

# NEPTUNE CITY SCHOOL DISTRICT

## Health Curriculum Grade 7



NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

*The Neptune City School District is appreciative and proud to accept and align the curriculum of the NEPTUNE CITY School District to properly prepare the Neptune City students for successful integration into the NEPTUNE CITY High School Educational Program.*

April 1, 2025

Document C1#1

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## **SCHOOL DISTRICT MISSION STATEMENT**

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

## **NEPTUNE CITY SCHOOL DISTRICT**

### **HEALTH GRADE 7 CURRICULUM**

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# **NEPTUNE CITY SCHOOL DISTRICT**

## **Health Grade 7**

### **Acknowledgements**

The NEPTUNE CITY School District Health curriculum guide for grade 7 was developed through the efforts of Nick Paratore, Physical Education teacher under the guidance of Dawn Reinhardt, Department Chairperson, Heba Abdo, Ed.D., Supervisor of STEM, and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction, and Assessment

This curriculum was written in alignment with the 2014 New Jersey Student Learning Standards for Comprehensive Health and Physical Education and the increased rigor that those standards bring to the teaching and learning of health. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will continue to make recommendations for improvement to the document.

## **NEPTUNE CITY SCHOOL DISTRICT**

### **DISTRICT MISSION STATEMENT**

The primary mission of the NEPTUNE CITY School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## **NEPTUNE CITY School District**

### **Educational Outcome Goals**

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

**HEALTH  
GRADE 7  
CURRICULUM**

**COURSE DESCRIPTION**

The NEPTUNE CITY School District Comprehensive Health and Physical Education program's primary goal is to provide students with the necessary skills and knowledge that will allow them to lead healthy, active lifestyles, and influence healthy behaviors within the context of self, family, school, and the local and global community. This philosophy is in keeping with the state's initiative to prepare students to function optimally as global citizens and workers by focusing on taking personal responsibility. This curriculum is intended to produce students who lead an active, healthy lifestyle that fosters a lifelong commitment to wellness. The grade 7 Health course is a course that investigates Wellness, Integrated Skills, Nutrition, Disease, and Family Life. Several of these concepts were introduced in 6th grade, and are examined more in-depth at the 7th grade level. Students perform research methods to provide current information for each health topic.



<b>Unit Plan Title</b>	Wellness
<b>Suggested Time Frame</b>	3 Days

### **Overview / Rationale**

This unit introduces students to the standards of Personal Growth and Development. It builds upon student understanding for a healthy lifestyle by encouraging students to take responsibility for one's own health, as well as developing and maintaining a healthy, active lifestyle.

### **Stage 1 – Desired Results**

#### **Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

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

#### **A. Personal Growth and Development**

**2.1.8.A.1** Assess and apply health data to enhance each dimension of personal wellness.

**2.1.8.A.2** Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

**2.1.8.A.3** Relate advances in technology to maintaining and improving personal health.

**2.1.8.A.4** Determine the impact of marketing techniques on the use of personal hygiene products, practices and services.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do personal health choices impact our own health as well as the health of others?</li> <li>● How can a personal commitment to wellness influence the health of others?</li> <li>● How does this commitment reduce one's risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?</li> <li>● Why is it difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Healthy choices and behaviors have a profound impact on personal, family, community, and global wellness.</li> <li>● Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</li> <li>● Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries. Knowledge of "why" a behavior/activity is unsafe or risky is the first step towards preventing injuries and staying safe.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Key Vocabulary terms such as body systems, hormones, glands, immune, and organ.</li> <li>● How the body systems function and are interrelated.</li> <li>● Ways to reduce the risk of adolescent health problems.</li> <li>● How hormones and glands interact with the body systems.</li> <li>● How the immune system works to keep them healthy.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe the body systems, how they function and their importance for optimal health.</li> <li>● Explain the difference between an organ and a body system.</li> <li>● Explain how hormones and glands regulate their body systems.</li> <li>● Analyze and report the advancements in medicine that improves your wellness.</li> </ul>

## **Integrated Social and Emotional Learning Competencies**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- ☒ Develop, implement and model effective problem solving and critical thinking skill
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –  21 <sup>st</sup> Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		E	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation	
<ul style="list-style-type: none"> <li>• Emergency Medical Technician (EMT)</li> <li>• Police</li> <li>• Counselor</li> <li>• Doctor</li> </ul>	

- Nutritionist
- Wellness Coach
- Trainer

### Interdisciplinary Connections

#### New Jersey Student Learning Standards - ELA

**W.7.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **C: Human Impacts on Earth Systems**

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

### Technology Integration

#### New Jersey Student Learning Standards for Technology

**NJSLS 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms
- Microsoft Platform – Word, EXCEL, PowerPoint

#### **NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
Primary Source Readings	<u>Glencoe Teen Health</u> McGraw Hill 2014
Secondary Source Readings	<u>NourishInteractive.com</u>
Teacher Resources	
<p><b>Texts:</b> <u>Glencoe Teen Health</u>, McGraw Hill 2014</p> <p><b>Websites:</b> <a href="http://www.NourishInteractive.com">www.NourishInteractive.com</a></p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Glencoe: <i>Natural High</i></li> <li>• <i>Homeless to Harvard</i> <a href="https://www.youtube.com/watch?v=3ksEjJyNiG8">https://www.youtube.com/watch?v=3ksEjJyNiG8</a></li> </ul>	

Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <p>Essay: Body Systems Research Project:</p> <ul style="list-style-type: none"> <li>• Students will research the different ways each part of their health can affect the others.</li> <li>• Students will be able to demonstrate how maintaining their health in each area, yields them a higher quality of life.</li> </ul>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions</p> <p><i>Summative Assessments</i> Unit Quiz and Test</p>

Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Draw and label a diagram of the circulatory system.</li> <li>● KWL interdependent and interrelated body systems.</li> <li>● Write an essay on how each body systems works and how they are related to one another.</li> <li>● Appraise the present level of fitness and identify ways it can be improve upon. <ul style="list-style-type: none"> <li>● Develop a daily goal chart to improve overall health and evaluate the progress on a weekly basis.</li> <li>● Whole group discussion on nutrition and physical activity. What are their effects on personal health?</li> </ul> </li> <li>● Power Point Presentation: <i>“How to Develop an Action Plan to Improve Health”</i> <ul style="list-style-type: none"> <li>● Group Activity: Develop an action plan to improve your health. Within groups, critique and revise the action plans.</li> <li>● Incorporate daily journals of action plan progress. Evaluation the action plans on a weekly basis.</li> </ul> </li> <li>● Power Point Presentation: <i>“How to Develop Long and Short Term Goals”</i>. Identify daily exercise goals to maintain long term wellness.</li> <li>● Power Point Presentation: <i>“How to Develop a Health Contract”</i> <ul style="list-style-type: none"> <li>● Develop individual health contracts towards lifelong fitness</li> <li>● Contracts are signed by students and guardians to establish the contract as a formal agreement for long term goals</li> <li>● Create a journal in response to the following prompt: <i>Three things I will do to stay healthy.</i></li> </ul> </li> </ul>





<b>Unit Plan Title</b>	Nutrition
<b>Suggested Time Frame</b>	3 Days

### **Overview / Rationale**

This unit introduces students to the standards of wellness. It builds upon student understanding of nutrition, encouraging students to take responsibility for their own health. Students will learn that this is an essential step towards developing and maintaining a healthy, active lifestyle.

