Barrington Haddon Heights Lawnside Merchantville

School District School District School District School District

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

   

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Name: Family Life**

**Grade: 7th Grade Health**

Board Approved: September 8, 2022

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

**Comprehensive Health and Physical Education**

**INTRODUCTION**

**Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also

emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond

their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the

contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle

that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical,*

*social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

• Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.

• Engages in a physically active lifestyle.

• Is knowledgeable about health and wellness and how to access health resources.

• Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health

products and services.

• Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

• Is accepting and respectful of individual and cultural differences.

• Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health

and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary

connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and

assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards

is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global

community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents

published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments.

Revisions to the standards include cumulative progress indicators that reflect:

o Recently enacted legislation outlined in the section below

o An emphasis on health literacy, a 21st century theme

o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other

countries

o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention

o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public

schools, including those enacted from 2009-2014:

• Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

• CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary

resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

• Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are

health enhancing.

• Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress

reduction.

• Using available information to make appropriate health-related decisions.

• Establishing and monitoring personal and family health goals.

• Understanding national and international public health and safety issues.

The 2020 revisions now will incorporate the following New Jersey Legislative Statutes related to the health and well being of students from 2014-2020:

* Consent (N.J.S.A. 18A:35)
* Mental Health (N.J.S.A. 18A:35-4.39)
* NJ Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
* Sexting (N.J.S.A. 18A:35-4.33)
* Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a)

|  | á | á | á | á |
| --- | --- | --- | --- | --- |

| **STANDARD:2.3 Safety: Alcohol, Tobacco and Other Drugs. Dependency, Substances Disorder and Treatment** | | | |
| --- | --- | --- | --- |
| **Unit 1: Alcohol and Addiction** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.8.ATD.1:** Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.  **2.3.8.ATD.2:** Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse.  **2.3.8.ATD.3:** Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.  **2.3.8.ATD.4**: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.  **2.3.8.ATD.5:** Analyze how the influence of peers and different social settings (e.g., home , school, party) can result in positive and/or negative outcomes.  **2.3.8.DSDT.1:** Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.  **2.3.8.DSDT.2:** Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.  **2.3.8.DSDT.3:** Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.  **2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.  **2.3.8.DSDT.5:** Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. | *Students will be able to independently use their knowledge to…*   * Complete Worksheets on alcohol in the body. * Write a story including reaction factors. * Write a summary about the feelings on intoxication simulation. * Complete worksheet 64 on alcoholism. * Complete video “Third Watch” questions. * Complete webquest on peer pressure. * Complete study guide on alcohol and peer pressure * Complete worksheets on decision making using the 6 step process | | |
| **MEANING** | | |
| CORE IDEAS   * The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. * A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. * The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | ESSENTIAL QUESTIONS   * Why do people use and abuse alcohol, tobacco, and other drugs despite warnings about the dangers to self and others? * Who can influence the decisions that you make? * What is the STOP refusal skill? * What are strategies to deal with negative peer pressure? * How can you tell the difference between physical addiction and psychological addiction? * Is there help for children of alcoholics? | |
|
| **Unit 1: Grade 7 - Lessons** | | | |
| **Lesson 1: 2.3.8.ATD.1,2,3,4**: SWBAT define the following: Blood alcohol count, Alcoholism, Cirrhosis, Peer Pressure, Unspoken pressure, Spoken pressure  **Lesson 2:2.3.8.ATD.4:** Identify effects of alcohol on the body  **Lesson 3:2.3.8.ATD.5, 2.3.8.DSDT.1:** Describe effects of alcoholism on the body.  **Lesson 4:2.3.8.DSDT.2,3:**  Identify characteristics of alcoholism.  **Lesson 5: 2.3.8.DSDT.2:** Identify resources or treatment available in the community to help people with alcohol related problems.  **Lesson 6: 2.3.8.DSDT.3:** Identify strategies to deal with peer pressure.  **Lesson 7: 2.3.8.DSDT.3,4:** Identify resources or treatment available in the community to help people with alcohol related problems.  **Lesson 8:2.3.8.DSDT.4,5:** Advertising and Addiction project | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 - Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Alcohol Test**  Unit Test on Alcohol, Alcoholism and Addiction | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Worksheets  -Handouts  -Google Classroom | | Internet  New Jersey Department of Education website  Healthy New Jersey web site  Teen Health and Wellness Internet Database  Kahoot  Pear Deck  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  **RI.9-10.1**  **RI.11-12.1** | **Math**  **MA.12.3.S-ID.B.5** | | **Science**  **HS-PS2-1** |
| **21st Century Skills/Career Education**  **CRP4 W.9-10.6 8.1.12.A.2** | **Technology**  **8.1.12.A.1** | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment**  **Independent Study** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *8 Days* | | | |

