

**Glen Ridge Board of Education
Health**

7

***Required
1 Marking Period***

New Jersey Student Learning Standards

Health & Physical Education Mission Statement: Our philosophy is to move students toward "health literacy", which is the main goal of the National Health Education Standards. We believe the health literate student should be a critical thinker, a problem solver, a responsible productive citizen, a self -motivated learner and an effective communicator. This literacy will allow our students more of an ability and competence to obtain, interpret, understand and use basic health information, and services.

Course Description: Health Education seeks to improve the student’s mental/emotional, physical, and social well-being. Information is provided in order to enhance student knowledge, as well as provide students with experiences that can lead to healthy lifestyle choices. Students will adopt healthy practices and decision-making skills which will help to foster positive experiences throughout their lives. The cooperative effort of school, family, and community agencies will enhance the health education program.

7th Grade Health		
Unit 1: Mental/Emotional Health		
Time Allotted (days of instruction): 2 ½ Weeks		
New Jersey Student Learning Standards (NJSLS) :		
Standard 2.1 Personal and Mental Health		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can I achieve mental and emotional well-being? ● How can I enhance my decision-making abilities to positively impact my mental and emotional health? ● How can I utilize both short and long term goals to help improve my mental and emotional health? ● What are some strategies I can use to develop good character? ● How can I effectively express the different emotions I am experiencing? ● Why is it important to maintain a high level of self-esteem? 	<ul style="list-style-type: none"> ● Performance Expectations: <ul style="list-style-type: none"> ○ 2.1.8.PGD.4 ○ 2.1.8.EH.1 ○ 2.1.8.EH.2 ○ 2.1.8.CHSS.1 ○ 2.1.8.CHSS.8 ● 1. Identify the effectiveness of utilizing decision-making skills in making effective health decisions. ● 2. Recognize the importance of maintaining one’s core ethical values as it applies to the decision-making process. 	<ul style="list-style-type: none"> ● Class Discussion <ul style="list-style-type: none"> ○ Activities related to the daily objective(s): Example - Do Now Activity: What are some methods of managing stress? ● Notes on Smartboard <ul style="list-style-type: none"> ○ Powerpoint ○ Smart Notebook Doc <ul style="list-style-type: none"> ■ Students may hand-write or type information. ● Concept Mapping Activities <ul style="list-style-type: none"> ○ These are guided note-taking assignments which provide an outline of material covered during each lesson. ○ Students will fill in the missing information as

<ul style="list-style-type: none"> ● What are some effective ways of boosting my self-esteem? ● What are some effective ways of managing stress? ● What resources are available to me if I feel depressed or suicidal? 	<ul style="list-style-type: none"> ● 3. Identify the significance of setting and achieving personal health goals as a method for improving mental and emotional health. ● 4. Identify strategies for developing good character. ● 5. Recognize the importance of practicing citizenship as it pertains to following rules and laws. ● 6. Recognize the importance of practicing citizenship as it pertains to performing volunteer services. ● 7. Identify the importance of expressing one’s emotions, as well as methods for doing so. ● 8. Assess current level of wellness and recognize the significance of improving self-esteem as an effective way to maintain mental and emotional wellness. ● 9. Identify marketing strategies used by companies which may serve as factors that impact one’s self-esteem. ● 10. Identify effective stress-management techniques and recognize the importance of coping with stressful situations effectively. ● 11. Identify sources of help for depression and suicidal thoughts. 	<p>it is introduced throughout the lesson.</p> <ul style="list-style-type: none"> ● Partner/Group Activities <ul style="list-style-type: none"> ○ Students work in small groups in order to reinforce real-life application of material covered in class. ○ For example, during the decision-making lesson, students will be given a scenario and will work in groups to figure out the best course of action for each scenario. ● YouTube Segments <ul style="list-style-type: none"> ○ These segments reinforce the topics introduced and aid in meeting student learning objectives.
Resources/Materials	<ul style="list-style-type: none"> ● Text: Glencoe “Teen Health Course 2” ● Health-related websites ● YouTube Segments ● Google Classroom 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● 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.R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 	