### **Stage 1 – Desired Results**

#### **Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

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

#### **B. Nutrition**

- 2.1.8. B. 1** Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8. B .2** Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8 .B. 3** Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8. B.4** Analyze the nutritional values of new products and supplements.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes a food healthy?</li> <li>• How are appropriate portion sizes determined?</li> <li>• What does it mean to practice good nutrition and why is it important for optimal health?</li> <li>• How can your friends, family culture, and the media affect your eating and health decisions?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• There are many health benefits and risks associated with nutritional choices.</li> <li>• Family, peers, and cultural beliefs influence our health. It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.</li> <li>• Healthy strategies need to be developed to maintain personal health and safely manage body weight.</li> <li>• Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How nutrition affects overall health.</li> <li>• The difference between vitamins and minerals.</li> <li>• How to read and understand the nutrition fact label on food products.</li> <li>• Ways to interpret how the media and society try to influence our eating patterns.</li> <li>• How/Why eating disorders develop and strategies to overcome them.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Describe how to use the My Pyramid food guidance system.</li> <li>• Identify foods that are good sources of essential nutrients.</li> <li>• Explain how feelings may affect food choices.</li> <li>• Describe possible causes of eating disorders and strategies to overcome them.</li> <li>• List ways to make healthy food choices.</li> </ul>

## **Integrated Social and Emotional Learning Competencies**

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- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

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### **Social Awareness**

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	Career Preparation			CRP11. Use technology to enhance productivity.
				CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation
<ul style="list-style-type: none"> <li>• Emergency Medical Technician (EMT)</li> <li>• Police</li> <li>• Doctor</li> </ul>

- Nutritionist
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### Interdisciplinary Connections

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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.



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Secondary Source Readings	<u>Smart-Mouth.org</u>
Teacher Resources	
<p><b>Texts:</b> <u>Glencoe Teen Health</u>, McGraw Hill 2014</p> <p><b>Websites:</b> <a href="http://www.Smart-Mouth.org">www.Smart-Mouth.org</a></p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <i>What's for Dinner?</i> <a href="https://www.youtube.com/watch?v=LVclVPOtQ98">https://www.youtube.com/watch?v=LVclVPOtQ98</a></li> <li>• <i>Super-Size Me</i> <a href="https://www.youtube.com/watch?v=S9__23-zjhM">https://www.youtube.com/watch?v=S9__23-zjhM</a></li> <li>• <i>A Secret Between Friends</i> <a href="https://www.youtube.com/watch?v=JbGzwYDa7rA">https://www.youtube.com/watch?v=JbGzwYDa7rA</a></li> <li>• <i>For the Love of Nancy</i> <a href="https://www.youtube.com/watch?v=dL5AjPWRC7k">https://www.youtube.com/watch?v=dL5AjPWRC7k</a></li> </ul>	

Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <p>Research Project: Students will create a menu for a restaurant, demonstrating the use of healthy ingredients to meet daily goals for carbohydrates, protein, fats, vitamins and minerals</p>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions</p> <p><i>Summative Assessments</i> Unit Quiz and Test</p>

Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Introductory activity: KWL What do you know about balanced nutrition?</li> <li>● In small groups of 2-3, students will develop skits and role play how to make confident healthy food choices and how to maintain that style of living. Include peer pressure, media and family culture situations that need to be addressed to sustain a healthy lifestyle.</li> <li>● KWL: The process of digestion</li> <li>● Students compare and contrast healthy and unhealthy food nutrition labels. <ul style="list-style-type: none"> <li>● Create and design a menu that consists of all the daily recommended nutrients.</li> <li>● Students develop a healthy daily food plan for the week, including all meals as well as snacks.</li> <li>● Students evaluate if they were able to follow the plan and develop modifications to make healthier choices</li> </ul> </li> <li>● Create a wellness plan: What are healthy ways to lose, maintain, or gain weight <ul style="list-style-type: none"> <li>● Create a plan of physical activities that impacts nutrition; pre and post exercise meals.</li> <li>● Assess daily physical activity to encourage and improve positive lifestyle choice</li> <li>● Write a daily food intake journal and evaluate food choices on a weekly basis.</li> <li>● Create a poster project to suggest healthy ways and healthy foods to eat.</li> </ul> </li> </ul>



<b>Unit Plan Title</b>	Integrated Skills: Safety
<b>Suggested Time Frame</b>	3 Days

### **Overview / Rationale**

This unit introduces students to the standards of wellness. It builds upon student understanding of healthy choices to include safety and wellbeing as it relates to emergency situations (i.e. CPR or 911 calls).

### **Stage 1 – Desired Results**

#### **Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

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

#### **A. Personal Growth and Development**

- 2.1.8.A.1** Assess and apply health data to enhance each dimension of personal wellness.
- 2.1.8.A.2** Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- 2.1.8.A.3** Relate advances in technology to maintaining and improving personal health.
- 2.1.8.A.4** Determine the impact of marketing techniques on the use of personal hygiene products, practices and services.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between healthy and unhealthy risks?</li> <li>• What strategies can you employ to avoid violent and dangerous situations?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>• There is a relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.</li> <li>• It is important to know ways in which to improve and maintain personal safety and how to administer basic first aid.</li> <li>• Strong refusal and negotiation skills can enhance health and safety..</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Information needed when placing an emergency 911-phone call.</li> <li>• What to do when an infant or adult is in a choking situation.</li> <li>• How to administer basic first aid for burns, bleeding, wounds, fractures, shock, and poisoning.</li> <li>• How to use refusal and negotiation skills to avoid compromised and dangerous situations in the home, school and in the community.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Administer basic infant and adult CPR.</li> <li>• Provide the appropriate techniques and treatment for a person who is choking, bleeding, been poisoned, or has a fractured or broken bone.</li> <li>• Provide the proper care and first aid treatment to a person who has a head, back, or neck injury.</li> </ul>

## **Integrated Social and Emotional Learning Competencies**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –  21 <sup>st</sup> Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		E	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Exploration		ETA	CRP11. Use technology to enhance productivity.
	Preparation			CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation	
<ul style="list-style-type: none"> <li>• Police</li> <li>• First Responder</li> </ul>	

- Counselor
- Doctor
- Nutritionist

### Interdisciplinary Connections

#### New Jersey Student Learning Standards - ELA

**W.7.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **C: Human Impacts on Earth Systems**

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

### Technology Integration

#### New Jersey Student Learning Standards for Technology

**NJSLS 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms
- Microsoft Platform – Word, EXCEL, PowerPoint

#### **NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
<b>Primary Source Readings</b>	<u>Glencoe Teen Health</u> McGraw Hill 2014
<b>Secondary Source Readings</b>	<a href="http://www.healthtrek.org/">www.healthtrek.org/</a>
Teacher Resources	
<p><b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014</p> <p><b>Websites:</b> <a href="http://www.healthtrek.org/">www.healthtrek.org/</a></p> <p><b>Worksheets:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014</p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• American Red Cross: <i>CPR/First Aid Training</i></li> <li>• American Red Cross: <i>Safety</i></li> </ul>	

Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <p>Research Projects: Students will illustrate a blueprint of their house. The students will then create an egress/ emergency evacuation map. Students will be able to present multiple ways to exit their homes in case of emergency.</p>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions</p> <p><i>Summative Assessments</i> Unit Quiz and Test</p>

Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Introductory activity: <i>Red Cross Safety</i> Video</li> <li>● Power Point Lecture: How to stay safe in the home, community, and school</li> <li>● Develop a personal safety and fire checklist for in the home.</li> <li>● Design and implement a plan that would address the needs from the personal safety and fire checklist you created.</li> <li>● Group activity: Role play making emergency phone calls</li> <li>● Develop a personal (parent/child) contract for safety in the home and in the community.</li> <li>● Class Lecture: Demonstrate proper first aid and CPR techniques.</li> <li>● Group activity: Students practice different first aid and CPR scenarios within their respective groups.</li> <li>● Class discussion: make a list of different refusal skills and ways to utilize them effectively.</li> <li>● Student will demonstrate the proper first aid techniques for CPR and abdominal thrusts in class.</li> <li>● Role play using negotiation and refusal skills to avoid dangerous and compromised situations.</li> <li>● Develop a family evacuation plan and share it with the class for feedback.</li> <li>● Practice making an emergency phone call.</li> </ul>

<b>Unit Plan Title</b>	Integrated Skills: Communication
<b>Suggested Time Frame</b>	3 Days

### **Overview / Rationale**

This unit introduces students to the standards of Interpersonal Communication through the use of critical thinking, decision making, problem solving, and leadership. These communication skills are essential to making informed personal, family and community health decisions.

### **Stage 1 – Desired Results**

#### **Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### **A. Interpersonal Communication**

- 2.2.8.A.1** Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- 2.2.8.A.2** Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts



<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do you know whether or not health information is accurate?</li> <li>● In what ways can I stand for and communicate my beliefs to others without alienating them?</li> <li>● How are emotions expressed and communicated through body language?</li> <li>● How can society; the media and your peers influence the products you buy and the health choices that you make?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>● Effective communication skills enhance a person's ability to express and defend their beliefs.</li> <li>● Messages from the media can influence health behaviors, the selection of health information, and health products.</li> <li>● Strong communication skills provide healthy ways to express needs, wants and feelings.</li> <li>● The evaluation of health information will help in developing a better understanding of what being healthy means.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Strong communication skills help us to communicate effectively and to aid in our understanding of what is said to us.</li> <li>● Communication skills include being a good listener.</li> <li>● Refusal, negotiation, active, and reflective skills can be used to avoid dangerous situations.</li> <li>● People can communicate and express emotions without talking.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Assess, formulate opinions, and present health related information.</li> <li>● Analyze their own refusal skills, which they have the most difficulty applying.</li> <li>● Identify ways to be a good listener.</li> <li>● Explain why it is important to communicate effectively and express feelings.</li> <li>● Understand the difference between compromise and collaboration.</li> </ul>

## **Integrated Social and Emotional Learning Competencies**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 <sup>st</sup> Century Themes			Indicate whether these skills are: • E – encouraged • T – taught • A – assessed <b>Career Ready Practices</b>	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		E	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
X	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation	
<ul style="list-style-type: none"> <li>• Police</li> <li>• First Responder</li> <li>• Doctor</li> <li>• Nutritionist</li> </ul>	

- Wellness Coach
- Trainer

### Interdisciplinary Connections

#### New Jersey Student Learning Standards - ELA

**W.7.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **.C: Human Impacts on Earth Systems**

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

### Technology Integration

#### New Jersey Student Learning Standards for Technology

**NJSLS 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms
- Microsoft Platform – Word, EXCEL, PowerPoint

#### **NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
<b>Primary Source Readings</b>	Glencoe Teen Health McGraw Hill 2014
<b>Secondary Source Readings</b>	<a href="https://educationpossible.com/middle-school-etiquette-teaching-communication-skills">https://educationpossible.com/middle-school-etiquette-teaching-communication-skills</a>
Teacher Resources	
<p><b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014</p> <p><b>Workbooks:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014</p> <p><b>Websites:</b> <a href="https://educationpossible.com/middle-school-etiquette-teaching-communication-skills">https://educationpossible.com/middle-school-etiquette-teaching-communication-skills</a></p> <p><b>Video:</b> <i>The Sandlot</i></p> <ul style="list-style-type: none"> <li>You Play Ball Like a Girl: <a href="https://www.youtube.com/watch?v=I_nlFhMUMO8">https://www.youtube.com/watch?v=I_nlFhMUMO8</a></li> <li>Movie: <a href="https://www.youtube.com/watch?v=r5e087SefyU">https://www.youtube.com/watch?v=r5e087SefyU</a></li> </ul>	

Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>Essay: Negative peer pressure</li> <li>Research Projects: Students will design skits in groups. The students are to carry out a scene using nothing but body language. The students in the class will be able to explain the scene based off of body language and non-verbal cues. This exercise demonstrates the importance of positive and deliberate body language.</li> </ul>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions</p> <p><i>Summative Assessments</i> Unit Quiz and Test</p>

Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Introductory activity: Discuss the different forms of effective communication.</li> <li>● Class lecture: <ul style="list-style-type: none"> <li>● The benefits of role play in illustrating social skills and how it can be utilized to resolve conflicts</li> <li>● How to use active and reflective listening skills</li> </ul> </li> <li>● Group Activity: <ul style="list-style-type: none"> <li>● Using refusal skills, have students analyze the effectiveness of the skills in real-life situations.</li> <li>● Students brainstorm ways to resolve conflict.</li> <li>● Students brainstorm ways to communicate emotions. Challenge students to demonstrate four or more ways.</li> <li>● Write a skit in which a misunderstanding occurs between yourself and your parent/guardian; act it out in class.</li> <li>● Have students write scenarios in which they would role play the use of refusal skills and how to apply those skills in different situations.</li> <li>● Using a multi-media approach, students will compare and contrast health topics, opinions, and the validity of gathered information. Students will report their findings to the class.</li> <li>● Role play using the skills necessary to being a good listener.</li> </ul> </li> <li>● Independent Activity: <ul style="list-style-type: none"> <li>● Evaluate the body language on a T.V. show for 5 minutes with the sound off to analyze what the actors were saying.</li> <li>● Write an essay about a time you were faced with negative peer pressure and describe how you handled the situation</li> </ul> </li> </ul>

<b>Unit Plan Title</b>	Integrated Skills: Decision Making
<b>Suggested Time Frame</b>	3 Days

### **Overview / Rationale**

This unit introduces students to the standards of Decision-Making and Goal Setting. It builds upon student understanding of healthy communication skills to make informed personal, family and community health decisions through the use of critical thinking skills, problem solving, and leadership skills.

