

Comprehensive Health

Grade 7

Unit: Adolescent Wellness, Pregnancy, and Parenting

Overview: In this unit student will explore what constitutes a healthy relationship and differentiate between affection, love, commitment, and sexual attraction. The influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during adolescence will be examined. Factors that influence the use of contraception and risk factors for HIV/AIDS, STIs, and unintended pregnancy will be analyzed. The signs and symptoms of pregnancy, prenatal care, and challenges facing teen parents will be discussed.

Time Frame: One Marking Period

Enduring Understandings:

The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
 Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.
 Responsible actions regarding sexual behavior impact the health of oneself and others.
 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Essential Questions:

How do my past experiences and values influence future relationships?
 What influences growth and development during puberty?
 How do my actions regarding sexual behavior impact myself and others?
 What are the short term and long term effects of teen pregnancy?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors; protective factors support healthy social and emotional health. 2.2.8.A.2 Demonstrate the use of refusal negotiation.	Topics Adolescent Wellness Objectives Evaluate how affection, love, and commitment relate to healthy	Students will develop a "Bill of Rights": http://classroom.kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf of a relationship, stating how someone should be treated in order to ensure the relationship is healthy, respectful, and is	Teen Health, Chapter 11, pp. 226-252, Glencoe, 2014 Teen Health, Chapter 2, pp. 24-40, Glencoe, 2014 Lesson: Healthy Relationships Bill of Rights: http://classroom.kidshealth.org/classroom.kidshealth	Formative Assessments: <ul style="list-style-type: none"> Do Nows Exit Tickets Student will demonstrate understanding of healthy relationships by creating a "Bill of Rights" for a relationship.

and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.

2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

relationships and the effect on one's wellness.

Differentiate between affection, love, commitment, and sexual attraction.

Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

positive for the individual's overall wellness. The "Bill of Rights" will be presented to the class and classmates will evaluate how the group portrayed the importance of love, affection, and commitment. (NJSL5 W 7.7) (NJSL5 SL 7.1)

Students will reflect in a journal about how a healthy relationship (caring, honest, loving) can increase one's wellness (physical, social, emotional). They will discuss with peers after finishing the journals. (NJSL5 7.1)

Students will discuss how the media portrays relationships. Students will choose 1 commercial or TV show and will analyze the message that it sends to teens.

Students will complete lessons on Puberty: <http://classroom.kidshhealth.org/classroom/6to8/persona/growing/puberty.pdf> to learn about the role of hormones and physical changes that occur. (RST 6-8.1)

http://classroom/6to8/persona/growing/healthy_relationships.pdf

Lesson: Puberty: <http://classroom.kidshhealth.org/classroom/6to8/persona/growing/puberty.pdf>

Summative Assessments:
In groups, have students describe a scenario in which there may be bullying, harassment, or intimidation present. The students will develop a role-play which will address the problem and define the solution in a positive interaction. The group will also develop a slogan that promotes positive behaviors and use of words in order to build character. The posters and role-play will be presented to the class.

Rubrics for Role Play and Poster
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Benchmark Assessment:
Common Formative Assessment

Alternate Assessments:
Teacher Observation
Active Participation
Whole Class Discussion
Peer to Peer Discussions

Students will observe cases via media (video clips, print articles, pictures) where twins were separated at birth. (i.e. "parent trap")
 The class will observe how exposure to different environments, social settings, diets (nutrition) influence the personality development as well as the physical development of the adolescent. Students will work in groups to create a blog with their findings. (NJSLs W7.8)(NJSLs W7.7)

Topics

Pregnancy and Parenting

Objectives

Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

Summarize the signs and symptoms of pregnancy and correlate prenatal care to

Formative Assessments:

- Do Now's
- Exit Tickets

Discussions

Questioning during Lessons

Summative Assessments:

student charts and reflection statements will be evaluated using a rubric.

Alternative Assessment:

- Reflection Journal
- Portfolios
- Conferencing
- Homework Assignments

Comprehensive Health

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.

