

**Randolph Township Schools Department of
Health and Physical Education
Randolph Middle School**

**Health Education Curriculum
Grade 7**

“The ability to be in the present moment is a major component of mental wellness.”

~Abraham Maslow

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Curriculum Developed:
Revised July, 2020

Board Approval
October 20, 2020

Randolph Township Schools

Randolph Middle School Grade 7 Health Curriculum

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Randolph Township Schools
Randolph Middle School Grade 7 Health Curriculum

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Affirmative Action Statement
Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The seventh-grade health education program is designed to give students the opportunity to further their knowledge of how to promote a healthy lifestyle by practicing healthy behaviors. The students will analyze health products and services to gain a better understanding of the influence that external sources have on wellness. The effects of external factors such as alcohol, tobacco, and other drugs will be examined as well as the legal and financial consequences of taking part in unhealthy behaviors. Students will gain the skills necessary to examine the short and long-term effects of their decisions. The curriculum is designed to help guide students to understand that taking part in certain behaviors, such as using and abusing drugs and being sexually active, can have consequences that could affect long-term goals. Through skills-based activities, students will understand the strategies available to deal with stress, conflict, crisis, and change. In seventh grade, the students will determine when it is necessary to seek help from a health professional and will look for ways that they can advocate for health issues. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education. The knowledge section for each unit are created using the national health standards. These standards may be found in the appendix. Also in the appendix 18A:35-4.34: Financial literacy instruction and 18A:35-4.35 - History of disabled and LGBT persons included in the middle school curriculum.

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Randolph Middle School Grade 7 Health Curriculum
Curriculum Pacing Chart
RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart Grade 7 Health

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
14weeks	I	Personal Growth and Wellness
2 weeks	II	Community Health and Integrated Skills
2 weeks	III	Alcohol, Tobacco, and Other Drugs
2 week	IV	Family Life

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Unit I: Personal Growth and Wellness

TRANSFER: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.		
STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS for Comprehensive Health Education</p> <p>2.1.8.A.1. Assess and apply health data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.1.Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>2.1.8.A.1 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.A.1 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p> <p>1.8.B.1.2. Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p>	Developing and maintaining wellness requires an ongoing evaluation and modification of lifestyle behaviors.	<ul style="list-style-type: none"> • What causes optimal growth and development? • How can technology have an impact on wellness?
	Eating patterns are influenced by a variety of factors.	<ul style="list-style-type: none"> • What nutrition facts should one consider in order to lead a healthy lifestyle? • What are some challenges that individuals face when eating healthy?
	The prevention and control of diseases and health conditions are affected by many factors.	<ul style="list-style-type: none"> • How can diseases and disorders affect a community?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Factors exist that have a direct impact on personal health.	<p>Analyze the relationship between healthy behaviors and personal health. (1.8.1)</p> <p>Analyze how the environment affects personal health. (1.8.3)</p> <p>Describe how income affects spending.</p>

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Unit I: Personal Growth and Wellness

<p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p>		(9.1.8.A.6)
<p>2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p>	<p>Technology can be used to improve personal health.</p>	<p>Analyze the influence of technology on personal and family health. (2.8.6)</p> <p>Determine the accessibility of products that enhance health. (3.8.3)</p>
<p>2.1.8.B.4 Analyze the nutritional values of new products and supplements.</p> <p>2.1.8.C.1. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.1.2 Analyze local, state, national, and international public safety efforts to prevent and control diseases and health conditions.</p>	<p>Factors exist that influence a person’s nutritional choices.</p>	<p>Examine how the family influences the health of adolescents. (2.8.1)</p> <p>Describe the influence of culture on health beliefs, practices, and behaviors. (2.8.2)</p> <p>Describe how peers influence healthy and unhealthy behaviors. (2.8.3)</p> <p>Analyze how the school and community can affect personal health practices and behaviors. (2.8.4)</p> <p>Analyze how messages from media influence health behaviors. (2.8.5)</p>
<p>2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p>	<p>There are safe and effective ways to lose weight.</p>	<p>Analyze the validity of health information, products, and services. (3.8.1)</p> <p>Describe situations that may require professional health services. (3.8.4)</p>

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Unit I: Personal Growth and Wellness

