

# Red Bank Charter School

## Grade 7 Health Curriculum

Recommended Pacing Guide	
Unit 1: Personal Growth/Wellness	9 Days
Unit 2: Alcohol, Tobacco and Other Drugs	9 Days
Unit 3: Family Life	9 Days
Unit 4: Community Health Skills	9 Days

Suggested Accommodations For All Units
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"><li>● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li><li>● Simplify content</li><li>● Google Translator</li><li>● Multi - language word wall</li><li>● Provide extended time</li><li>● Speak clearly and slowly, avoid slang and idiomatic expressions</li></ul>
<p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"><li>● Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan</li></ul>
<p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"><li>● Challenge with additional movements</li><li>● Challenge with increased tempo</li></ul>
<p><b>Students at Risk of Failure:</b></p> <ul style="list-style-type: none"><li>● Students Motivation<ul style="list-style-type: none"><li>○ Interest</li><li>○ Build confidence</li><li>○ Independence</li><li>○ Enjoyment</li></ul></li></ul>
<p><b>Economically Disadvantaged:</b></p> <ul style="list-style-type: none"><li>● Build a safe and nurturing atmosphere</li><li>● Providing needed academic resources (paper, pencils, computer time,)</li><li>● Be flexible with assignments</li></ul>
<p><b>Culturally Diverse:</b></p> <ul style="list-style-type: none"><li>● Involve families in student learning</li><li>● Provide immediate praise and feedback</li><li>● Respect cultural traditions</li><li>● Provided students with necessary academic resources and materials</li></ul>

- Provide visuals

<b>Unit 1: Personal Growth/Wellness</b>	<b>Duration: 9 days</b>
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### New Jersey Student Learning Standards

#### **New Jersey Student Learning Standards:**

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health (e.g.)
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Analyze the relationship between healthy behaviors and personal health.
- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.4: Explain how the immune system fights disease.
- 2.3.8.HCDM.5: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining or maintaining healthy weights.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

#### **Primary Interdisciplinary Connections:**

##### **Language Arts**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

##### **Math**

- NJSLS 7.RP Ratios and Proportional Relationships  
Analyze proportional relationships and use them to solve real-world and mathematical problems.
- NJSLS 7.NS The Number System  
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.  
Solve real-world and mathematical problems involving the four operations with rational numbers.

##### **Science**

- MS-ETS1-1- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

- MS-PS2-2 Motion and Stability: Forces and Interactions-Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

**Social Studies**

- 6.3.8.D.1- Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

**Technology Standards:**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Evidence of Student Learning**

**Formative Tasks:**

- Written Pretest for Knowledge(as well as for SGO purposes)
- Test/Quizzes
- Exit Tickets
- Rubrics
- Logs

**Alternative Assessments:**

- Health Triangle Project
- Reflection Healthy Habit Goal Sheet
- Abstinence Brochure
- Letter of Advice
- Analysis of Food Intake worksheet
- Powerpoint
- Pamphlet
- Poster
- Research paper
- Health Fair Inquiry

**Summative Assessments:**

- Written Post test for Knowledge (as well as for SGO purposes)
- Written Quarterly Benchmark
- Physical Quarterly Benchmark
- Word of the Week (WOW)

**Benchmark Assessments:**

- Quarterly Written Benchmark

**Knowledge & Skills**

**Enduring Understandings:**

- Effective decision making skills are important to protect one's overall health and wellness.
- Daily choices impact all facets of health and wellness.
- The 6 steps in the decision making process.
- That being a wise and informed consumer will impact and benefit one's overall Wellness.
- There are multiple factors that can impact a person's overall wellness.
- The three components of the "Health Triangle" and identify factors that influence each side and how to maintain their balance.
- An individual's food, exercise, and lifestyle choices/decisions are contributory towards a lifetime of good health and wellness.
- That using alcohol, tobacco, and drugs has consequences physical, mental, and social health.
- Exercise alone will not help an individual lose, gain, or maintain weight.
- That an individual's BMR (Basal Metabolic Rate) is related to longevity and can be adjusted by diet.
- How to obtain health services for their mental, physical, and emotional well-being.
- Create a meal plan that is conducive to their ethnic/cultural background.
- Choose foods that will have a positive effect upon their BMR (Basal Metabolic Rate).