2.4.8.C.2 Distinguish physical, social, and emotional changes that

Teen Health, Chapter 2, pp. 24-40, Glencoe, 2014

Contraceptive Methods: <https://powertodecide.org/sexual-health/your-sexual-health/find-your-method>

Teen Pregnancy: <http://www.discoveryeeducation.com/teachers/free-lesson-plans/teen-pregnacy.cfm>

Newsela: The Human Reproductive System <https://newsela.com/read/lib-anatomy-reproductive-system/id/38213/>

occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.

2.4.8.C.3 Determine effective strategies and resources to assist with parenting.

2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.

2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

the prevention of complications during pregnancy and childbirth.

Predict short- and long-term impacts of teen pregnancy.

Discuss being a teenage parent and the effect it has on academic, social, and family life.

Learn about the symptoms and challenges of pregnancy.

Students will research the benefits of receiving prenatal care and the negative impacts of receiving no prenatal care. Students will complete a T chart with the information they obtained by researching prenatal care of expecting mothers. The chart should contain thoroughly researched medically accurate information backed by citing all sources that were used. (NJSL W7.7)(NJSL W 7.8)(RST 6-8.1)

Students will listen to/read about teenage mothers or fathers (live, via video, or print sources). Students will write a reflection statement regarding what they took away from the guest speaker/teen parents' stories. The statement should include the challenges of being a teen parent and the effect it has on the academic, social, and family life of a teen parent. (NJSL RI 7.8)

Explainer: What is the Placenta

<https://newsela.com/read/lib-convo-what-is-placenta/id/28338/>

Prenatal Care

<https://www.womenshealth.gov/a-z-topics/prenatal-care>

Prenatal Care

<https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/prenatal-care>

Effects of No Prenatal Care

<https://www.childtrends.org/indicators/late-or-no-prenatal-care>

Teen Mothers Profiles

<http://www.musarium.com/teenmothers/>

Key Vocabulary:

- Affection** – A gentle feeling of fondness or liking.
- Love** – An intense feeling of deep affection.
- Commitment** – The state or quality of being dedicated to a cause.
- Hormones** – A regulatory substance produced in an organism and transported in tissue fluids such as blood or sap to stimulate specific cells or tissues into action.
- Heredity** – The passing on of physical or mental characteristics genetically from one generation to another.
- Puberty** – The period during which adolescents reach sexual maturity and become capable of reproduction.
- Contraception** – The deliberate use of artificial methods or other techniques to prevent pregnancy as a consequence of sexual intercourse.
- HIV/AIDS** – A chronic potentially life-threatening condition caused by the human immune deficiency virus.
- STI** – Sexually transmitted infection: any infection that is characteristically transmitted by sexual contact.

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Brainstorming/webbing• Students will share information about families in their culture• Speak and display terminology	<ul style="list-style-type: none">• Learner will work at own pace• Family planning book• Utilize modifications & accommodations delineated in the student’s IEP	<ul style="list-style-type: none">• Lower level text provided• Use visual demonstrations, illustrations, and models• Give directions/instructions verbally and in simple written format.	<ul style="list-style-type: none">• Students will present research to a different audience• Students will create a social media campaign• Curriculum compacting• Inquiry-based instruction

<ul style="list-style-type: none"> ● Family planning books in student's native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Using advance organizers ● Modeling ● Employing KWL Chart ● Predicting ● Pre-Teach Vocabulary ● Pre-Teaching or Reviewing ● Allow take-home tests 	<ul style="list-style-type: none"> ● Work with paraprofessional ● Previewing ● information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. ● Peer Support ● Provide extended time ● Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> ● Peer Support ● Provide extended time ● Previewing ● information/materials ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSEL/ELA:

Reading

RI.7.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RST 6-8.1 Cite specific textual evidence to support analysis of science and technical texts

Writing:

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of Technology Standards NJSLS 8:

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade 7

Unit: Community Wellness and Safety

Overview: In this unit students will investigate how communication and character impact community wellness. Demonstrating respect for oneself and others when communicating through technology is emphasized. Specifically, students will explore the dangers and consequences of “sexting”. Students will determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. Students will understand the need for and will implement volunteer activities to benefit a local, state, national, or world health initiative. Traffic safety and the causes and the consequences of noncompliance with the traffic safety system will also be analyzed.