	There are many factors to consider when designing a weekly meal plan for someone with special dietary needs.	Analyze the relationship between healthy behaviors and personal health. (1.8.1)
	The importance of analyzing new products and supplements.	Locate valid and reliable health products and services. (3.8.5)
	Diagnostic and treatment options are available for various diseases.	Explain how appropriate health care can promote personal health. (1.8.6)
	Mental illnesses effect on all areas of a person’s health.	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. (1.8.2)
	KEY TERMS: nutrition, nutrients, food choices, food labels, calories, fat, sugar, meal planning, body image, healthy weight, eating disorders, media influences, FITT, frequency, intensity, time, type, target heart rate, recovery heart rate, pulse, noncommunicable disease, chronic disease, degenerative disease, congenital disorders, heredity, cancer and treatment, arthritis, diabetes, insulin, allergies, asthma, lifestyle choices, risk factors, heart disease, mental health disorders, (mood, personality, and anxiety), depression, suicide, therapy and treatment	

ASSESSMENT EVIDENCE: *Students will show their learning by the following techniques, including but not limited to:*

- Create an internet/mobile device awareness poster
- Log caloric intake/expenditure log
- Create Technology and health poster project
- Record meal planning and/or dietary log

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Unit I: Personal Growth and Wellness

- Create restaurant menu for various dietary habits
- Write a review/article for dietary product
- Design disease/disorder pamphlet, poster, or class flip book
- Complete exit ticket

KEY LEARNING EVENTS AND INSTRUCTION:

- Small group presentations
- Research and present information
- Reviewing dietary product/diet ads and commercials
- Compare/contrast technology used to manage weight/physical activity
- Brainstorming

SUGGESTED TIME ALLOTMENT	4 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Internet Resources (including but not limited to) https://www.thegreatbodyshop.net/ (The Great Body Shop – Materials and Program Guide/Program Map) https://www.etr.org/healthsmart/ (Health Smart) www.kidshealth.org (Kids Health) www.cdc.gov (Center for Disease Control) www.nami.org (National Alliance for Mental Health) www.myplate.gov (USDA Choose My Plate) https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards) https://www.cdc.gov/lgbthealth/youth-resources.htm (CDC – LGBT resources) https://www.glaad.org/resource/1 (GLADD - LGBT resources) https://www.glsen.org/ (GLSEN Gay Lesbian Straight Education Network)</p>

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Unit II: Community Health and Integrated Skills

TRANSFER: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.		
STANDARDS: NJSLS for Comprehensive Health Education 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.1Predict social situations that may require the use of decision-making skills. 2.2.8.B.1.Justify when individual or collaborative decision-making is appropriate. 2.2.8.B.3.Analyze factors that support or hinder the achievement of personal health goals during different life stages. 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	Effective interpersonal communication encompasses respect and acceptance for all individuals.	<ul style="list-style-type: none"> How can communication skills vary depending on the situation?
	Effective communication is the basis for strengthening interpersonal interactions and relationships.	<ul style="list-style-type: none"> How do our peers impact our ability to communicate?
	Every health-related decision has short-and long-term consequences.	<ul style="list-style-type: none"> Why might people make poor decisions? How can people with different beliefs make a group decision?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	Effective communication strategies vary depending on the setting and situation.	Apply effective verbal and nonverbal communication skills to enhance health. (4.8.1)
	Strategies are useful in dealing with peer pressure and conflicts.	Demonstrate refusal and negotiation skills that avoid or reduce health risks. (4.8.2) Demonstrate effective conflict management or resolution strategies. (4.8.3)

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9.1.8.A.6 Explain how income affects spending decisions.	Various social situations will require decision making skills.	Demonstrate effective conflict management or resolution strategies. (4.8.3) Determine when health-related situations require the application of a thoughtful decision-making process. (5.8.2)
	Situations exist that require the collaborative decision making of a group.	Distinguish when individual or collaborative decision making is appropriate. (5.8.3) Identify circumstances that can help or hinder healthy decision making. (5.8.1)
	Various factors exist that impact the achievement of personal health goals throughout an individual's lifetime.	Apply strategies and skills needed to attain a personal health goal. (6.8.3)
	Demand for a skill/ trade is directly proportionate to earning power and potential.	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. (6.8.4)
	Developing more skills can make someone more marketable in a competitive job market; understanding personal of skills, regardless of possible limitations, allows a person to achieve success.	Describe how workplace skills, trade skills, and education can help a person increase their earning potential. (9.1.8.A.5)
	Earning more money increases consumer purchasing power.	Describe the relationship between income and spending. (9.1.8.A.6)
	It is essential to budget and spend carefully, making sure to consider personal healthcare costs living expensive.	Create a budget that is realistic and within one's means. (9.1.8.A.6)

