

Quinton Township School District
Health
Grade 7
[Pacing Guide](#)

Unit	1	Unit Title:	Becoming a Lifelong Learner	Pacing:	5 Days
Unit Summary: In Health 7, students begin by exploring traits and skills that lead to a successful life. They assess personal strengths and identify areas for growth and learn how best to receive information and support for issues of mental and physical health.					
Essential Questions: What is the value of lifelong learning? How does knowing personal strengths help me navigate the world?					
Objectives: ● Identify traits and skills of lifelong learners and explain the values that support them. ● Identify prosocial behaviors that contribute to an emotionally safe (positive) classroom environment. ● Identify and access sources of support at home, in school, and in the community, such as parents, guardians, and other trusted adults who can provide information and help when needed for a variety of health topics. ● Analyze websites for accuracy, reliability, and appropriateness.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.PGD.1, 2.1.8.PGD.4, 2.1.8.SSH.3					
Interdisciplinary Connections: RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1					
Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2					

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Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Working with a partner, develop a definition of a lifelong learner. - As a class, participate in a collaborative activity, such as four-corners, to explore how the environment shapes outcomes. - Read an article on successful classroom environments and brainstorm a list of ways you can contribute to an effective classroom. - Create a script for talking with a trusted adult about a health issue. - Brainstorm a list of health topics teenagers are interested in researching, and then create a list of key questions to determine if a website is trustworthy. - Use a graphic organizer to analyze websites for validity and reliability.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Graphic Organizers - Self Assessment	Summative Assessments - Completed Script - End-of-Unit Assessment	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments	

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Health
Grade 7

Unit	2	Unit Title:	Body Systems	Pacing:	5 Days
Unit Summary: In this unit, students learn the ten body systems and how organs support the system. They also explore the four domains of health and how to maintain health for achievement of personal goals.					
Essential Question: What factors impact healthy body systems and functions?					
Objectives: - Describe and identify the major parts and functions of body systems. - Describe the interrelationship between body systems and physical, social, emotional, and mental domains of health. - Identify interventions to promote wellness, including use of bike helmets and sunscreen. - Identify health habits and behaviors that will increase peak function of the body and influence long-term health. - Describe the interrelationship between body systems and physical, social, emotional, and mental domains of health. - Develop a goal to adopt, maintain, or improve a personal health practice and apply strategies and skills needed to attain that goal.					
NJSLS-CHPE Standards: 2.1.8.EH.2, 2.1.8.PGD.2, 2.1.8.PGD.4, 2.1.8.CHSS.6, 2.1.8.CHSS.7, 2.1.8.N.1, 2.2.8.LF.2, 2.3.8.PS.1, 2.3.8.HCDM.2, 2.3.8.HCDM.3, 2.3.8.HCDM.7					
Interdisciplinary Connections: RI.CR.7.1, W.SE.7.6, SL.PE.7.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1					
Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2					

Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Brainstorm the list of body systems with classmates and then read an article about the body to check if all systems were listed. - Complete a guided notes activity outlining body systems and the organs that make up each system. - In groups, research and create a class presentation about one body system. - Complete a "Predicting Consequences" graphic organizer to predict the impact of actions on the body, including how helmets and sunscreen use can protect the body. - Work in a group to create posters about the four domains of health and how they relate to one another, including how outside factors such as bullying impact the domains. - After reading a series of articles about success, analyze peak performance and the steps required for setting SMART goals.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Guided Notes - Graphic Organizers - Self Assessment	Summative Assessments - Body System Project - Completed Health Domain Posters - SMART Goals - End-of-Unit Assessment	
Benchmark Assessments	Alternative Assessments	

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● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence frames/sentence starters. ● Utilize manipulatives as necessary. ● Provide breaks to allow for refocusing as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents. ● Hold conferences with translator present.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Health
Grade 7