Time Frame: One Marking Period

Enduring Understandings:

Social and emotional development impacts all components of wellness.
 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
 Communicating through technology, such as texting and social media, should demonstrate respect for oneself and others.
 Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

Essential Questions:

How can I help myself and others in my community stay healthy?
 How can I demonstrate respect for myself and others?
 How can I have a positive impact on my community?
 How do people contribute to traffic safety?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities. 2.2.8.C.2 Analyze to what extent various cultures have	Topics Community Wellness Objectives Demonstrate the use of refusal, negotiation, and assertiveness skills when	Students will discuss how similarities and differences in individuals affect larger communities in the lesson Circles of Friends <u>(NJSLS SL 7.1)</u> http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf	Teen Health, Chapter 1, pp. 13-17; Chapter 3, pp. 44-62; Chapter 4, pp. 64-80, Glencoe, 2014 Lesson: Circles of Friends: http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf	Formative Assessment: <ul style="list-style-type: none"> • Do Now's • Exit Tickets Student slogans and role play will be evaluated using a rubric.

responded effectively to individuals with disabilities

responding to peer pressure, disagreements, or conflicts.

Student will role play and explore the many sides of bullying in the lesson Acting Against Bullying:

http://growing/getting_along.pdf

http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

Develop methods and strategies that will promote character development in individual, group, and team environments.

Against Bullying: <http://classroom.kidshealth.org/classroom/6to8/problems/emotions/bullying.pdf>

The Dangers of Sexting: <https://www.teachingchannel.org/video/dangers-of-sexting>

Summative Assessments:
Students will identify a volunteer opportunity in the community and develop a plan to increase involvement. Plans will be evaluated using a rubric. http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

Identify that sexting is a form of bullying.

In groups students will describe a scenario in which there may be bullying, harassment, or intimidation present. The students will develop a role play which will address the problem and define the solution in a positive interaction. The group will also develop slogan that promotes positive behaviors and use of words in order to build character. The slogan the students developed for their scenario will be developed into a poster or a PSA which will be presented to the class. (NJSESL 7.1)(NJSESL 7.2)(NJSESL 7.6)(NJSESL 7.7)(NJSESL 7.8)

A lesson in Sexting: <http://www.cyberwise.org/single-post/2016/03/21/A-Lesson-in-Sexting>

Benchmark Assessment:
Common Formative Assessment

2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.

Understand the potential social and legal consequences of sexting.

Identify strategies to manage sexting issues to protect themselves and others.

Cyberbullying and Sexting Laws in NJ: <https://cyberbullying.org/exting-laws/new-jersey>

Alternate Assessment:

2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

Understand the long term impact of sexting on their digital footprint

Lesson: Acting Against Bullying: <http://classroom.kidshealth.org/classroom/6to8/problems/emotions/bullying.pdf>

What is Sexting Video: <https://youtu.be/O6ppWWESE8>

• Teacher Observation
• Whole Class Discussion
• Peer to Peer Discussions

2.4.8.A.5

Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

Develop an understanding of using digital technologies responsibly in relationships

The teacher will lead a discussion about community resources and volunteerism using the following guiding discussion questions:
1. Why should we be familiar with useful community resources?

2.2.8.A.1

Compare and contrast situations that require

Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

support from trusted adults or health professionals

Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

Evaluate various health products, services, and resources from different sources, including the Internet.

Investigate different opportunities available and implement a plan that motivates volunteerism. Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2. How can we locate resources or agencies that accept volunteers?