**As per the New Jersey Legislative Statutes the following topics are discussed within the specific unit.**

- Suicide Prevention(N.J.S.A. 18A:6-111) requires instruction in suicide prevention in public schools each year. Suicide prevention awareness is included as part of each unit.
- Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs. Information regarding the district's harassment, intimidation or bullying policy is discussed with students during this unit.

**Essential Questions:**

- What does a healthy person look like?
- Are you failing your body? Is your body failing you?
- How can evaluating the Pros and Cons of a decision or behavior choice benefit me?
- How can one show empathy?
- Why is it important for young people to learn about suicide prevention and awareness?
- What role do students play in preventing and responding to bullying?
- How does one overcome cancer both mentally and physically?

- Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness. The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Logs
- Journals
- Written Tests for Knowledge
- Concept MAPS
- K-W-L- Charts
- Journals
- Yes/No cards
- Questioning
- Self Evaluations
- Teacher Observation Checklists
- Portfolios (Sportfolio)
- Surveys
- FYI/Health Inventories
- Class Discussion (Q & Q sessions)
- Role Playing
- Jigsaw

#### Varied Levels of Text/Resources:

- DVD
- Multimedia Videos
- APPS
- iPads/Tablets
- Webquest
- Power Points
- Guest Speakers/Assemblies
- Educational Posters, Magazines, Pamphlets, & Models
- [www.heart.org/HEARTORG/GettingHealthy/HealthierKids/ActivitiesforKids](http://www.heart.org/HEARTORG/GettingHealthy/HealthierKids/ActivitiesforKids)
- [www.cdc.gov/family/kids](http://www.cdc.gov/family/kids)
- [www.nih.gov/health](http://www.nih.gov/health)
- [www.kidshealth.org](http://www.kidshealth.org)
- [www.crestkids.com](http://www.crestkids.com)
- [www.cpsc.gov](http://www.cpsc.gov)
- [Brainpopjr.com](http://www.brainpopjr.com)
- <http://www.nourishinteractive.com>
- [www.learntobehealthy.org](http://www.learntobehealthy.org)
- [www.readinga-z.com](http://www.readinga-z.com)
- <https://www.scholastic.com/digital/>
- <https://abdodigital.com>
- <http://www.sheppardsoftware.com>
- <https://human.biodigital.com>
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- [www.lessonplanet.com](http://www.lessonplanet.com)
- <https://learn360.infobase.com>
- Serving Up MyPlate Curriculum K-8:  
<https://www.fns.usda.gov/tn/serving-myplate-yum-my-curriculum>
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.tes.com](http://www.tes.com)
- [www.study.com](http://www.study.com)
- Coordinated Approach to Child Health (CATCH) Nutrition Curriculum
- <https://catchinfo.org>
- [https://www.superkidsnutrition.com/nc\\_dole5aday/](https://www.superkidsnutrition.com/nc_dole5aday/)

	<ul style="list-style-type: none"> <li>● Tools for Teaching Health by Shannon Whalen (Author), Dominick Splendorio (Author), Sal Chiariello (Author)</li> <li>● Planet Health: An Interdisciplinary Curriculum for Teaching Middle School Nutrition and Physical Activity by Jill Carter (Author), Wiecha, Jean L., Ph.D. (Author), Karen E. Peterson (Author), Suzanne Nobrega (Author), Steven Lawrence Gortmaker (Author)</li> <li>● Aids HIV Prevention Education for Puberty Age Youth by Sue Montfort</li> <li>● The Health Teacher's Book of Lists by Patricia Rizzo-Toner (Author), Milliken Ziemba, Marian (Author)</li> <li>● Health Education Ideas and Activities: 24 Dimensions of Wellness for Adolescents by Roger F Puza (Author)</li> <li>● Health Teaching Twisters Activities, Crosswords, and Word Searches for Teaching Health by Judy Johnson</li> <li>● Life Skills: 225 Ready-to-Use Health Activities for Success and Well-Being by Sandra McTavish (Author)</li> </ul>
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<b>Unit 2: Alcohol, Tobacco &amp; Drugs</b>	<b>Duration: 9 days</b>
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**New Jersey Student Learning Standards**

**New Jersey Student Learning Standards:**

- 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.