### **Stage 1 – Desired Results**

#### **Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### **B. Decision-Making and Goal Setting**

**2.2.8.A.1** Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

**2.2.8.A.2** Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts

**2.2.8.B.3** Analyze factors that support or hinder the achievement of personal health goals during different life stages

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why might educated people make poor health decisions?</li> <li>● Why is it important to evaluate the risks and consequences of a decision before you make it?</li> <li>● How do you develop values, how do they influence your decisions, and why are they important?</li> <li>● Do values change depending on what point you are in your life?</li> <li>● How does the media, peer pressure, cultural traditions, and society influence your decision making process?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Decision-making can be affected by a variety of influences including peers, society, and past experiences that may not be in a person's best interest.</li> <li>● The ability to evaluate consequences and how they affect making decisions will help one to become better decision makers in the future.</li> <li>● When making decisions, the six steps of the decision making process should be applied to make a safe and healthy decision. The steps include: <ul style="list-style-type: none"> <li>● State the situation</li> <li>● Consider your values</li> <li>● List the options</li> <li>● Make a decision and act</li> <li>● Weight the possible outcomes, and</li> <li>● Evaluate the decision.</li> </ul> </li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to analyze and formulate opinions based on health information presented in the media.</li> <li>● All decisions, even not making a decision, has consequences</li> <li>● Not all consequences are good or bad.</li> <li>● Everyone has the ability to improve their decision making process.</li> <li>● The difference between positive and negative peer pressure.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Apply the six steps to making a good decision and how to apply them to everyday situations.</li> <li>● Understand how their values influence their decisions.</li> <li>● Analyze why a good decision is a responsible decision.</li> <li>● Demonstrate how to evaluate the risks of their options.</li> <li>● Identify ways to learn from past experiences.</li> </ul>



## **Integrated Social and Emotional Learning Competencies**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
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Check ALL that apply – 21 <sup>st</sup> Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>	
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Career Awareness, Exploration, and Preparation	
<ul style="list-style-type: none"> <li>• Police</li> <li>• First Responder</li> <li>• Counselor</li> <li>• Doctor</li> </ul>	

- Nutritionist
- Wellness Coach

### Interdisciplinary Connections

#### New Jersey Student Learning Standards - ELA

**W.7.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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- Microsoft Platform – Word, EXCEL, PowerPoint

#### **NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
<b>Primary Source Readings</b>	<u>Glencoe Teen Health</u> McGraw Hill 2014
<b>Secondary Source Readings</b>	<a href="https://kidshealth.org/en/kids">https://kidshealth.org/en/kids</a>
Teacher Resources	
<b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014  <b>Supplemental Workbooks:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014  <b>Websites:</b> <a href="https://kidshealth.org/en/kids">https://kidshealth.org/en/kids</a>  <b>Videos:</b> <ul style="list-style-type: none"> <li>● Glencoe: <i>Natural High</i></li> <li>● Glencoe: <i>Radio</i></li> </ul>	

Stage 2 – Assessment Evidence	
<b>Performance Task(s):</b> <ul style="list-style-type: none"> <li>● Essay: Person of Character</li> <li>● Research Projects: Students will be put into groups. Each group will be given a situation that requires a very important decision to be made. The students will need to come up with a decision, and explain to the class what factors brought them to their conclusion.</li> </ul>	<b>Other Evidence:</b>  <i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions  <i>Summative Assessments</i> Unit Quiz and Test

Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Introductory Activity: Have students respond spontaneously to five short situations.</li> <li>● Class Lecture: The decision making process and ethics</li> <li>● In groups, analyze statements reflecting the trends in decision making and ethics.</li> <li>● Students develop a sentence using the first letter from each of the six steps of the decision making process to help them remember each step. Example: Problem, Values, Options, Consequences, Action and Evaluation-Please Vacuum Over Carpets And Everywhere</li> <li>● Define the term values and identify how they influence your decisions</li> <li>● Have students define a problem and brainstorm how to solve it</li> <li>● Class Discussion: How does the decision making process change as we age?</li> <li>● Write an essay about what a “<i>person of character</i>” means to you.</li> <li>● Write down a situation you are having trouble making a decision in and use the six step decision process to help you make that decision.</li> <li>● Cut out a health related article and evaluate whether or not it is an advertisement or reliable health information.</li> </ul>

<b>Unit Plan Title</b>	Integrated Skills: Character Development
<b>Suggested Time Frame</b>	3 Days

### **Overview / Rationale**

This unit introduces students to the standards of Character Development. It builds upon student understanding of critical thinking skills, developing skills for decision making, problem solving, leadership and effective communication that are essential to making informed personal, family, and community health decisions.

### **Stage 1 – Desired Results**

#### **Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### **C. Character Development**

**2.2.8.C.1** Analyze strategies to enhance character development in individual, group, and team activities.

**2.2.8.C.2** Analyze to what extent various cultures have responded effectively to individuals with disabilities.

**2.2.8.C.3** Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How are values shaped by outside influences?</li> <li>● What is the importance of a role models in your life?</li> <li>● How is good character defined?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Character can be developed and supported through positive role models in individual and group activities, and involvement in community service.</li> <li>● Character is who you are when no one is looking.</li> <li>● A person of good character can have a positive influence individually as well as in a group and through team participation.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Family influences our character development and the decision making process.</li> <li>● Media and “reality” role models can have a major impact and influence our character development.</li> <li>● Groups we are part of can have a powerful effect on the decisions we make.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe how family and cultural traditions influence values.</li> <li>● Explain how individual and group peer pressure influence the decision making process when related to values.</li> <li>● Identify who are role models in their life and how they influence their actions and values.</li> </ul>

## **Integrated Social and Emotional Learning Competencies**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- ☒ Recognize one's own feelings and thoughts
- ☒ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☐ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☒ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed



In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –  21 <sup>st</sup> Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> <b>Career Ready Practices</b>	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
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	Becoming a Critical Consumer		E	CRP6. Demonstrate creativity and innovation.
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9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		ETA	CRP11. Use technology to enhance productivity.
X	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Career Awareness, Exploration, and Preparation	
<ul style="list-style-type: none"> <li>• Police</li> <li>• First Responder</li> </ul>	

- Counselor
- Doctor
- Nutritionist

### Interdisciplinary Connections

#### New Jersey Student Learning Standards - ELA

**W.7.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **C: Human Impacts on Earth Systems**

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

### Technology Integration

#### New Jersey Student Learning Standards for Technology

**NJSLS 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms
- Microsoft Platform – Word, EXCEL, PowerPoint

#### **NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
<b>Primary Source Readings</b>	<u>Glencoe Teen Health</u> McGraw Hill 2014
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Teacher Resources	
<b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014  <b>Websites:</b> <a href="https://charactercounts.org">https://charactercounts.org</a>  <b>Worksheets:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014	

Stage 2 – Assessment Evidence	
<b>Performance Task(s):</b> <ul style="list-style-type: none"> <li>● Essay: Role Models</li> <li>● Research Projects: Students are to use newspapers, online articles, and illustrations to create a “Dream Board” of all the people places and things that inspire them. The students will explain what character traits they admire about each item on their dream board.</li> </ul>	<b>Other Evidence:</b>  <i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions  <i>Summative Assessments</i> Unit Quiz and Test

Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Introductory Activity: Students create a poster depicting their family values, cultural beliefs, traditions, health practices, and exercise routines and present it to the class.</li> <li>● Students view a video tape of a family sitcom. Students analyze how the members of the family interact and influence each other.</li> <li>● Students write an essay about their favorite role model, what characteristics they admire most and characteristics they would like to see in themselves.</li> <li>● Students list what their family values are and how those values could help them to become better students and people.</li> <li>● Students develop a collage about people, teams and groups which influence their lives, their dreams, aspirations and who they wish to become.</li> </ul>

<b>Unit Plan Title</b>	Drugs and Medicine
<b>Suggested Time Frame</b>	3 Days

### **Overview / Rationale**

This unit introduces students to the standards of Drugs and Medicines. It builds upon student understanding of drugs and medicines to help students make more informed decisions related to personal wellness and the wellness of others.