3. How can we find resources with which we are not familiar?

4. How can we identify resources that meet a particular need for the community?

5. How could volunteering at one of these agencies or resources improve our community overall?

6. What questions would we ask when contacting the resource?

7. How can we help others who might not know about these useful resources?

8. Are there other helpful resources you can think of that we didn't name today?

9. Did you learn about resources you were not familiar with before the lesson? (NISIS SL7.1)(NISIS SL 7.2)

Students will identify volunteer opportunities in their communities and come up with strategies to increase awareness and volunteerism

Newsela Text Sets:
<https://newsela.com/text-sets/231679>

The Power of Volunteering in Community:

<https://youtu.be/As-mAz34NNA0>

Youtube Video on benefits of volunteering:

<https://youtu.be/DnD8Rd61q18>

Volunteering at

Immigration Center:
<https://newsela.com/read/donations-volunteers-surge-at-border/id/44582/>

Police Officers helping to feed the Hungry:

<https://newsela.com/read/serving-kids/id/6470/>

Youtube Video

Volunteering at Animal Shelter:

<https://youtu.be/vUEVPwtm7oU>

Teen Health, Chapter 20, pp. 466-498, Glencoe, 2014

Bike Safety:
<http://classroom.kidshealth.org>

Formative Assessment:

- Do Now
- Exit Tickets

Comprehensive Health

2.1.8.D.2 Describe effective personal

Topics

Traffic Safety

Students will read articles and complete lessons on

Bike Safety:
<http://classroom.kidshealth.org>

protection strategies used in public places and what to do when one's safety is compromised.

2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system; traffic safety system.

Objectives

Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

Analyze the causes and the consequences of noncompliance with the traffic safety system.

http://classroom/6to8/personal/safety/bike_safety.pdf to introduce the topic of traffic safety.(RST 6-8.1)

Students will identify different areas within the community that they consider to be a safety hazard. Students will also identify how they can be positive or negative influences on these possible safety hazards. The class will discuss what they feel contributes to the reasons why they are problem areas. (Extension: An invited guest speaker, such as a local police officer, can address the concerns and help identify the causes and solutions.) (NJSL SL 7.1)(NJSL SL 7.2)

Articles and Lessons: Bike Safety:

http://classroom.kidshealth.org/classroom/6to8/personal/safety/bike_safety.pdf

Public safety posters will be evaluated using a rubric.
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Summative Assessments:
Students will create a public safety social media campaign addressing one of the previously identified problem areas. The campaign should include the reason for concern, the traffic or safety laws or procedures behind it as well as a possible solution that falls within the traffic safety and pedestrian rules, and possible consequences for not complying.

Alternate Assessment:

- Peer Assessment
- Reflection Journal
- Portfolios

Students will create a public safety social media campaign addressing one of the previously identified problem areas. The campaign should include the reason for concern, the traffic or safety laws or procedures behind it as well as a possible solution that falls within the traffic safety and pedestrian rules, and possible consequences for not complying. (NJSL SL W

Key Vocabulary:

Interpersonal Communication – The process that we use to communicate our ideas, thoughts, and feelings to another person.

Adherence – Attachment or commitment to a person, cause, or belief.

Noncompliance – Failure or refusal to comply, as with a law, regulation, or term of a contract.

Code of Conduct – An agreement of rules of behavior for the members of that group or organization.

Resiliency – The power or ability to return to the original form, position, after being bent, compressed, or stretched.

Volunteerism – The policy or practice of volunteering one's time or talents for charitable, educational or other worthwhile endeavor.

Traffic Safety System – The methods and measures used to prevent road users from being injured.

Integration of 21st Century Standards NJSLs 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDI) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOS/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Pre-Teach Vocabulary ● Students will share information about families in their culture ● Speak and display terminology ● Teacher modeling ● Peer modeling 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile 	<ul style="list-style-type: none"> ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Provide extended time ● Previewing 	<ul style="list-style-type: none"> ● Students will present research to a different audience ● Students will support peers as needed ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills

<ul style="list-style-type: none"> • Develop and post routines • Label classroom materials • Word walls • Using advance organizers • Brainstorming/webbing • Modeling • Employing KWL Chart • Predicting • Pre-Teaching or Reviewing 	<ul style="list-style-type: none"> • reinforcement of ideas. • Peer Support • Provide extended time • Solidify and refine concepts through repetition. • Learner will work at own pace • Give shorter assignments/more frequently 	<ul style="list-style-type: none"> • information/materials • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
<p>Interdisciplinary Connections: ELA - NJSL/SELA:</p> <p>Reading RI.7.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RST 6-8.1 Cite specific textual evidence to support analysis of science and technical texts</p> <p>Writing: W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.7.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			
<p>Speaking and Listening: SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			