**Primary Interdisciplinary Connections:  
Language Arts**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Math**

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**Science**

- MS-ETS1-1- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-PS2-2 Motion and Stability: Forces and Interactions-Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

**Social Studies**

- 6.3.8.D.1- Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

**Technology Standards:**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
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- CRP7. Employ valid and reliable research strategies.
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- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Evidence of Student Learning**

**Formative Tasks:**

- Written Pretest for Knowledge(as well as for SGO purposes)
- Test/Quizzes
- Exit Tickets

**Alternative Assessments:**

- Health Triangle Project
- Reflection Healthy Habit Goal Sheet
- Poster
- PSA Announcement ( Poem, Video, Song)



<ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Logs</li> </ul>	
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Written Post test for Knowledge (as well as for SGO purposes)</li> <li>● Written Quarterly Benchmark</li> <li>● Physical Quarterly Benchmark</li> <li>● Word of the Week (WOW)</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quarterly Written Benchmark</li> </ul>
<p><b>Knowledge &amp; Skills</b></p>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Drugs, alcohol, and tobacco, either legally or illegally obtained, can cause harm if misused and abused.</li> <li>● The difference between prescription and over the counter medicines.</li> <li>● The potential risks associated with the improper use of prescription, OTC, &amp; supplements.</li> <li>● The signs of drug abuse.</li> <li>● That drugs and alcohol affect individuals differently.</li> <li>● The treatment options that are available to both individuals and families affected by substance abuse.</li> <li>● Alcohol, drug, and tobacco use can, in many circumstances, prevent a person from enjoying or even destroy their life.</li> <li>● Just because a drug/medicine is prescribed by a doctor doesn't always mean it is safe to take or use.</li> <li>● The difference between drug misuse and abuse.</li> <li>● That drugs affect people differently.</li> <li>● The various classifications of drugs, their effects, and the potential dangers they present to an individual's wellness.</li> <li>● Why teen's are susceptible to making poor choices regarding drugs, alcohol, and tobacco use.</li> <li>● That illegal use of drugs, alcohol, and tobacco not only have health related consequences, but also legal consequences.</li> </ul> <p><b>As per the New Jersey Legislative Statutes the following topics are discussed within the specific unit.</b></p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Are all drugs bad?</li> <li>● How are drugs used for good purposes?</li> <li>● What do I want out of life?</li> <li>● How do I accomplish and fulfill my dreams, hopes, and goals and reach my full potential?</li> <li>● Can I live with the consequences of my own decisions, actions, and choices? Can my family?</li> <li>● Is taking a chance worth the risk?</li> </ul>

- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco and controlled dangerous substances. Alcohol and drug prevention is part of this unit.

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Logs
- Journals
- Written Tests for Knowledge
- Concept MAPS
- K-W-L- Charts
- Journals
- Yes/No cards
- Questioning
- Self Evaluations
- Teacher Observation Checklists
- Portfolios (Sportfolio)
- Surveys
- FYI/Health Inventories
- Class Discussion (Q & Q sessions)
- Role Playing
- Jigsaw