### **Stage 1 – Desired Results**

#### **Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

#### **A. Medicines**

**2.3.8.A.1** Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.

**2.3.8.A.2** Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse

#### **B. Alcohol, Tobacco, and Other Drugs**

**2.3.8.B.1** Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

**2.3.8.B.2** Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

**2.3.8.B.3** Analyze the effects of all types of tobacco use on the aging process.

**2.3.8.B.4** Compare and contrast smoking laws in New Jersey with other states and countries.

**2.3.8.B.5** Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

**2.3.8.B.6** Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

**2.3.8.B.7** Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

**2.3.8.B.8** Analyze health risks associated with injected drug use.

### **C. Dependency/Addiction and Treatment**

**2.3.8.C.1** Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

**2.3.8.C.2** Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

#### **Essential Questions:**

- What are the potential risks of sharing prescription medication?
- How might peers pressure you to drink alcohol and smoke?
- How does the media try to convince you to drink alcohol or smoke?
- Why is it important to analyze the factors that influence the use and abuse of drugs?
- What is the most difficult factor to overcome during the stages of physical dependence?
- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?

#### **Enduring Understandings:**

*Students will understand...*

- Medicines must be used correctly in order to be safe and have the maximum benefit.
- Commonly administered and over-the-counter medicines are drugs that are used to cure, prevent and treat illnesses.
- Smoking and alcohol are addictive drugs and can cause injury, illness, disease, and premature death.
- Misusing drugs or medicines can lead to drug abuse and addiction.
- Drug abuse can cause permanent damage to one's body.
- There are many external pressures to use drugs; there are many strategies to quit and stay drug free.

<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The Food and Drug Administration regulates medicine production</li> <li>● The prescription medication information label provides important information.</li> <li>● There are dangers to abusing medicines.</li> <li>● The risks of sharing prescription medication</li> <li>● Cigarettes and smokeless tobacco use causes illnesses and health problems.</li> <li>● Nicotine is addictive.</li> <li>● Alcohol is a depressant that can stop bodily functions.</li> <li>● There is a direct relationship between smoking and cancer.</li> <li>● Alcohol affects reaction time, the decision process, and can cause psychological and physiological dependence.</li> <li>● The signs, emotional indicators and stages of drug dependence.</li> <li>● Staying drug free keeps their bodies healthy.</li> <li>● Addiction treatment is available and who to contact for assistance.</li> <li>● How to utilize good decision making skill to stay safe and drug free.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Explain the difference between prescription medicine and over-the-counter medicines.</li> <li>● Explain the difference between a side effect and a food allergy.</li> <li>● Understand why some drugs can be purchased only with a prescription.</li> <li>● Explain the steps that must occur before a drug can be approved by the FDA.</li> <li>● Explain why environmental tobacco smoke is harmful.</li> <li>● Explain how tolerance can lead to an addiction.</li> <li>● Explain how peer pressure can cause adolescents to try alcohol and tobacco.</li> <li>● Identify reasons to stay alcohol and tobacco free.</li> <li>● Explain how alcohol can lead to poor decisions and violence.</li> <li>● Understand the signs and symptoms of drug use in friends.</li> <li>● Identify groups and organizations which offer treatment for drug addiction.</li> <li>● Understand why drug abuse is not only physical but mental as well.</li> <li>● Exhibit strong refusal skills.</li> </ul>
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## **Integrated Social and Emotional Learning Competencies**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- ☐ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
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### **Responsible Decision Making**

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Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Essay: Drug Abuse</li> <li>• Research Project: Have students research the reasons as to why certain drugs are “over the counter” and others are prescription. Students will research why some of the most dangerous drugs in the world are medicinal. Find the similarity</li> </ul>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions</p> <p><i>Summative Assessments</i></p> <ul style="list-style-type: none"> <li>• Unit Quiz and Test</li> </ul>

<p>and differences between a drug and a medicine.</p>	<ul style="list-style-type: none"> <li>● Develop a poster board display titled <i>“Stimulants and Depressants.”</i> Students present the final product to the class.</li> </ul>
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Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Introductory Class Discussion and Activity: What constitutes a drug? Display empty over-the-counter medicine boxes and ask the students to identify which is for colds, fevers, red eyes, and sore and itchy throats.</li> <li>● Group Activity: Pair students and time them while performing an activity. Then blind fold them and time them again doing the same activity. Compare their feelings and relate them to being under the influence of alcohol.</li> <li>● Student Writing Activity: Select two topics from the list below: <ul style="list-style-type: none"> <li>● Write an essay about a teen who abuses drugs and the effects on the family unit and individuals.</li> <li>● Write a paragraph about how smoking cigarettes affects a person's ability to play sports.</li> <li>● Group Activity: Students list 5 medicines that can be purchased without a prescription, and identify 3 things they should do when taking a medicine to treat an illness. Summarize for the class.</li> <li>● Research the latest statistics on alcohol related driving deaths for teenagers and present findings to the class</li> <li>● Create a poster: What is your natural high?</li> <li>● Fact find: Create an awareness pamphlet on specific drugs.</li> <li>● Group Skit: Students create and act out a skit demonstrating peer pressure and refusal skills when being enticed by friends to drink alcohol, smoke, and use drugs.</li> <li>● Research Activity: Students research drug awareness organizations and create informational pamphlets to hand out in school.</li> </ul> </li> </ul>

<b>Unit Plan Title</b>	Human Relationships and Sexuality
<b>Suggested Time Frame</b>	15 Days

### **Overview / Rationale**

This unit introduces students to the standards of Relationships, Sexuality, and Pregnancy. It builds upon student understanding of healthy relationships and their bodies, introduces sexual orientation, and expands upon puberty and making informed choices as they become sexually active.