Unit	3	Unit Title:	Fitness & Nutrition	Pacing:	5 Days
Unit Summary: Fitness and nutrition are essential to maintaining good health. In this unit, students explore U.S. dietary guidelines, and how food, exercise, sleep, and water impact health. They evaluate their personal nutrition and fitness and examine disorders related to food and exercise.					
Essential Question: How does diet impact health?					
Objectives: ● Making use of the US Dietary Guidelines and other recognized resources, describe a daily diet, adequate physical activity, and the amount of rest needed daily during the adolescent growth spurt to improve current and future health. ● Discuss the purpose and benefits of exercise. ● Apply the FITT Principle (frequency, intensity, time, and type), and use appropriate guidelines of exercise to make a personal plan to improve immediate and long-term physical fitness. ● Analyze how media, technology, family, peers, and cultural influences can affect personal practices, behaviors, and beliefs in regards to nutrition and physical activity. ● Identify diseases/disorders associated with poor levels of fitness and/or nutrition, discuss the role of health behaviors in causing these diseases/disorders, and identify resources for support.					
NJSLS-CHPE Standards: 2.1.8.EH.2, 2.1.8.PGD.4, 2.1.8.CHSS.8, 2.2.8.N.1, 2.2.8.N.2, 2.2.8.N.3, 2.2.8.N.4, 2.2.8.LF.2, 2.2.8.PF.1, 2.2.8.PF.3, 2.2.8.PF.5, 2.3.8.HCDM.2, 2.3.8.HCDM.3					
Interdisciplinary Connections: RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.PB.3, 9.1.8.PB.6, 9.4.8.CI.1, 9.4.8.CT.1					

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Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2		
Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Play a game such as Nutrition and Fitness Jeopardy to demonstrate knowledge of healthy eating habits and fitness levels. ● After reading “Hey! You Choose” individually, work in pairs or in groups to assess personal eating habits, water consumption, physical activity and sleep habits. Then identify one small change to improve a healthy lifestyle. ● Create a word web to reflect on how fitness and food choices affect health, including reducing cancer risks. ● After reading an article on FITT principles, work with a partner to create a personalized fitness plan aimed at achieving a specific goal. ● After reading about body image and disorders relating to it, create a T chart with healthy and unhealthy influences. ● Identify how advertisers influence body image and dysmorphia. ● Analyze case studies to apply strategies for healthy food and exercise relationships.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments ● Word Webs ● Class Discussions	Summative Assessments ● Fitness Plans ● Case Study Projects	

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● Graphic Organizers ● Social Media Messaging Activity ● Self Assessment		● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence frames/sentence starters. ● Utilize manipulatives as necessary. ● Provide breaks to allow for refocusing as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents. ● Hold conferences with translator present.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	4	Unit Title:	Cycle of Life	Pacing:	5 Days
Unit Summary: Grade 7 Health class covers a broad range of topics related to the body, reproduction, and relationships. In this unit, students explore puberty and the reproduction system. They also examine communication, dating relationships, and refusal skills. Finally, they examine the importance of combating stereotypes and respecting all individuals. + ()					
Essential Question: How does puberty impact our physical and emotional health? How do I build healthy relationships?					
Objectives: - Describe social, emotional, and physical changes during puberty. - Explain reproductive stages of growth and development from fertilization through birth. - Describe the factors that impact prenatal health. - Identify responsible choices and skills that ensure a healthy emotional, social, and physical development through adulthood. - Demonstrate strategies to establish and communicate personal boundaries and show respect for the boundaries of others. - Differentiate between the terms gender roles, gender identity, gender expression, and sexual orientation. - Analyze attitudes, behaviors and influences associated with them.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.PP.1, 2.1.8.PP.2, 2.1.8.PP.3, 2.1.8.PP.4, 2.1.8.PGD.3, 2.1.8.SSH.2, 2.1.8.SSH.3, 2.1.8.SSH.4, 2.1.8.SSH.5, 2.1.8.SSH.7, 2.1.8.CHSS.1, 2.1.8.CHSS.2, 2.1.8.CHSS.4					
Interdisciplinary Connections: RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1					

Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2		
Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reflecting on a childhood memory, create a list of how your body, emotions, and relationships have changed since that time. - Participate in a group discussion about student concerns regarding the physical and social effects of puberty. - Complete an anatomy match of the reproductive system and functions. - In a cooperative learning activity, answer questions about reproduction. - Discuss how setting boundaries helps promote healthy living, and then analyze a scenario to determine how an individual can best establish boundaries in relationships. - Complete a graphic organizer on communicating boundaries and practice refusal skills for a variety of situations. - In small groups, discuss gender, identity, and sexual orientation and the need to respect all people. + ()	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 from The Mayo Clinic: Talking to Your Teen About Sex from Prevent Child Abuse NJ: Consent Discussion Guide with NJ Laws Explained Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Graphic Organizers - Self Assessment	Summative Assessments - Anatomy Match - Scenario Analysis - End-of-Unit Assessment	

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Utilize extended time and/or reduce item number for homework and tests. - Vary formative assessment styles to drive next point of instruction. - Modify assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	5	Unit Title:	Social and Emotional Health	Pacing:	5 Days
Unit Summary: There are many social and emotional challenges in adolescence. In this unit, students assess the social and emotional stressors of friendships, dating and family relationships and learn strategies and techniques to maintain mental health. Students examine risks and warning signs of suicide and learn resources available to seek help. Finally, they strategize ways to avoid the negative impacts of social media.					
Essential Questions: How do I maintain my social and emotional health?					
Objectives: ● Identify and describe a range of feelings, explain with specific examples how emotions affect daily functioning and long-term health. ● Explore appropriate ways of managing and expressing feelings. ● Explore positive social interactions to look for common elements, such as tolerance, honesty, self-discipline, respectfulness, kindness, and respecting individual differences. ● Set a goal and steps to personally practice modeling positive traits in peer relationships. ● Analyze and evaluate the effects of digital communication on relationships. ● Describe how to get mental health support for self or others. ● Identify signs and symptoms of when social situations or emotional stressors are becoming unhealthy or troublesome.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.PGD.2, 2.1.8.PGD.4, 2.1.8.SSH.3, 2.1.8.SSH.6, 2.1.8.CHSS.1, 2.1.8.CHSS.6, 2.1.8.CHSS.8, 2.8.N.1, 2.8.N.2, 2.2.8.LF.4, 2.2.8.LF.7, 2.3.8.ATD.5, 2.3.8.DSDT.3, 2.3.8.DSDT.4, 2.3.8.DSDT.5, 2.3.8.HCDM.2					

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Interdisciplinary Connections: RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1		
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1		
Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2		
Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles on emotional health, create a list of "emotional threes" and evaluate personal emotions experienced when playing a collaborative game. - Practice deep-breathing, self-talk, and mindfulness exercises to regulate emotions. - From a simulation, identify emotions and list one healthy response to the situation and one unhealthy response. - Create a movie pitch for a film based on middle school dating relationships. After reading articles on healthy and unhealthy relationships, characterize the relationship by analyzing the interactions of characters. - In a group discussion, evaluate trusted resources for help with harmful dating relationships. depression, anxiety, and suicidal thoughts. - Using a personal inventory assessment tool, evaluate individual feelings about social media's impact on emotions and relationships. Then discuss with classmates how to best limit the negative impacts social media can have.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks

Assessments			
Formative Assessments ● Class Discussions ● Text-Dependent Responses ● Self Assessment		Summative Assessments ● Movie Pitch ● Personal Inventory Assessment ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Health
Grade 7**

Unit	6	Unit Title:	Disease and Illness Prevention	Pacing:	5 Days
Unit Summary: In this unit, students examine the differences between communicable and noncommunicable diseases and explore strategies to reduce risks of contracting them. They also analyze the emotional, social, and financial impacts disorders and illness can have on an individual and a family and discuss where to seek support. +					
Essential Questions: How can I maintain a healthy mind and body?					
Objectives: ● Define and classify communicable and noncommunicable diseases, including Lyme disease. ● Identify symptoms and prevention methods for each. ● Describe the signs and treatments of STDs and explain abstinence is the safest and most effective prevention method. ● Explain what it means to be a self-advocate and demonstrate strategies for communicating with healthcare providers to enhance personal health. ● Identify feelings and emotions associated with disease and disability including grief and loss and strategies for self-care.					
NJSLS-CHPE Standards: 2.1.8.PGD.1, 2.1.8.CHSS.1, 2.3.8.ATD.2, 2.3.8.ATD.3, 2.3.8.ATD.4, 2.3.8.DSDT.1, 2.3.8.DSDT.3, 2.3.8.HCDM.1, 2.3.8.HCDM.2, 2.3.8.HCDM.3, 2.3.8.HCDM.4, 2.3.8.HCDM.6, 2.3.8.HCDM.7					
Interdisciplinary Connections: MS-LS1-3, RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.2, 9.1.8.PB.2, 9.4.8.CI.1, 9.4.8.CT.1					
Computer Science and Design Thinking: 9.4.8.DC.6, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.4					