#### Varied Levels of Text/Resources:

- DVD
- Multimedia Videos
- APPS
- IPads/Tablets
- Webquest
- Power Points
- Guest Speakers/Assemblies
- Educational Posters, Magazines, Pamphlets, & Models
- [www.cdc.gov](http://www.cdc.gov)
- Njapherd
- Too Good for Drugs
- [www.cdc.gov/family/kids](http://www.cdc.gov/family/kids)
- [www.nih.gov/health](http://www.nih.gov/health)
- [www.kidshealth.org](http://www.kidshealth.org)
- Brainpopjr.com
- [www.themailbox.com](http://www.themailbox.com)
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- [www.lessonplanet.com](http://www.lessonplanet.com)
- <https://learn360.infobase.com>
- Drug Education The Keys to Brain Power
- Drug Education Bingo
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.study.com](http://www.study.com)
- Tools for Teaching Health by Shannon Whalen (Author), Dominick Splendorio (Author), Sal Chiariello (Author)
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### New Jersey Student Learning Standards

#### New Jersey Student Learning Standards:

- 2.1.8.PGD.4: Differentiate between gender identity, gender expression and sexual orientation.
- 2.3.8.SE.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.SE.2: Define consent and describe the factors that may diminish one's capacity to request and/or give sexual consent.
- 2.3.8.SE.3: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (i.e., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STI's), HIV/AIDS, breast cancer, HPV, testicular cancer).

#### Primary Interdisciplinary Connections:

##### Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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##### Social Studies

- 6.3.8.D.1- Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

#### Technology Standards:

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Evidence of Student Learning****Formative Tasks:**

- Written Pretest for Knowledge(as well as for SGO purposes)
- Test/Quizzes
- Exit Tickets
- Rubrics
- Logs

**Alternative Assessments:**

- Health Triangle Project
- Reflection Healthy Habit Goal Sheet
- Abstinence Brochure

**Summative Assessments:**

- Written Post test for Knowledge (as well as for SGO purposes)
- Written Quarterly Benchmark
- Physical Quarterly Benchmark
- Word of the Week (WOW)

**Benchmark Assessments:**

- Quarterly Written Benchmark

**Knowledge & Skills****Enduring Understandings:**

- Being in a relationship with someone does not mean an individual loses their identity.
- A relationship is a partnership.
- When involved in a relationship, it is important to be respectful to each other.
- Decisions regarding sexual activity can impact an individual's health, safety, and future.
- If an individual abstains from sexual activity, they eliminate the consequences associated with sexual activity (ie: diseases and possible death as a result, pregnancy, social, academic, and financial problems).
- The functions of the male and female reproductive systems.
- The functions of the Endocrine system.

**Essential Questions:**

- What does a healthy relationship look like?
- Is taking a chance worth the risk?
- Can I be my own person?
- Does my identity have to change when I enter into a relationship?
- Can I live with the consequences of my own decisions, actions, and choices? Can my family?

- The process of fertilization and stages of pregnancy. .
- There are many types of relationships and all of their chances for success are predicated on mutual respect, communication, and commitment by all parties.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- What a healthy dating relationship looks like.
- Steps to take towards separating one's self from toxic and/or unhealthy relationships.
- The 4 steps of Refusal Skills (S.T.O.P.).
- That there is sexual diversity amongst people.
- How to locate, contact, and responsibly utilize various professional organizations designated to educate, counsel, and provide intervention services regarding sexual health.
- The physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

**As per the New Jersey Legislative Statutes the following topics are discussed within the specific unit.**

- Breast Self-examination (N.J.S.A 18A:35-5.4) requires instruction on breast self examination. Instruction on Breast self examination is included in this unit.
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20).
- Sexual Assault Prevention (N.J.S.A.18A:35-4.3) requires the development of a sexual assault prevention education program. This program is adapted to the middle school age students.
- Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence.