### **Stage 1 – Desired Results**

#### **Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education**

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

#### **A. Relationships**

- 2.4.8.A.1** Predict how changes within a family can impact family members.
- 2.4.8.A.2** Explain how the family unit impacts character development.
- 2.4.8.A.3** Explain when the services of professionals are needed to intervene in relationships.
- 2.4.8.A.4** Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5** Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- 2.4.8.A.6** Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

#### **B. Sexuality**

- 2.4.8.B.1** Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
- 2.4.8.B.2** Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

- 2.4.8.B.3** Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4** Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- 2.4.8.B.5** Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- 2.4.8.B.6** Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

### **C. Pregnancy and Parenting**

- 2.4.8.C.1** Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 2.4.8.C.2** Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- 2.4.8. C.3** Determine effective strategies and resources to assist with parenting.
- 2.4.8. C.4** Predict short- and long-term impacts of teen pregnancy.
- 2.4.8. C.5** Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can we show respect for diversity in relationships?</li> <li>● How has the family structure changed over time? What societal factors could have caused the changes?</li> <li>● What is the importance of nurturing in healthy relationships?</li> <li>● How is sexual orientation determined?</li> <li>● What role does social media play adolescent maturity?</li> <li>● What are the potential hazards of drugs and an unhealthy lifestyle during pregnancy?</li> </ul>	<p><b>Enduring Understandings:</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Positive characteristics are needed to build healthy relationships.</li> <li>● Society, peer pressure and family values play a vital role in the decision to become sexually active.</li> <li>● The benefits of abstinence and strategies to resist pressures to become sexually active.</li> <li>● Learning about sexuality and discussing sexual issues is critical for sexual health.</li> <li>● There are additional challenges that confront those who are not heterosexual.</li> <li>● The health decisions that a woman makes, along with her lifestyle choices, will impact her pregnancy and childbirth.</li> </ul>
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<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How a family's structure can evolve over time.</li> <li>● How families members provide nurturing to each other.</li> <li>● Coping strategies in relationships.</li> <li>● Relationships can help you to stay healthy.</li> <li>● Hormones, heredity, and nutrition play a vital role our physical and emotional growth during puberty.</li> <li>● How to analyze internal and external pressures when it comes to being sexually active.</li> <li>● The benefits of being abstinent.</li> <li>● Strategies to help them make good decisions and resist the pressures of becoming sexually active.</li> <li>● The process of fertilization and the difference between an embryo and a fetus.</li> <li>● The function of both the male and female reproductive systems and ways to prevent injury and disease.</li> <li>● Healthful habits and good lifestyle choices help avoid complications during pregnancy and childbirth.</li> <li>● The health habits of a pregnant woman affect the development of her baby.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify positive and negative changes that families may face.</li> <li>● Explain why taking personal responsibility is essential when building relationships.</li> <li>● Identify and resolve unhealthy relationships.</li> <li>● Describe and understand the positive characteristics needed to build long lasting friendships and relationships.</li> <li>● Define sexual abstinence and the benefits.</li> <li>● Explain how hormones, heredity and nutrition affect the changes that occur during puberty.</li> <li>● Identify the parts of both male and female reproductive anatomy.</li> <li>● Describe the process of fertilization and explain how a pregnancy is confirmed.</li> <li>● Explain fertilization and each stage of embryonic and fetal development.</li> <li>● Identify potential health hazards and how they could affect pre- and postnatal fetal development.</li> <li>● Identify potential pregnancy complications related to drugs, medicine and disease.</li> </ul>
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## **Integrated Social and Emotional Learning Competencies**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- ☒ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
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### **Responsible Decision Making**

- ☐ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
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### **Relationship Skills**

- ☒ Establish and maintain healthy relationships
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<ul style="list-style-type: none"> <li>• Police</li> <li>• Nutritionist</li> <li>• Wellness Coach</li> <li>• Trainer</li> </ul>	

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### Interdisciplinary Connections

#### New Jersey Student Learning Standards - ELA

**W.7.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **C: Human Impacts on Earth Systems**

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

### Technology Integration

#### New Jersey Student Learning Standards for Technology

**NJSLS 8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- Google Suite - Docs, Sheets, Slides, Forms
- Microsoft Platform – Word, EXCEL, PowerPoint

#### **NJSLS 8.2 Technology Education, Engineering, Design and Computational Thinking**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Student Resources	
<b>Primary Source Readings</b>	Glencoe Teen Health McGraw Hill 2014
<b>Secondary Source Readings</b>	<a href="https://www.cdc.gov/bam/index.html">https://www.cdc.gov/bam/index.html</a>
Teacher Resources	
<p><b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014</p> <p><b>Websites:</b> <a href="https://www.cdc.gov/bam/index.html">https://www.cdc.gov/bam/index.html</a></p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <i>Teens, Sex, And Pregnancy</i> <a href="https://www.youtube.com/watch?v=rLAHZ3BfmyU">https://www.youtube.com/watch?v=rLAHZ3BfmyU</a></li> <li>• <i>The Common Cold</i> <a href="https://www.youtube.com/watch?v=UWgiyQV3nYc">https://www.youtube.com/watch?v=UWgiyQV3nYc</a></li> <li>• <i>The Hungry Heart</i> <a href="http://thehungryheartmovie.org/multimedia/watch/">http://thehungryheartmovie.org/multimedia/watch/</a></li> <li>• <i>National Geographic: Human Reproduction</i> <a href="https://www.youtube.com/watch?v=MnUUx1wEgXA">https://www.youtube.com/watch?v=MnUUx1wEgXA</a></li> <li>• <i>Growing Up In The Age of AIDS</i> <a href="https://www.youtube.com/watch?v=BuFW7t4DYko">https://www.youtube.com/watch?v=BuFW7t4DYko</a></li> <li>• Channel One Network: <i>Against All Odds</i></li> <li>• Channel One Network: <i>AIDS</i></li> <li>• DVD: <i>Four Pregnant Teenagers, Four Different Decisions</i></li> <li>• DVD: <i>Teenage Sex: Resisting The Pressure</i></li> </ul>	

Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Essay: Refusal Skills</li> <li>• Research Projects: Students will research the progression of STD's and other consequences of unprotected sex. Students will be given situations and are responsible for demonstrating ways to avoid these situations and say no. Students will use research to state their case.</li> </ul>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions</p> <p><i>Summative Assessments</i> Unit Quiz and Test</p>

Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● Write a general instruction manual for a family. Describe the role of each family member. Include chores, jobs, and as ways to show nurturing and respect.</li> <li>● Compare and contrast a healthy and unhealthy relationship.</li> <li>● Research how positive and negative changes impact families and relationships.</li> <li>● Write an essay to explain how refusal skills and your family values can be used to promote sexual abstinence.</li> <li>● Write an essay and explain why your feelings and emotions may change as your body goes through puberty.</li> <li>● Students role-play using refusal skills in different scenarios. i.e. a friend pressuring you to have sex or being teased because of your family values to remain abstinent</li> <li>● Discuss the acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</li> <li>● Write a script to be acted out that describes how to get out of an unsafe dating or relationship scenario.</li> <li>● Discuss the significance of each stage of embryonic and fetal development.</li> <li>● Small Groups: Research changes in specific areas (physical, emotional) and stages of pregnancy (stages of labor, childbirth) and present to the class.</li> <li>● Fact Find: How do the male and female reproductive systems work</li> <li>● Write an essay on how fertilization occurs, including the stages of embryonic and fetal development, up until birth.</li> <li>● Write an essay on the negative effects that drugs and medicines could have during pregnancy. Include specific drugs such as; alcohol, tobacco, over-the-counter medicines, and environmental hazards</li> <li>● Describe menstruation, its stages, and why it occurs monthly.</li> </ul>

<b>Unit Plan Title</b>	Lifelines Suicide Prevention
<b>Suggested Time Frame</b>	4 Days

<b>Overview / Rationale</b>
This unit introduces students to the standards of Social and Emotional Health. It builds upon student understanding of positive lifestyle choices and focuses on mental health and suicide.