	<ul style="list-style-type: none"> ● NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9: Draw evidence from informational texts to support analysis, reflection, and research.
21st Century Life and Careers	Standard 9.1 (21st Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.1 (Computer and Information Literacy): All students will use computer applications to gather and organize information and to solve problems. ● Standard 8.2 (Technology Education): All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Diversity/Inclusion	● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Classwork <ul style="list-style-type: none"> ○ Do Now Activities ○ Guided Note-taking Assignments ● Homework <ul style="list-style-type: none"> ○ Health Current Events ● Group Projects/Assignments 	<ul style="list-style-type: none"> ● Unit Quiz ● Unit Test 	<ul style="list-style-type: none"> ● Pre and Post Test ● Surveys 	<ul style="list-style-type: none"> ● Modified Test Format <ul style="list-style-type: none"> ○ Word Bank Provided ● Extended Time ● Alternative Testing Site

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating 	<ul style="list-style-type: none"> ● At teacher discretion, shorten assignment to focus on mastery of key concepts ● Post learning outcome on the students notes; example. "When you read this chapter, you should be able to..." ● Display a model of the end product ● Study guides provided ● Word bank for assessments provided 	<ul style="list-style-type: none"> ● Cooperative Learning Activities <ul style="list-style-type: none"> ○ Provide student(s) with leadership roles within the group in order to provide direction to other students (Team Leader).

<ul style="list-style-type: none"> ● Determine key concepts for the unit and define language and content objects for each lesson. 	<ul style="list-style-type: none"> ● Modify testing and homework as needed. ● Provide alternative testing site ● Extended time ● Highlight and bold action words ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed ● Instructional Groups (e.g., peer partners, buddy systems) ● Strategies for organizing time, tasks and materials ● Give a written list of steps ● Provide electronic feedback via comments on google docs for written work ● Provide teacher feedback during editing process for written work 	
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Name of Course		
Unit 2: Social Health		
Time Allotted (days of instruction): 2 ½ Weeks		
New Jersey Student Learning Standards (NJSLS):		
Standard 2.1 Personal and Mental Health		
Standard 2.3 Safety		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can I achieve social well-being? ● How can I become a more effective communicator? 	<ul style="list-style-type: none"> ● Performance Expectations: <ul style="list-style-type: none"> ○ 2.1.8.SSH.1 ○ 2.1.8.SSH.2 	<ul style="list-style-type: none"> ● Class Discussion <ul style="list-style-type: none"> ○ Activities related to the daily objective(s): Example - Do Now Activity: What are some