**Core Instructional & Supplemental Materials**

**Suggested Activities/Resources:**

- Logs
- Journals
- Written Tests for Knowledge
- Concept MAPS
- K-W-L- Charts
- Journals

**Varied Levels of Text/Resources:**

- DVD
- Multimedia Videos
- APPS
- iPads/Tablets
- Webquest
- Power Points

- Yes/No cards
- Questioning
- Self Evaluations
- Teacher Observation Checklists
- Portfolios (Sportfolio)
- Surveys
- FYI/Health Inventories
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- Role Playing
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- Guest Speakers/Assemblies
- Educational Posters, Magazines, Pamphlets, & Models
- [www.cdc.gov](http://www.cdc.gov)
- Njapherd
- [www.nih.gov/health](http://www.nih.gov/health)
- [www.kidshealth.org](http://www.kidshealth.org)
- Brainpopjr.com
- Middle School Survival KitH
- human sexuality bingo
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- [www.lessonplanet.com](http://www.lessonplanet.com)
- <https://learn360.infobase.com>
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.tes.com](http://www.tes.com)
- [www.study.com](http://www.study.com)
- Tools for Teaching Health by Shannon Whalen (Author), Dominick Splendorio (Author), Sal Chiariello (Author)
- Aids HIV Prevention Education for Puberty Age Youth by Sue Montfort
- The Health Teacher's Book of Lists by Patricia Rizzo-Toner (Author), Milliken Ziembra, Marian (Author)
- Health Education Ideas and Activities: 24 Dimensions of Wellness for Adolescents by Roger F Puza (Author)
- Health Teaching Twisters Activities, Crosswords, and Word Searches for Teaching Health by Judy Johnson
- Life Skills: 225 Ready-to-Use Health Activities for Success and Well-Being by Sandra McTavish (Author)
- Yes You Can Experience True Freedom Curriculum by NJ Physicians Advisory Group
- <https://njphysicians.org>
- Best Practices Human Sexuality and Family Life Curriculum
- Safe Dates An Adolescent Dating Abuse Prevention Curriculum by Vangue Foshee, Ph.D., and Stacey Langwick, Ph.D.
- New Methods for Puberty Education grades 4-9 by Carolyn Cooperman Chuck Rhoades.
- Positive images teaching abstinence, contraception, and sexual health, by Peggy Brick and Bill Taverner.
- Streetwise to sexwise, Sexuality Education for high-risk Youth by Steve Brown and Bill Taverner.
- Sex Etc, A Newsletter By Teens For Teens, Teaching with Sex Etc, Articles and Activies by Nora Gelperin, M. Ed. Network for Family Life Education Center for Applied Psychology,

Answer, Rutgers State University of New Jersey.

**Unit 4: Community Health Skills**

**Duration: 9 days**

**New Jersey Student Learning Standards**

**New Jersey Student Learning Standards:**

- 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.SH.1: Describe the type of behaviors that are likely to lead to establishing and maintaining healthy relationships (e.g., define and explain the laws of consent).
- 2.1.8.SH.2: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.1.8.SH.3: Demonstrate refusal and negotiation skills that avoid or reduce health risks as well as serve as effective resolution strategies.
- 2.1.8.SH.4: Develop strategies to safely communicate through digital media with respect.
- 2.1.8.CHSS.1: Identify health professionals at school and in the community available to assist and address specific health emergencies, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, Epi pin, breast self-examination, water safety, stress management, drug prevention, traumatic stress).
- 2.1.8.CHSS.2: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.3: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.4: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

**Primary Interdisciplinary Connections:**

**Language Arts**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Math**

- NJSLS 7.RP Ratios and Proportional Relationships  
Analyze proportional relationships and use them to solve real-world and mathematical problems.
- NJSLS 7.NS The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Solve real-world and mathematical problems involving the four operations with rational numbers.

**Science**

- MS-ETS1-1- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- MS-PS2-2 Motion and Stability: Forces and Interactions-Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.