|  | á | á | á | á |
| --- | --- | --- | --- | --- |

| **STANDARD:2.3 Safety: Alcohol, Tobacco and Other Drugs. Dependency, Substances Disorder and Treatment**  **Name: Grade 7** | | | |
| --- | --- | --- | --- |
| **Unit 2: Tobacco** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.8.ATD.1:** Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.  **2.3.8.ATD.2:** Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse.  **2.3.8.ATD.3:** Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.  **2.3.8.ATD.4**: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.  **2.3.8.ATD.5:** Analyze how the influence of peers and different social settings (e.g., home , school, party) can result in positive and/or negative outcomes.  **2.3.8.DSDT.1:** Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.  **2.3.8.DSDT.2:** Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.  **2.3.8.DSDT.3:** Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.  **2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.  **2.3.8.DSDT.5:** Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. | *Students will be able to independently use their knowledge to…*   * Understand the dangers of using tobacco, their effects, and why children should practice abstinence for tobacco * Information learned in this unit will help students understand types of tobacco their effects on people, the dangers of using tobacco, and how to practice abstinence for tobacco peer pressure. | | |
| **MEANING** | | |
| CORE IDEAS   * The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. * A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. * The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | ESSENTIAL QUESTIONS   * What are the different kinds of tobacco? * What are the dangers of tobacco? * How can I stay safe around tobacco? | |
|
| **Unit 3: Grade 7 - Lessons** | | | |
| **Lesson 1: 2.3.8.ATD.1,2,3,4**: SWBAT define the following: Tobacco, Nicotine, Tar, Carbon Monoxide and Cancer.  **Lesson 2:2.3.8.ATD.4**: **-** Identify effects of nicotine/tobacco on the body  **Lesson 3:2.3.8.ATD.5, 2.3.8.DSDT.1:** Describe effects and cost of a Nicotine Addiction on the body.  **Lesson 4:2.3.8.DSDT.2,3:**  Identify why teens start smoking  **Lesson 5: 2.3.8.DSDT.2:** Identify resources or treatment available in the community to help people with tobacco related problems.  **Lesson 6: 2.3.8.DSDT.3:** Identify strategies to deal with peer pressure.  **Lesson 7: 2.3.8.DSDT.3,4:** Identify ways to quit smoking effectively.  **Lesson 8:2.3.8.DSDT.4,5:** Unit Test | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Title of Project/Assignment**  Pamphlet  -Create a pamphlet for our fourth graders creating awareness of the dangers of tobacco and describe the effects tobacco can have on the body. Use creativity to make your pamphlet look presentable. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| N/A  -Worksheets  -Handouts | | Internet  Newspapers  New Jersey Department of Education website  Healthy New Jersey web site  Teen Health and Wellness Internet Database  Kahoot  PearDeck  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  **RI.9-10.1**  **RI.11-12.1** | **Math**  **MA.12.3.S-ID.B.5** | | **Science**  **HS-PS2-1** |
| **21st Century Skills/Career Education**  **CRP4 W.9-10.6 8.1.12.A.2** | **Technology**  **8.1.12.A.1** | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment**  **independent study** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *8 Days* | | | |

|  | á | á | á | á |
| --- | --- | --- | --- | --- |

| **STANDARD: 2.1 Emotional and Mental Health**  **STANDARD:2.3 Safety**  **Name: Grade 7** | | | |
| --- | --- | --- | --- |
| **Unit 3: Social Health** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.8.PS.1:** Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).  **2.3.8.PS.6:** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).  **2.3.8.PS.7:** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).  **2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.  **2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health.  **2.1.8.SSH.1**: Differentiate between gender identity, gender expression and sexual orientation.  **2.1.8.SSH.2:** Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. | *Students will be able to independently use their knowledge to…*   * Help create a bullying free school environment * Know who to go to if bullying happens or they see it * Avoid bad peer pressure * Identify the types of bullying and what makes a hostile school environment | | |
| **MEANING** | | |
| CORE IDEAS   * Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. * Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. * The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. * Responsible actions regarding behavior can impact the development and health of oneself and others. * Inclusive schools and communities are accepting of all people and make them feel welcome and included. * Relationships are influenced by a wide variety of factors, individuals, and behaviors. | ESSENTIAL QUESTIONS   * How can peer pressure and bullying lead to use of dangerous substances? * What are the different types of bullying? * Where can cyberbullying take place? * How do we keep ourselves safe on the world wide web? * What is empathy? * Why do people become bullies? * Can being a victim of bullying cause mental health issues? * What is the cycle of violence? | |
|
| **Unit 3: Grade 7 - Lessons** | | | |
| **Lesson 1-2.1.8.PGD.4**: What is social health? How do I stay socially healthy?  **Lesson 2- 2.3.8.PS.1:** The six types of Peer Pressure  **Lesson 3- 2.3.8.PS.6,7:** The four types of bullying  **Lesson 4- 2.1.8.SSH.2:** Making a plan on how to rise above bullying and peer pressure.  **Lesson 5- 2.1.8.SSH.1,2:** Bullying in marginalized groups  **Lesson 6- 2.1.8.SSH.1,2:** Mimi worksheet  **Lesson 7-2.3.8.DSDT.4:** How can bad social situations lead to drug use? How alcohol and tobacco affect you socially.  **Lesson 8-**The Big Idea Presentations on how to stop bullying. | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 - Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Google Slides Presentation**  Description  Students work alone or in small groups to determine a way to stop bullying from happening in the school and make it a safe and respectful place. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Worksheets/Handouts | | Internet  Newspapers  New Jersey Department of Education website  Healthy New Jersey web site  Teen Health and Wellness Internet Database  Kahoot  PearDeck  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  **RI.9-10.1**  **RI.11-12.1** | **Math**  **MA.12.3.S-ID.B.5** | | **Science**  **HS-PS2-1** |
| **21st Century Skills/Career Education**  **CRP4 W.9-10.6 8.1.12.A.2** | **Technology**  **8.1.12.A.1** | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment**  **independent study** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: 7 Instructional Days** | | | |
| *7 Days* | | | |