<ul style="list-style-type: none"> ● How can I maintain healthy relationships? ● What are some ways to build strong family relationships and friendships? ● What is peer pressure? ● How can I resist negative peer pressure situations involving risk behaviors? ● What are effective ways to deal with conflict in the home, school, or community? ● How should I respond to bullying? 	<ul style="list-style-type: none"> ○ 2.1.8.SSH.3 ○ 2.1.8.SSH.4 ○ 2.1.8.SSH.5 ○ 2.1.8.SSH.6 ○ 2.3.8.PS.1 ○ 2.3.8.PS.6 ○ 2.3.8.PS.7 ○ 2.3.8.ATD.1 ○ 2.3.8.ATD.5 <ul style="list-style-type: none"> ● 1. Identify various social impacts on one’s health. ● 2. Recognize the difference between verbal and non-verbal communication and how to employ strategies for effective communication. ● 3. Identify the importance of effective communication as it relates to social health. ● 4. Identify qualities of a healthy family relationship. ● 5. Differentiate between healthy and unhealthy social relationships. ● 6. Identify the difference between negative and positive peer pressure. ● 7. Identify examples of “risk behaviors.” ● 8. Recognize the importance of utilizing refusal skills to effectively handle negative peer pressure situations. ● 9. Identify methods of resolving conflict situations effectively. <ul style="list-style-type: none"> ○ Negotiation ○ Mediation ● 10. Identify the definition of “tolerance” and the role it plays in conflict prevention. 	<p>examples of negative peer pressure situations?</p> <ul style="list-style-type: none"> ● Notes on Smartboard <ul style="list-style-type: none"> ○ Powerpoint ○ Smart Notebook Doc <ul style="list-style-type: none"> ■ Students may hand-write or type information. ● Concept Mapping Activities <ul style="list-style-type: none"> ○ These are guided note-taking assignments which provide an outline of material covered during each lesson. ○ Students will fill in the missing information as it is introduced throughout the lesson. ● Partner/Group Activities <ul style="list-style-type: none"> ○ Students work in small groups in order to reinforce real-life application of material covered in class. ○ For example, during the decision-making lesson, students will be given a scenario and will work in groups to figure out the best course of action for each scenario. ● YouTube Segments <ul style="list-style-type: none"> ○ These segments reinforce the topics introduced and aid in meeting student learning objectives.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● Text: Glencoe “Teen Health Course 2” ● Health-related websites ● YouTube Segments 	

	<ul style="list-style-type: none"> ● Google Classroom
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJLSA.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. ● NJLSA.R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9: Draw evidence from informational texts to support analysis, reflection, and research.
21st Century Life and Careers	Standard 9.1 (21st Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	<ul style="list-style-type: none"> ● Standard 8.1 (Computer and Information Literacy): All students will use computer applications to gather and organize information and to solve problems. ● Standard 8.2 (Technology Education): All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Classwork <ul style="list-style-type: none"> ○ Do Now Activities ○ Guided Note-taking Assignments ● Homework <ul style="list-style-type: none"> ○ Health Current Events ● Group Projects/Assignments 	<ul style="list-style-type: none"> ● Unit Quiz ● Unit Test 	<ul style="list-style-type: none"> ● Pre and Post Test ● Surveys 	<ul style="list-style-type: none"> ● Modified Test Format <ul style="list-style-type: none"> ○ Word Bank Provided ● Extended Time ● Alternative Testing Site

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Use visual representations of new vocabulary and use graphs, maps, 	<ul style="list-style-type: none"> ● At teacher discretion, shorten assignment to focus on mastery of key concepts <ul style="list-style-type: none"> ● Post learning outcome on the students notes; example. "When you 	<ul style="list-style-type: none"> ● Cooperative Learning Activities <ul style="list-style-type: none"> ○ Provide student(s) with leadership roles within the group in order to provide direction to other students (Team Leader).