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	<p>KEY TERMS: internet safety, social media, media influences, sexting, online bullying, decision making, communication, goal setting, refusal and negotiation skills, collaborate, assertiveness, budget, purchasing power, job skills, trade skills, earning potential</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Write a role play about a conversation you may have regarding health • Present a communication skit utilizing a rubric • Write and solve decision making scenario • Conduct a peer interview with checklist • Writing in a journal • Complete exit ticket <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Vocabulary card activities (vocabulary and skill cue acronym) • Role playing communication skills • Partner and small group presentations • Brainstorming/think, pair, share • Scenarios • Red, yellow and green light activities 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>2 weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Internet Resources (including but not limited to) https://www.thegreatbodyshop.net/ (The Great Body Shop – Materials and Program Guide/Program Map) https://www.etr.org/healthsmart/ (Health Smart) www.kidshealth.org (Kids Health) www.cdc.gov (Center for Disease Control) www.charactercounts.org (Character Counts) www.common sense media.org (Common Sense Education)</p>	

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	<p>https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards) https://www.cdc.gov/lgbthealth/youth-resources.htm (CDC – LGBT resources) https://www.glaad.org/resourcelist (GLADD - LGBT resources) https://www.glsen.org/ (GLSEN Gay Lesbian Stright Education Network)</p>
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Unit III: Alcohol, Tobacco, and Other Drugs

TRANSFER: Knowledge about drugs and medicines inform decision making related to personal wellness and the wellness of others.		
<p>STANDARDS:</p> <p>NJSLS for Comprehensive Health Education</p> <p>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.</p> <p>2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Medicines come in a variety of forms and should be used as directed	<ul style="list-style-type: none"> Why do drugs affect people differently?
	There is a strong relationship between individuals who abuse drugs and health-risk behaviors.	<ul style="list-style-type: none"> Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the harmful effects. Do laws have an impact on a person’s decision to use drugs?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	Drugs can affect people differently.	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. (2.8.9)
	Abusing substances can have both physical and behavioral effects.	Examine the likelihood of injury or illness if engaging in unhealthy behaviors. (1.8.8)
	Individuals associated with illegal substances can face both legal and financial consequences.	Analyze the outcomes of a health-related decision. (5.8.7)
	Tobacco use can have a negative impact on the aging process.	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. (1.8.9)

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Unit III: Alcohol, Tobacco, and Other Drugs

control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.	he smoking laws in New Jersey have similarities and differences from other states and countries.	Explain how school and public health policies can influence health promotion and disease prevention. (2.8.10)
2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.	Alcohol and other drug abuse can affect the brain causing impairment to everyday functions.	Demonstrate behaviors to avoid or reduce health risks to self and others. (7.8.3)
2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.	The use of alcohol and other drugs can impact decision making skills causing a risk for sexual assault, pregnancy, and STI's.	Describe the benefits and barriers to practicing healthy behaviors. (1.8.7)
2.3.8.B.8 Analyze health risks associated with injected drug use.	Inhalants affect all three areas of a person's health.	Describe the interrelationship of emotional, intellectual, physical, and social health in adolescence. (1.8.2)
	The use of injected drugs can lead to various health problem.	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. (1.8.9)
	KEY TERMS: : inhalant, marijuana, THC, medicinal, OTC, prescription, legal, illegal, risks, intentional, unintentional, abuse, impairment	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Complete actives at substance abuse learning and reflective stations
- Write a letter to my older self
- Maintain an alcohol prevention journal
- Write a persuasive or factual newspaper article

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Unit III: Alcohol, Tobacco, and Other Drugs

- Create a life-size body outline with drug effects
- Complete exit tickets

KEY LEARNING EVENTS AND INSTRUCTION:

- Learning stations
- Risk factor graphic organizer
- Debate the pros and cons of medical marijuana
- Current event discovery
- Vocabulary card activities

SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Internet Resources (including but not limited to) https://www.thegreatbodyshop.net/ (The Great Body Shop – Materials and Program Guide/Program Map) https://www.etr.org/healthsmart/ (Health Smart) www.kidshealth.org (Kids Health) www.cdc.gov (Center for Disease Control) www.drugfree.org (Partnership for Drug-Free Kids) https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards)</p>

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Unit IV: Family Life

TRANSFER: Understanding the various aspects of human relationships and sexuality assists in making good decisions about healthy living.		
<p>STANDARDS:</p> <p>NJSLS for Comprehensive Health Education</p> <p>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.</p> <p>2.4.8.B.1Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p> <p>2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>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.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.	<ul style="list-style-type: none"> Why are there so many unintended pregnancies and sexually transmitted infections?
	Responsible actions regarding sexual behavior impact the health of oneself and others.	<ul style="list-style-type: none"> What are the consequences of being sexually active?
	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	<ul style="list-style-type: none"> How does someone's life change when they become a parent? What are basic responsibilities of expecting parents?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	Many factors can impact the changes that occur during puberty.	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. (1.8.2)
	Sexual abstinence has many benefits.	Analyze the relationship between healthy behaviors and personal health (1.8.1)
	There are ways to resist the pressure to be sexually active.	Describe how peers influence healthy and unhealthy behaviors. (2.8.3)

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Unit IV: Family Life

2.4.8.C.2 Determine effective strategies and resources to assist with parenting.		Demonstrate refusal and negotiation skills that avoid or reduce health risks. (4.8.2)
2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.	Sexual activity increases the risk for HIV/AIDS, STIs, and unintended pregnancy.	Analyze the outcomes of a health-related decision. (5.8.7)
2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.		Explain how the perceptions of norms influence healthy and unhealthy behaviors. (2.8.7)
	Pregnancy has signs and symptoms as well as methods of detection.	Describe situations that may require professional health services. (3.8.4)
	Many changes take place during pregnancy that affects all three areas of a woman's health.	Explain the importance of assuming responsibility for personal health behaviors. (7.8.1)
	Labor and childbirth occur in stages.	Examine how the family influences the health of adolescents. (2.8.1)
	Prenatal care is important for preventing complications during pregnancy and childbirth.	Explain how appropriate health care can promote personal health. (1.8.6)
	It is important for every individual to experience a positive environment that is safe, secure, welcoming, and where they feel a sense of belonging.	Create a list of topics and/or issue related to LGBTQ and disabled persons to discuss with family and friends.

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Unit IV: Family Life

ASSESSMENT EVIDENCE: Students will show their learning by:	
<ul style="list-style-type: none"> • Design STI posters • Create a visual display demonstrating the stages of fetal development for mom and baby • Compose a letter to your younger self about the consequences of sexual activity • Develop a moms-to-be brochure • Complete exit tickets 	
KEY LEARNING EVENTS AND INSTRUCTION:	
<ul style="list-style-type: none"> • STI jigsaw activity • Partner and small group activities • Scenarios • Reflective activities • Red/yellow/green light activities 	
SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Internet Resources (including but not limited to)</p> <p>https://www.thegreatbodyshop.net/ (The Great Body Shop – Materials and Program Guide/Program Map)</p> <p>https://www.etr.org/healthsmart/ (Health Smart)</p> <p>www.kidshealth.org (Kids Health) www.cdc.gov (Center for Disease Control)</p> <p>www.pgschoolprograms.com (Proctor and Gamble School Programs)</p> <p>www.plannedparenthood.org/learn/parents (Planned Parenthood) www.babycenter.com (Baby Center-Expert Advice about Pregnancy and Parenting)</p> <p>https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards)</p> <p>Resources on Disability and LGBTQ</p> <p>https://selfadvocacyinfo.org/wp-content/uploads/2019/03/Annotated-Bibliography-A-list-of-Resources-on-Disability-and-LGBTQ-Followed-by-a-Short-Description.pdf</p> <p>Teaching Tolerance</p> <p>https://www.tolerance.org/sites/default/files/2018-09/TT-LGBTQ-Best-Practices-Guide.pdf</p>

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APPENDIX A

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Grade 7 Health

APPENDIX

A. SHAPE America National Health Standards

<https://www.shapeamerica.org/standards/health/>

B. Section: 18A:35-4.34: Financial literacy instruction

1.The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

C. Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Policy 2422 updated June 2020

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