<b>Stage 1 – Desired Results</b>
<p><b>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</b></p> <p><b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p> <p><b>E. Social and Emotional Health</b></p> <p><b>2.1.8.E.1</b> Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p><b>2.1.8.E.2</b> Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p><b>2.1.8.E.3</b> Explain how culture influences the ways families and groups cope with crisis and change.</p> <p><b>2.1.8.E.4</b> Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do you identify the warning signs of someone who is suicidal?</li> <li>● How are depression and suicide linked?</li> </ul>	<p><b>Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Relevant facts about suicide, including warning signs, can help to provide assistance before an attempt takes place.</li> <li>● The long-lasting impact suicide has on those who knew the person who has committed suicide. i.e. fault and responsibility</li> <li>● Depression can cause suicide.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to identify suicide warning signs.</li> <li>● How to respond to a person in need.</li> <li>● Depression symptoms and the link to suicide.</li> <li>● Demonstrating positive attitudes about interventions can help in seeking assistance.</li> <li>● How to identify resources, their response, and be able to name one helpful adult.</li> <li>● How to manage conflict and implement resolution strategies.</li> <li>● There are interrelationships of emotional, intellectual, physical, and social health in adolescence.</li> <li>● Healthy and unhealthy behaviors impact personal health.</li> <li>● Steps to help someone who is suicidal.</li> <li>● The effects can suicide have on people left behind.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Describe the warning signs of suicide.</li> <li>● Demonstrate how they would respond to a person in need.</li> <li>● Analyze the relationship between healthy behaviors and personal health.</li> <li>● Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</li> <li>● Demonstrate effective conflict management or resolution strategies.</li> <li>● Describe how to maintain a positive attitude about intervention and help seeking behaviors.</li> <li>● Identify helpful resources and how helpful adults will respond.</li> <li>● Demonstrate positive attitudes about intervention and help-seeking behaviors.</li> </ul>





## **Integrated Social and Emotional Learning Competencies**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- ☒ Recognize one's own feelings and thoughts
- ☒ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- ☐ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☐ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☒ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –  21 <sup>st</sup> Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> <li>• E – encouraged</li> <li>• T – taught</li> <li>• A – assessed</li> </ul> Career Ready Practices		
9.1	Personal Financial Literacy		ETA	CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration			CRP11. Use technology to enhance productivity.
X	Career Preparation			CRP12. Work productively in teams while using cultural global competence.
Career Awareness, Exploration, and Preparation				
<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Nutritionist</li> <li>• Wellness Coach</li> <li>• Trainer</li> <li>• Teacher</li> </ul>				

- Athlete

### Interdisciplinary Connections

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Student Resources	
<b>Primary Source Readings</b>	Lifelines handout sheets
Teacher Resources	
<p><b>Texts:</b> <u>Glencoe Teen Health</u> McGraw Hill 2014</p> <p><b>Websites:</b> <a href="https://www.sprc.org/resources-programs/lifelines-curriculum">https://www.sprc.org/resources-programs/lifelines-curriculum</a></p> <p><b>Worksheets:</b> Lifelines handouts</p> <p><b>Videos:</b> <i>Lifelines DVD</i></p>	

Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <p>Research Projects: Students will view video and articles, telling stories about families, and their experiences with losing a loved one to suicide. The videos will represent the feelings of the people their loved ones left behind, the help that is available to anyone struggling with depression, and evidence that one is not alone with their mental illness. Students document:</p> <ul style="list-style-type: none"> <li>• How does suicide affect those left behind?</li> <li>• How can families support those that suffer with depression?</li> <li>• What resources are available to assist?</li> </ul>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments</i> Do Now; Daily Assignments; Exit Questions</p> <p><i>Summative Assessments</i> Unit Quiz and Test</p>

Stage 3 – Learning Plan	
	Descriptions
<b>Suggested Learning Activities</b>	<ul style="list-style-type: none"> <li>● <b>Introduction</b> to the <i>Lifelines</i> program.</li> <li>● <b>Session 1:</b> <ul style="list-style-type: none"> <li>● Warning signs and FACTS handout</li> <li>● What would you do? Handout</li> <li>● T/F Questionnaire</li> </ul> </li> <li>● <b>Session 2:</b> <ul style="list-style-type: none"> <li>● DVD <i>Scenarios</i></li> <li>● FACTS Handout and discussion topics</li> </ul> </li> <li>● <b>Session 3:</b> <ul style="list-style-type: none"> <li>● DVD <i>One Life Saved</i></li> <li>● Discussion and question handout</li> <li>● Create a list of people and resources of helpful people</li> </ul> </li> <li>● <b>Session 4:</b> <ul style="list-style-type: none"> <li>● Help Seeking Pledge handout</li> <li>● Role-playing and handout questions</li> </ul> </li> <li>● <b>Group activity:</b> <ul style="list-style-type: none"> <li>● Create an informational pamphlet for suicide prevention and or a helpful resource for others to use.</li> </ul> </li> </ul>

## Accommodations and Modifications

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **Testing Accommodations:**

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

**English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors



- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics

- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

### Guidelines for Glencoe Instructional Strategies

**Engage Activity:** Choose an *Engage* activity that is connected to the standards, fits the lesson and grabs students' attention. Examples include:

- Display an interesting object/picture
- Demonstrate an exciting result
- Model a lab
- Discuss memorable, related experiences
- Show a short, relevant video clip
- Use the Internet to find a location
- Collect data related to students' lives

**Explore Activity:** Choose an *Explore* activity that is connected to the standards, fits the lesson and provides opportunities to build background knowledge. Examples include:

- Manipulate related materials
- Investigate connected information sources (Websites, periodicals, newspapers, etc.)
- Compare/contrast ideas
- Defend controversial opinions
- Interview classmates
- Build models
- Analyze data collected for the previous day's homework assignment

**Explain Activity:** *Explain*, often called lecture, is the most common form of delivery of information. *Explain* has an important place in the daily plan and should be delivered in a variety of forms. Schedule *Explain* activities to match the attention span of students. *Explain* strategies often start with direct instruction and provide time to teach, instruct and address content once students are engaged and have explored content. Connect the content to real-world problems and situations and include examples to model the new information. During the *Explain* activity, students should always record information using research-based strategies. Keep in mind that, no matter which note-taking strategies they use, students should leave class with written documentation of information they need. Cue students to important information and frequently check for understanding to ensure students are getting the content knowledge they need. Choose an *Explain* activity that is connected to the standards, fits the lesson and provides pertinent information to develop concepts. Examples include:

- Lecture with guided notes
- Media presentation
- Interactive discussion

- Student presentations

### ***Explain***

- Delivers content in the most appropriate (research-based) format.
- Ensures that students organize information.
- Uses a research-based format for note-taking, such as teacher-prepared, interactive or combination of notes.
- Includes print or broadcast media with guides, discussion, and other types of presentations.
- Includes frequent checks for understanding throughout the process.
- Utilizes a variety of visual, focusing answers that maximize active participation.
- Scripts questions into the explanation to encourage interaction and higher-order thinking.
- Focuses the cues and questions on what is important, rather than what is unusual.
- Connects standards to the real world and helps students make sense of the content.
- Includes short- and long-term student accountability.
- Helps target and build the habit(s) of success.

