p> <p>What are the benefits of being sexually abstinent?</p>

2. Explain that most teens are not engaging in sexual intercourse.
3. Describe consequences of becoming sexually active.
4. Describe benefits of being sexually abstinent.
5. Personalize the risk of pregnancy if having unprotected vaginal intercourse.
6. Identify consequences of becoming a teen parent.
7. Describe symptoms of common STIs.
8. Explain that some STIs are asymptomatic.
9. Explain how common STIs are transmitted.
10. Explain negative consequences of common STIs.
11. Describe responsible actions for someone who has an STI.
12. Explain how HIV is transmitted.
13. Explain consequences of untreated HIV.
14. Describe why sexual abstinence is the safest, most effective way to avoid HIV, other STIs and pregnancy.
15. Identify effective words and actions to resist sexual pressure.

What are the consequences of becoming pregnant as a teenager?
 How are STIs transmitted?
 What are common symptoms of STIs?
 What responsible actions can someone take who has an STI?

Evidence of Learning (Assessments)

Informal Assessments
 Homework/Classwork
 Peer/Self Assessment
 Unit Assessment

Objectives (SLO)

Lesson 1: Understanding Sexual Health

Students will be able to:

1. Describe the consequences of becoming sexually active.
2. Determine the benefits of being sexually abstinent.
3. Explain that most teens are not engaging in sexual intercourse.
4. Describe ways to protect sexual health.

This lesson includes a discussion on various types of sexual activity including the following standard:

- **2.1.8.SSH.9: Define vaginal, oral, and anal sex.**

Lesson Plan

Lesson 2: Sexual Identity & Sexual Stereotyping

Students will be able to:

1. Apply ways to challenge sexual stereotyping.
2. Describe how sexual stereotyping can negatively affect people.
3. Explain why it's important to challenge sexual stereotypes.

Lesson 3: What Is Affirmative Consent?

Students will be able to:

1. Define Affirmative Consent and explain why it is important.
2. Explain why it is an individual's responsibility to make sure that all sexual contact is consensual.
3. Explain why individuals have the right to refuse sexual contact.

Lesson 4: Healthy Romantic Relationships

Students will be able to:

1. Explain the qualities of a healthy romantic relationship.
2. Differentiate healthy and unhealthy romantic relationships.

Lesson 5: Reproduction & Teen Pregnancy

Students will be able to:

1. Explain how pregnancy occurs.
2. Personalize the risk of pregnancy if having unprotected vaginal intercourse.
3. Identify the consequences of becoming a teen parent.
4. Use advocacy skills to encourage others to avoid unintended pregnancy.

Lesson 6: STI Facts

Students will be able to:

1. Describe symptoms of common STIs.
2. Explain that some STIs are asymptomatic.
3. Explain how common STIs are transmitted.
4. Explain the negative consequences of common STIs.
5. Summarize which STIs can be cured and which can be treated.
6. Describe why sexual abstinence is the safest, most effective way to avoid STIs

Lesson 7: HIV Facts

Students will be able to:

1. Explain how HIV is transmitted.
2. Describe symptoms of untreated HIV.
3. Explain the consequences of HIV.
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV.
5. Explain why it is safe to be a friend of someone who has HIV.

Lesson 8: STI & Responsible Actions

Students will be able to:

1. Describe responsible actions for someone who has an STI.

Lesson 9: Making Sexual Health Decisions

Students will be able to:

1. Demonstrate decision-making skills that can be used to protect sexual health.

Lesson 10: Resisting Sexual Pressure

Students will be able to:

1. Describe techniques used to pressure someone to engage in sexual behaviors.
2. Identify effective words and actions to resist sexual pressure.
3. Identify things to say to show they respect another person's refusal.

Lesson 11: Roleplay Practice: Saying NO to Sexual Pressure

Students will be able to:

1. Demonstrate effective refusal skills to resist sexual pressure

Lesson 12: Using Condoms for Safer Sex

Students will be able to:

1. Identify where to obtain condoms.
2. Identify steps for proper condom use.
3. Describe how condoms can reduce the risk of pregnancy, HIV and other STIs.

Lesson 13: Negotiating Condom Use

Students will be able to:

1. Demonstrate using communication skills to negotiate condom use.

Lesson 14: Preventing Pregnancy

1. Describe ways sexually active people can reduce the risk of pregnancy through effective use of contraceptives.
2. Describe why sexual abstinence is the safest, most effective way to avoid pregnancy.

Suggested Resources/Technology Tools

Required: ETR HealthSmart Online Resources

Other:

ESPN Films-The Announcement (Trailer)

Kids Health

Crash Course

Babycenter

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