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Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles on the difference between communicable diseases and noncommunicable ones, classify common illnesses into these categories, analyzing differences in methods of transmission. - After reading articles on living with disorders and chronic diseases such as epilepsy and diabetes, discuss the emotional, physical, and financial impacts of illness and how to protect oneself from disease. - Discuss how abstinence is the most effective method of preventing STDs such as HPV and HIV. - Match medical specialists with the conditions treated, and then prepare questions to ask a doctor and role play self advocacy. - Reflecting on a given scenario, including one about disability, talk about situations that we have no control of and how this can cause intense emotions. Identify where an individual could go to receive support. + - Write a reflection on two separate responses to a given situation.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Text-Dependent Responses - Completed Graphic Organizer	Summative Assessments - Reflections on Simulations - Advocacy Responses - End-of-Unit Assessment	

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● Self Assessment			
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence frames/sentence starters. ● Utilize manipulatives as necessary. ● Provide breaks to allow for refocusing as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents. ● Hold conferences with translator present.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

**Quinton Township School District
Health
Grade 7**

Unit	7	Unit Title:	Safety, Injury & Violence	Pacing:	5 Days
Unit Summary: It is important for young people to be prepared in case of accidents or violence. In this unit, students explore basic first aid and plan to deal with emergencies effectively. They also examine types of violence that can impact young individuals, including predators and assault, and explore resources for help.* ^ () +@					
Essential Questions: How can I protect myself from and in emergencies and potentially dangerous situations?					
Objectives: - Identify ways to prevent or reduce the risk of injuries in different settings and activities. - Explain how external and internal influences can impact injury prevention behaviors. - Discuss factors that lead to violence including conflict, intolerance, negative peer pressures (including gangs), harassment, bullying, and other abusive behavior. - Describe techniques used to coerce or pressure someone to engage in sexual behavior and explain why a person has the right to refuse. - Demonstrate effective ways to respond to cyberbullying including seeking help from trusted adults. - Identify different forms of cyberbullying and how it affects one's health and safety.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.PGD.1, 2.1.8.SSH.4, 2.1.8.SSH.6, 2.1.8.CHSS.1, 2.1.8.CHSS.4, 2.1.8.CHSS.6, 2.3.8.PS.1, 2.3.8.PS.3, 2.3.8.PS.4, 2.3.8.PS.6, 2.3.8.PS.7, 2.3.8.ATD.2					
Interdisciplinary Connections: 7.SP.A.1, RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.2, 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1					

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Computer Science and Design Thinking: 9.4.8.DC.3, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3

Career Education: 9.2.8.CAP.4, 9.2.8.CAP.18

Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Working in small groups, create a list of possible injuries from a set of activities and brainstorm ways to prepare for the possibility of injuries and strategies that would prevent injuries. - With a group, brainstorm types of violence. - In a guided discussion, analyze internal and external influences on violence, prejudice, and hate crimes. * ^ () +@ - Map the steps to conflict resolution and apply the steps to role play in a given scenario. - Apply refusal skills, analyze grooming behaviors of predators, and practice seeking help from trusted adults. Discuss dangers of sexting. - Analyze statistics on cyberbullying, create a word web of terms related to online bullying, and skill play a conversation between peers and then one with a trusted adult.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Role Playing Scenarios	Summative Assessments - Written Reflections - End-of-Unit Assessment	

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Utilize extended time and/or reduce item number for homework and tests. - Vary formative assessment styles to drive next point of instruction. - Modify assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Health
Grade 7