***Practice Together Activity:*** Choose a *Practice Together* activity that is connected to the standards, fits the lesson and reinforces content development. Examples include:

- Complete a practice problem or lab.
- Use manipulatives.
- Construct a graph or timeline.
- Make predictions using information from the lecture.
- Complete collaborative writing.
- Create a whole-group graphic organizer.
- Engage in shared reading using overhead transparencies and Smart Board.

***Practice in Teams/Groups/Pairs Activity:*** Working with other students in small groups provides additional practice with continued teacher support. In *Practice in Groups/Pairs*, students are more likely to help each other, ask clarifying questions, admit confusion and work together toward completion. Consider the most appropriate size (small groups, pairs) and grouping options for the activity. Small groups continue application of new content with similar material, helping students to transfer and apply new information. Guided practice allows students to work and respond in small groups, encouraging collaboration and teamwork. Communication skills are refined as students work together toward mastery of

standards. Choose a *Practice in Teams* activity that is connected to the standards, fits the lesson and provides appropriate practice activities. Examples include:

- Solve similar problems
- Practice active reading strategies
- Ask/Answer questions
- Peer review
- Design other problems, questions or labs
- Research information
- Revise writing
- Design individual investigation or projects

**Practice in Teams/Groups/Pairs:**

- Uses the most appropriate grouping method for this content (pairs, small or cooperative groups)
- Includes similar but varied problems based on standards
- Requires less teacher-directed support and more student-directed practice
- Allows the teacher to monitor and provide specific extra help
- Incorporates the identified habit of success
- Incorporates literacy strategies

***Practice Alone:*** Choose a *Practice Alone* activity that is connected to the standards, fits the lesson and extends application of content. Consider individual needs of students and accountability. *Practice Alone* assignments can vary from student to student. Examples include:

- Compare and contrast using a Venn diagram.
- Write a final draft.
- Complete new problems.
- Design an experiment to solve a new problem.
- Create a brochure.
- Complete a RAFT assignment.

**Practice Alone:**

- Helps students transfer knowledge gained during the previous practice strategies to new problems and situations
- Includes appropriate quantity of problems or examples
- Supports individual accountability through notebooks, reports, etc.

- Includes distributive practice spread out over time so that students maintain and deepen content knowledge and skills.

**Evaluate Understanding:** Choose an *Evaluate Understanding* activity that is connected to the standards, fits the lesson, assesses mastery of content and provides accountability. Select appropriate assessment methods that will provide useful instructional feedback. Examples include:

- Open response
- Oral discussion
- Exit slip
- Journal entry
- Paper and pencil quiz
- Lab report
- Book review
- Group report
- Project or model
- Frayer mode
- RAFT assignment

**Closing Activity:** Choose a *Closing Activity* that is connected to the standards, fits the lesson and reinforces the content included in the day's lesson. Examples include:

- Cartoons
- Exit slip
- One-minute paper
- Journal sharing or discussion
- Review of major content points
- Answer questions

**Closing:**

- Cements students' understanding of the content
- Maintains on-task behaviors until the end of class
- Answers questions and clarifies instructions
- Sets up next day's instruction
- Explains the purpose and outcome for homework (practice, preparation for new learning, etc.)
- Provides a way for all students to participate and verbalize the day's learning

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## Additional Resources

### *Fifteen Literacy Strategies Every Teacher Can Implement*

1. **Admit Slips** — Students compose a written response to one question at the beginning of class, such as “Which problem was hard for you?” or “What did you learn from your homework?”
2. **Exit Slips** — As students leave class, they give their teacher a slip on which they have responded to questions such as: “What did I learn?” and “What am I confused about?”
3. **Graphic Organizers** — As students read a passage, they outline the main ideas according to the organizational pattern of the text. Venn diagrams can be used, for example, for a passage that is organized by comparison/contrast. As students gain more experience, they select the organizer that matches the organizational pattern. These organizers are also known as mind maps or thinking maps.
4. **KWL Charts** — Used as a pre-reading and note-taking strategy, KWL charts have three columns: “What I Know” (before reading), “What I Want to Learn” and “What I Have Learned” (answers to the questions). Students fill in these columns as they read, and class discussion focuses on the columns.
5. **Open-Response Questions** — On each test, students should have at least one open-response question that asks them to explain a process to solve a problem, compare different processes or ideas, analyze the importance of certain ideas, or apply learning. Questions should be scored by a rubric.
6. **Double-Entry or Two-Column Notes** — Students take notes using pages that are divided into two columns. On the left side are the main ideas from reading or a class lecture; on the right are the details. It can also be used as an explanation process. On the left is a sample problem; on the right side are the steps to solve the problem.
7. **Retelling** — Pairs of students are given a reading passage. The first student reads aloud a section of one or two paragraphs. The second student, without looking at the text, summarizes what the first student read aloud. They both look at the text and compare it to their understanding. They reverse roles and continue until they have finished the passage.
8. **Weekly Reflections** — At the end of the week, students write for three to five minutes to reflect on what they did and learned that week. Possible topics include: “How I solved a problem,” “How I used reading skills to learn this week,” “The most valuable thing I learned” and “How I will apply what I learned to a career.”
9. **Jigsaw Reading** — Students are divided into groups of four and each student takes a number from one to four. All “number ones” get the same article to read. After reading



their article, all those who read the same article —article one, for instance — group together and discuss the main points. They return to their home groups and share the main ideas from all articles. Each group then makes a one-minute presentation to the whole class on the common ideas.

- 10. Anticipation Guides** — Students respond to five or six statements that challenge or support preconceived ideas about key concepts. The most effective statements are those about which students have some knowledge, but not necessarily a complete understanding.
- 11. RAFT** — Students learn to focus their writing by defining their Role, Audience, Format and Topic. For example: “As a graphic arts student, I am writing a letter to an editorial cartoonist to ask him how he designs his cartoons.”
- 12. Interactive Reading Guides** — Students use this variation of the study guide to work with a partner or group and to discuss essential ideas while reading. Interactive questions are developed by the teacher, and students brainstorm to connect personal knowledge to a passage. Students make predictions, create visual images, raise questions of their own and make inferences.
- 13. Concept Definition Maps** — Students focus on content-specific vocabulary using a graphic organizer that encompasses the key components of a definition: class or category, properties or characteristics, and illustrations or examples. Students are encouraged not only to understand the formal definition of a term, but to integrate their personal knowledge into a definition.
- 14. Frayer Model** — Students use the Frayer Model (Frayer, Frederick and Klausmeier, 1969) to record information about a concept. The graphic organizer contains four compartments: essential characteristics, nonessential characteristics, examples and non-examples.
- 15. Visual Prediction Guide** — Students use the visual prediction guide (Irvin, 2001) to “read” visual information in texts. The teacher guides students through a text, offering only visual information, and students note information about the form: charts, diagrams or illustrations. Students then create their own visuals to illustrate text.

## PACING GUIDE

<b>Health - Grade 7</b>	
<b>UNITS OF STUDY</b>	<b>TIME</b>
Wellness	3 Days
Nutrition	3 Days
Integrated Skills: Safety	3 Days
Integrated Skills: Communication	3 Days
Integrated Skills: Decision Making	3 Days
Integrated Skills: Character Development	3 Days
Drugs and Medications	3 Days
Human Relationships and Sexuality	15 Days
Lifelines: Suicide Prevention	4 Days

NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

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