Integration of Technology Standards NJSEL 8:

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Comprehensive Health

Grade 7

Unit: Substance Abuse and Your Physical Health

Overview: In this unit, students will explore how substance abuse affects different body systems in both the short term and long term. Risk factors and causes of substance abuse will be identified. Treatment options for substance abusers and strategies to recognize and overcome negative risk factors will be evaluated in order to support a substance free lifestyle.

Time Frame: One Marking Period

Enduring Understandings:

Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
 There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
 Substance abuse is caused by a variety of factors.
 The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

Essential Questions:

How does substance abuse affect the body?
 How can substance abuse be prevented?
 How can substance abuse be treated?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	Topics Physical Effects of Substance Abuse Objectives Describe the positive effects and the potential risks that may occur when one uses over the counter	Students will use the website Heads Up to explore the many facets of how drug use impacts the body and mind. Then students will label a drawing of the human body with the effects of a given drug and present findings to the class. (NISLS RI 7.7)	Teen Health, Chapters 14-17, pp. 322-404, Glencoe, 2014 Website: Heads Up http://headsup.scholastic.com/ Articles:	Formative Assessments: <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Discussion • Observation of group performance Summative Assessment: Student presentations about the effects of alcohol and

possession of illegal substances.

2.3.8.B.5 Analyze the effects of all types of tobacco use on the aging process.

2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.

2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

medicines, prescription drugs, and supplements.

Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.

Summarize the effects of alcohol/drug use on the body systems.

Analyze the effects of all types of tobacco use on the aging process.

Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related

Students will read and discuss articles about Drugs:

<http://classroom.kidshealth.org/classroom/6to8/problem>

<s/drugs/drugs.pdf> and

Smoking:

<http://classroom.kidshealth.org/classroom/6to8/problem>

<s/drugs/smoking.pdf> and

the effects on the body.

(RST 6-8.1)(NJSL SL 7.1)(NJSL SL 7.2)

Students will view and discuss the video Heroin's

Risk to Your Health:

<https://www.youtube.com/watch?v=CWt5vkYGq4c>.

(NJSL SL 7.7)(NJSL SL 7.1)(NJSL SL 7.2)

Students will simulate the effects of alcohol by reading a poem with and

without a large marshmallow in their

mouth. This simulates how a person who drinks too

much alcohol might sound.

The class will compare and contrast each reading; they

should notice how words were slurred and difficult to

understand when the marshmallow was in the

mouth. Students will understand that the tongue

is a muscle and when a

Drugs:

<http://classroom.kidshealth.org/classroom/6to8/problems/drugs/drugs.pdf>

Smoking:

<http://classroom.kidshealth.org/classroom/6to8/problems/drugs/smoking.pdf>

Video: Heroin's Risk to

Your Health:

<https://www.youtube.com/watch?v=CWt5vkYGq4c>

Alcohol and the Teen

Brain:
<https://youtu.be/g2gYzVI>

<https://youtu.be/g2gYzVI>

The Teenage Brain Explained:

<https://youtu.be/hiduTgIe>

All You need to Know About Drugs and the Teen

Brain:
<https://youtu.be/6mPjG4u>

<https://youtu.be/6mPjG4u>

Teens Vaping More than

Smoking:
<https://newsela.com/read/more-teens-vaping/id/38922/>

<https://newsela.com/read/more-teens-vaping/id/38922/>

drugs on the body will be assessed using a rubric:
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Students will break into groups with large craft paper and trace the outline of a person. The groups will be given a drug name/class and they are to label the body with at least 5 effects of the drug. (Group topics should include, but are not limited to over the counter medications, supplements, and prescription medications). Once the figure is labeled, the group should then brainstorm tactics for staying drug free.

