

Winslow Township School District
Grade 8
Unit 1: Relationships, Conflict Resolution, Bullying

Overview: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

| Overview | Standards for Wellness Content | Unit Focus | Essential Questions |
|---|--|--|--|
| Unit 1: Relationships, Conflict Resolution, Bullying | <ul style="list-style-type: none"> ● 2.1.8.PGD.4 ● 2.1.8.EH.1 ● 2.1.8.SSH.3 ● 2.1.8.SSH.4 ● 2.1.8.SSH.5 ● 2.1.8.SSH.6 ● 2.3.8.PS.6 ● 2.3.8.PS.7 ● WIDA1 | <ul style="list-style-type: none"> ● Understanding how to stay safe in relationships, bullying situations, and understanding how to approach a conflict 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. ● Understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. ● Describe how to practice refusal skills to avoid making unhealthy choices. ● Understand where and how to seek help | <ul style="list-style-type: none"> ● How do you promote healthy relationships with family, friends, and dating partners? ● How can good communication skills promote a healthy relationship? ● How is conflict resolution a part of building a healthy relationship? ● What coping strategies help families deal with crisis, traumatic events, or change? ● How do you promote healthy relationships with family, friends, and dating partners? ● How can good communication skills promote a healthy relationship? |
| Unit 1: Enduring Understandings | <ul style="list-style-type: none"> ● Staying safe in relationships, and bullying situations ● Understanding how to approach conflict ● Ability to identify risks and how to avoid them ● Understand how to seek help in situations they cannot control | <ul style="list-style-type: none"> ● How is conflict resolution a part of building a healthy relationship? ● What coping strategies help families deal with crisis, traumatic events, or change? ● If feeling bullied, who can you trust to talk to in a school environment, community, and at home? | |

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| Curriculum Unit 1 | Standards | | Pacing | |
|----------------------|------------------------------------|--|--------|------------|
| | | | Week | Unit Weeks |
| | 2.1.8.PGD.4 | Analyze the relationship between healthy behaviors and personal health. | 1 | 12 |
| | 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). | 1 | |
| | 2.1.8.SSH.3 | Demonstrate communication skills that will support healthy relationships | 1 | |
| | 2.1.8.SSH.4 | Compare and contrast the characteristics of healthy and unhealthy relationships. | 1 | |
| | 2.1.8.SSH.5 | Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. | 2 | |
| | 2.1.8.SSH.6 | Examine how culture influences the way families cope with traumatic situations, crisis, and change. | 1 | |
| | 2.3.8.PS.6 | Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). | 2 | |
| | 2.3.8.PS.7 | Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). | 1 | |
| | Assessment, Re-teach and Extension | | 2 | |

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| Core Idea | Indicator # | Performance Expectations |
|--|-------------|--|
| 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. |
| 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). |
| Relationships are influenced by a wide variety of factors, individuals, and behaviors. | 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. |
| Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. | 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). |

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| Unit 1 Grade 8 | |
|--|---|
| Assessment Plan | |
| Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards | Alternative Assessments: <ul style="list-style-type: none"> Quizzes/homework/teacher observation/projects |
| Resources | Activities |
| <ul style="list-style-type: none"> Tech Tools Software: PowerPoint presentations, ExamView Assessment Suite, TeacherWorks Plus, StudentWorks Plus Student Activities Workbook NJ Department of Health- https://www.nj.gov/health Chapter Fast File Resources: Concept Mapping activities, Decision Making activities, Enrichment activities. Lyme Disease video and activity: https://www.brainpop.com/health/diseasesinjuriesandconditions/lymedisease/ https://www.state.nj.us/health/cd/topics/lyme.shtml www.glencoe.com Interactive Study Guides www.cdc.gov www.kidshealth.org www.safety.com https://portal.achieve3000.com/kb/lesson/?lid=6663&step=10&c=60&oid=0&ot=0&asn=1 (Good Work for Good Health) | CPI 2.1.8.PGD.4 <ul style="list-style-type: none"> SW work in groups and research health data such as healthy behavior and personal health. They will discuss how this data can be used to assess and improve wellness in each dimension of personal wellness. CPI 2.1.8.EH.1 <ul style="list-style-type: none"> SW research stress management strategies and compare and contrast their effectiveness in various situations. CPI 2.1.8.SSH.3 <ul style="list-style-type: none"> SW work in a group to Demonstrate communication skills that will support healthy relationships. CPI 2.1.8.SSH.4 <ul style="list-style-type: none"> SW work in a group to create diagrams comparing and contrasting the characteristics of healthy and unhealthy relationships. CPI 2.1.8.SSH.5 |

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- <https://portal.achieve3000.com/kb/lesson/?lid=6006&step=10&c=60&oid=0&ot=0&asn=1>(Get Moving)

- SW use their class notes to complete a worksheet analyzing the similarities and differences between friendships, romantic relationships and sexual relationships.

CPI 2.1.8.SSH.6

- SW participate in class discussion on how culture influences the way families cope with traumatic situations, crisis, and change.

CPI 2.3.8.PS.6

- SW go online and research ways to use social media safely and create a visual project explaining how to use social media, safely, legally and respectfully.

CPI 2.3.8.PS.7

- SW write short article on how technology and social media have effected relationships.

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Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.CP.1: Compare prices for the same goods or services.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as nee

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grade 8 WIDA Can Do Descriptors:

Listening Speaking

Reading Writing

Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in Health practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

ELA - NJSLS/ELA:

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.