| **STANDARD:2.1 Mental and Emotional Health**  **STANDARD: 2.3 Safety**  **Name: Grade 7** | | | |
| --- | --- | --- | --- |
| **Unit 4: Emotional and Mental Health** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health.  **2.1.8.EH.1:** Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).  **2.1.8.EH.2**: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.  **2.1.8.CHSS.1:** Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).  **2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings of sadness, anxiety and depression and identify individuals, agencies or places in the community where assistance may be available.  **2.3.8.HCDM.2:** Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.  **2.3.8.HCDM.7:** Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use can promote health-enhancing behaviors. | *Students will be able to independently use their knowledge to…*   * Use the decision-making process when addressing health-related issues. * Differentiate between situations when a health-related decision should be made independently or with the help of others. * Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. * Use effective decision-making strategies. * Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. * Determine how conflicting interests may influence one’s decisions. | | |
| **MEANING** | | |
| CORE IDEAS   * Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community. * Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations. * Individual actions, genetics, and family history can play a role in an individual’s personal health. * Responsible actions regarding behavior can impact the development and health of oneself and others. * Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. * Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. * The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies. | ESSENTIAL QUESTIONS   * How do I learn to stand up for and communicate my beliefs to others without alienating them? * How do I overcome negative influences when making decisions? * How can I use the decision making model to make responsible decisions regarding issues of sexual behavior and drug abuse? * How do I cope with Stress? * What is mental illness? * Where can I find help when I struggle mentally? * What are some types of mental illnesses and phobias? | |
|
| **Unit 3: Grade 7 - Lessons** | | | |
| **Lesson 1-2.1.8.PGD.4, 2.1.8.EH.2**:**:** Introduction to Mental Health  **Lesson 2- 2.1.8.EH.2**: Show verbal and nonverbal interpersonal skills, in various settings, which impact the health of oneself and others.  **Lesson 3-2.1.8.EH.2:** Define the use of refusal, negotiation, and assertiveness skills in different situations.  **Lesson 4-2.1.8.CHSS.1, 2.1.8.CHSS.8:** What is stress and how can we cope with it?  **Lesson 5- 2.3.8.HCDM.2,3:** Explain some common mental health issues.  **Lesson 6- 2.1.8.PGD.4, 2.1.8.CHSS.8:** Compare and Contrast personal health data and information to support achievement of one’s short- and long-term health goals.  **Lesson 7-** **2.1.8.EH.2**:Create a skit using decision making skills in a real life situation. The 7 Cs of effective communication.  **Lesson 8-** Mental Health Test | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 - Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Skit**  Description  In groups of 4, students are to create a skit in a real life situation where they are presented with a conflict where they will need to use their decision making skills. A written script will be handed into the teach and a group presentation of the skit will take place in front of the class. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| Worksheets/Handouts | | Internet  Newspapers  New Jersey Department of Education website  Healthy New Jersey web site  Teen Health and Wellness Internet Database  Kahoot  PearDeck  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  **RI.9-10.1**  **RI.11-12.1** | **Math**  **MA.12.3.S-ID.B.5** | | **Science**  **HS-PS2-1** |
| **21st Century Skills/Career Education**  **CRP4 W.9-10.6 8.1.12.A.2** | **Technology**  **8.1.12.A.1** | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment**  **independent study** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: 7 Instructional Days** | | | |
| *8 Days* | | | |