Unit	8	Unit Title:	Substance Abuse Prevention	Pacing:	5 Days
Unit Summary: Adolescence is a crucial time for developing awareness of the dangers of addiction. In this unit, students explore the impacts of tobacco, alcohol, and drug use and consider strategies to resist peer pressure and avoid addiction. They also conduct and share research on prevention and intervention.					
Essential Question: How do drugs, both legal and illegal, impact health, families, and society?					
Objectives: - Describe how substance abuse and addiction to alcohol, tobacco, and other drugs affects the individual, the family, and the community. - Identify internal factors (values and beliefs) and external factors (family, peers, culture, media, community, faith-based affiliation) that influence the decision to use or not use drugs. - Identify when health-related situations require the application of a thoughtful decision making process and demonstrate the skill steps needed to make healthful choices. - Investigate methods for intervention, treatment, and cessation of drug dependency for a variety of different addictive substances.					
NJSLS-CHPE Standards: 2.1.8.PGD.4, 2.1.8.CHSS.1, 2.1.8.CHSS.6, 2.3.8.PS.5, 2.3.8.PS.6, 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, 2.3.8.HCDM.7					
Interdisciplinary Connections: 7.SP.A.1, RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1					

Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1		
Computer Science and Design Thinking: 9.4.8.IML.9, 9.4.8.IML.11		
Career Education: 9.2.8.CAP.4		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
• Work with a group to create a concept map of physical, social, emotional, mental, and economic effects of drug abuse, revising the map while gathering information from multiple sources. • In activities such as four corners and true-false, examine statistics of alcohol and tobacco use and factors that introduce risk or protection from addictions among minors. • Research examples of media influence on teenagers' choices about tobacco, alcohol, and drug use. • Apply the decision-making steps to real-world scenarios involving peer pressure for drugs, alcohol, and tobacco. • In groups, conduct research on prevention and interventions for an assigned area of drug, tobacco, and alcohol use.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Statistics for Teenage Drug Fatalities Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments • Class Discussions • Role Play Scenarios • Self Assessment	Summative Assessments • Addiction Concept Maps • Prevention and Intervention Research Project • End-of-Unit Assessment	

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Utilize extended time and/or reduce item number for homework and tests. - Vary formative assessment styles to drive next point of instruction. - Modify assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Health
Grade 7

Unit	9	Unit Title:	Consumer, Community & Environment	Pacing:	5 Days
Unit Summary: In this unit, students explore the interconnectedness of the environment and health through the lens of consumer behaviors. They research a health problem related to the environment and create a public service announcement to raise awareness of the issue.					
Essential Questions: How does protecting the environment through consumer choices impact health and wellbeing?					
Objectives: ● Conduct a survey of consumer habits. ● Use critical thinking skills to analyze how a variety of influences affect consumer health decisions positively or negatively. ● Research possible sources of pollution in specific environments (home, school, community) and discuss the effects of various sources of pollution on health. ● Describe, draw, write a paper, or make computer models illustrating methods used by communities to dispose of waste, purify water, or combat the effects of noise pollution.					
NJSLS-CHPE Standards: 2.2.8.PF.5, 2.3.8.HCDM.1					
Interdisciplinary Connections: 6.3.8.CivicsPD.3, 6.3.8.EconET.1, MS-ESS3-5, 8.2.8.ED.2, RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1					

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Computer Science and Design Thinking: 9.4.8.CI.3		
Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Brainstorm a list of factors impacting health, and then categorize these factors as physical, emotional/mental, and social factors. Finally, determine which factors have environmental causes or connections. - Interview peers, family members, and providers of healthcare products and services to determine healthcare consumer habits and preferences, consumer trends, and levels of satisfaction with value received including discovering useful products and services that are also economical. - After analyzing class interview reports, write a summary predicting the consequences of not being an informed and wise consumer. - Using a T-chart, students should compare and contrast two consumers, analyzing how influences affect decisions and buying habits. - Through articles and multimedia texts, analyze how consumerism impacts waste management practices and, ultimately, the environment. - Using reliable resources for research, create a public service announcement for a specific environmental health area or concern.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		

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Formative Assessments ● Class Discussions ● Self Assessment		Summative Assessments ● Concept Map ● Environment & Health Project ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Learn/Utilize/Display words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents. ● Hold conferences with translator present.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.