<p>photographs, drawings and charts to introduce new vocabulary and concepts.</p> <ul style="list-style-type: none"> ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. 	<p>read this chapter, you should be able to..."</p> <ul style="list-style-type: none"> ● Display a model of the end product ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. ● Provide alternative testing site ● Extended time ● Highlight and bold action words ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed ● Instructional Groups (e.g., peer partners, buddy systems) ● Strategies for organizing time, tasks and materials ● Give a written list of steps ● Provide electronic feedback via comments on google docs for written work ● Provide teacher feedback during editing process for written work 	
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Name of Course
Unit 3: Physical Health
Time Allotted (days of instruction): 4 Weeks
New Jersey Student Learning Standards (NJSLS)
Standard 2.1 Personal and Mental Health
Standard 2.2 Physical Wellness
Standard 2.3 Safety
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How can I achieve physical well-being? ● How do I use “MyPlate?” ● What are the essential nutrients? ● How can reading a nutrition label help me to improve my physical health? ● How can infectious diseases be detected and treated? ● How does addiction occur? ● How can tobacco use be harmful to my health? ● How can e-cigarettes be harmful to my health? ● How can alcohol use be harmful to my health? ● How can using illegal drugs be harmful to my health? ● What are the dangers of misusing/abusing both over-the-counter or prescription medicines? ● What physical, mental, and emotional changes occur during puberty? ● What are the benefits of abstinence? ● Are methods of contraception as effective as abstinence in preventing unintended pregnancies and transmission of STI’s? ● How can teenagers be affected by unintended pregnancy? 	<ul style="list-style-type: none"> ● Performance Expectations: <ul style="list-style-type: none"> ○ 2.1.8.PGD.3 ○ 2.1.8.PGD.4 ○ 2.1.8.SSH.8 ○ 2.1.8.SSH.10 ○ 2.2.8.N.1 ○ 2.2.8.N.2 ○ 2.2.8.N.3 ○ 2.2.8.N.4 ○ 2.3.8.HCDM.1 ○ 2.3.8.HCDM.2 ○ 2.3.8.HCDM.3 ○ 2.3.8.HCDM.6 ○ 2.3.8.HCDM.7 ○ 2.3.8.ATD.1 ○ 2.3.8.ATD.2 ○ 2.3.8.ATD.3 ○ 2.3.8.ATD.4 ○ 2.3.8.ATD.5 ○ 2.3.8.DSDT.1 ○ 2.3.8.DSDT.2 ○ 2.3.8.DSDT.3 ○ 2.3.8.DSDT.4 ○ 2.3.8.DSDT.5 ● 1. Identify hereditary and environmental factors which can have an influence on one’s health. ● 2. Identify the importance of utilizing proper hygiene practices in order to maintain physical health. ● 3. Identify the 6 essential nutrients. ● 4. Identify methods of incorporating the essential nutrients into a well-balanced diet. ● 5. Properly read a nutrition label in order to make informed decisions regarding nutrient intake and portion 	<ul style="list-style-type: none"> ● Class Discussion <ul style="list-style-type: none"> ○ Activities related to the daily objective(s): Example - Do Now Activity: What are some examples of negative peer pressure situations? ● Notes on Smartboard <ul style="list-style-type: none"> ○ Powerpoint ○ Smart Notebook Doc <ul style="list-style-type: none"> ■ Students may hand-write or type information. ● Concept Mapping Activities <ul style="list-style-type: none"> ○ These are guided note-taking assignments which provide an outline of material covered during each lesson. ○ Students will fill in the missing information as it is introduced throughout the lesson. ● Partner/Group Activities <ul style="list-style-type: none"> ○ Students work in small groups in order to reinforce real-life application of material covered in class. ○ For example, during the decision-making lesson, students will be given a scenario and will work in groups to figure out the best course of action for each scenario. ● YouTube Segments <ul style="list-style-type: none"> ○ These segments reinforce the topics introduced and aid in meeting student learning objectives.

	<p>size.</p> <ul style="list-style-type: none"> ● 6. Identify various diseases and health conditions, as well as methods of prevention/treatment for said illnesses. ● 7. Identify the causes and consequences of various addictions. ● 8. Identify methods of treatment for addiction. ● 9. Identify the different types of tobacco products, as well as the harmful effects of each. ● 10. Identify the dangers associated with e-cigarette use. ● 11. Identify alcohol's effects on one's physical, mental/emotional, and social health. ● 11. Identify the different health/legal consequences associated with illegal drug use. ● 12. Identify the difference between over-the-counter and prescription medicines and identify consequences associated with misuse. ● 13. Identify the physical, mental/emotional, and social changes which occur during puberty. ● 14. Identify the term "abstinence." ● 15. Identify various contraceptive methods and their effectiveness in the prevention of STIs and unintended pregnancies. 	
Resources/Materials	<ul style="list-style-type: none"> ● Text: Glencoe "Teen Health Course 2" ● Health-related websites ● YouTube Segments ● Google Classroom 	
Interdisciplinary Connections	<p>NJLSA.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.</p>	

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