**Social Studies**

- 6.3.8.D.1- Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

**Technology Standards:**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Evidence of Student Learning**

**Formative Tasks:**

- Written Pretest for Knowledge(as well as for SGO purposes)
- Test/Quizzes
- Exit Tickets
- Rubrics
- Logs

**Alternative Assessments:**

- Health Triangle Project
- Reflection Healthy Habit Goal Sheet
- Character Building Project

**Summative Assessments:**

- Written Post test for Knowledge (as well as for SGO purposes)
- Written Quarterly Benchmark
- Physical Quarterly Benchmark
- Word of the Week (WOW)

**Benchmark Assessments:**

- Quarterly Written Benchmark

**Knowledge & Skills**



**Enduring Understandings:**

- That decisions, whether good, bad, intentional, or unintentional can not only directly impact the impact making them but also others.
- An individual's character speaks volumes and contributes towards an individual's ability to successfully function in life.
- How to effectively say NO when faced with a negative dilemma, choice, or decision presented by peers.
- People can co-exist within communities, environments, and situations despite their beliefs, culture, difference, or sexuality.
- Being different doesn't mean you should be or are valued, respected, or treated less than anyone else.
- Sometimes the body's chemical makeup can cause people to experience mental and/or emotional problems that they can't control without professional intervention.
- Behaviors, choices, and decisions have consequences, either intentional or not.
- Being prepared can often protect, and/or save a person's life.
- Use speaking and listening skills, as well as body language to communicate clearly and effectively with people, regardless of their culture, using speaking and listening skills.
- That individuals from different cultures or backgrounds may interpret communication strategies differently.
- How to develop ways and strategies to include people with disabilities in activities and social environments.
- The various health and social issues that directly impact their communities and the ways in which awareness is being raised and solutions created to help, improve, and /or solve them.
- How to find and access help for mental illnesses.
- The 6 steps to safe, sound, and educated Decision Making.
- Basic First-Aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning

**Essential Questions:**

- Are people born with common sense?
- Why should I care about anyone other than myself?
- Is it possible to agree to disagree?
- Can you hurt someone without using words?
- Is being, thinking, or acting different a bad thing? Could it be a good thing?
- What is it like not to be able to help, control, or behave yourself mentally or emotionally? How would you feel, cope, or deal if something pertaining to you was out of your control?
- Is a risk worth taking?
- Can a "child" help themselves or someone else when faced with a medical emergency?

## Core Instructional & Supplemental Materials

### Suggested Activities/Resources:

- Logs
- Journals
- Written Tests for Knowledge
- Concept MAPS
- K-W-L- Charts
- Journals
- Yes/No cards
- Questioning
- Self Evaluations
- Teacher Observation Checklists
- Portfolios (Sportfolio)
- Surveys
- FYI/Health Inventories
- Class Discussion (Q & Q sessions)
- Role Playing
- Jigsaw

### Varied Levels of Text/Resources:

- DVD
- Multimedia Videos
- APPS
- iPads/Tablets
- Webquest
- Power Points
- Guest Speakers/Assemblies
- Educational Posters, Magazines, Pamphlets, & Models
- [www.cdc.gov](http://www.cdc.gov)
- Njapherd
- [www.nih.gov/health](http://www.nih.gov/health)
- [www.kidshealth.org](http://www.kidshealth.org)
- [Brainpopjr.com](http://Brainpopjr.com)
- [www.themailbox.com](http://www.themailbox.com)
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- [www.lessonplanet.com](http://www.lessonplanet.com)
- <https://learn360.infobase.com>
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.tes.com](http://www.tes.com)
- [www.study.com](http://www.study.com)
- Health Teacher Comprehensive Curriculum
- [www.healthteacher.com](http://www.healthteacher.com)
- Tools for Teaching Health by Shannon Whalen (Author), Dominick Splendorio (Author), Sal Chiariello (Author)
- How to Survive Teaching Health: Games, Activities, and Worksheets for Grades 4-12 by Kenneth G. Tillman (Author)
- The Health Teacher's Book of Lists by Patricia Rizzo-Toner (Author), Milliken Ziemba, Marian (Author)
- Health Education Ideas and Activities: 24 Dimensions of Wellness for Adolescents by Roger F Puza (Author)
- Health Teaching Twisters Activities, Crosswords, and Word Searches for Teaching Health by Judy Johnson
- Life Skills: 225 Ready-to-Use Health Activities for Success and Well-Being by Sandra McTavish (Author)