A rubric will be used to assess the project.
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Benchmark Assessment:
Common Formative Assessment

Alternative Assessments:

- Peer to Peer Discussions

- Reflection Journal

Newsela: Heroin Addiction:

impairment of behavior, judgment, and memory.

Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people.

Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

person drinks alcohol, muscles cannot work in coordinated manner.

Students will research other activities (i.e. driving, riding a bike) requiring the use of coordinated muscles. Students will share their findings with the class and demonstrate how alcohol would interfere with the coordination needed for those activities. (Extension: have students differentiate affects according to gender/age). (NJSLs SL 7.1)(NJSLs 7.1)(NJSLs W7.7)(NJSLs W7.8)

<https://newsela.com/read/overview-painkillers-heroin-addiction/id/24839/>

- Portfolios
- Conferencing

Topics

Treatment for Substance Abuse

Objectives

Identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle

Compare and contrast theories about dependency/addiction (such as genetic predisposition,

Teen Health, Chapter 15, pp. 360-364, Glencoe, 2014

Formative Assessments:

- Do Now
- Exit Tickets
- Discussions
- Questioning during lessons
- Observation of participation

Alcohol and Addiction: <http://classroom.kidshealth.org/classroom/6to8/problems/drugs/alcohol.pdf>

Lesson: Experimentation and Addiction: <http://www.etr.org/healthsmart/about->

Prior Knowledge of Addiction and Substance Abuse will be assessed using the pre-assessment: <http://headsip.scholastic.com/teachers/the-science-of-addiction-lesson>

Summative Assessment:

Comprehensive Health
2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life
2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse

gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

7.1)(NJLS 7.2)(RST 6-8.1)

Student will learn about the danger and causes of addiction in the lesson Experimentation and Addiction:
<http://www.etr.org/healthsmart/about-healthsmart/sample-lessons/middle-school-experimentation-addiction-whats-the-truth-taod-lesson-6/>
(NJLS RI 7.7)

[healthsmart/sample-lessons/middle-school-experimentation-addiction-whats-the-truth-taod-lesson-6/](http://www.etr.org/healthsmart/sample-lessons/middle-school-experimentation-addiction-whats-the-truth-taod-lesson-6/)

Post Assessment:
<http://headsip.scholastic.com/teachers/the-science-of-addiction-lesson>

Public Service Announcement created by students will be assessed using a rubric:
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

- Alternative Assessments:**
- Self-Assessment
 - Peer Assessment
 - Peer to peer discussion

Students will research treatment options for addiction and alcoholism in order to overcome the illness. The student will develop a Public Service Announcement (PSA). The PSA should have at least three facts about the treatment option you have been assigned (sources must be cited), a specific message or slogan that may be an outcome from treatment or a reason to use this specific treatment option, and it must be creative and appropriate.
(NJLS W 7.6)(NJLS W 7.7)

Students will discuss the argument that marijuana

should be legal. Students will search social media and TV ads from politicians and interest groups and will analyze how that affects young people. (6.2.12.D.5.c

Key Vocabulary:

Over the Counter Medicines – Medicines sold to a consumer without a prescription.

Prescription Drugs – A drug that can be obtained only by means of a physician’s prescription.

Inhalant – Something (such as an allergen or medication) that is inhaled.

Substance Abuse – Excessive use of a drug.

Dependency – Something that is dependent on something else.

Addiction – Compulsive need for and use of habit-forming substance characterized by tolerance and physiological symptoms of withdrawal.

Intervention – To occur, fall, or come between points of time or events.

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Students will be provided lower level text • Students will share information about families in their culture 	<ul style="list-style-type: none"> • Learner will work at own pace • Students will be provided lower level text • Utilize modifications & 	<ul style="list-style-type: none"> • Students will be provided lower level text • Use visual demonstrations, illustrations, and models • Give directions/instructions 	<ul style="list-style-type: none"> • Students will have choice in creating a final project • Students will present research to a different audience • Inquiry-based instruction

<ul style="list-style-type: none"> ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Using advance organizers ● Brainstorming/webbing ● Modeling ● Employing KWL Chart ● Predicting ● Pre-Teach Vocabulary ● Pre-Teaching or Reviewing 	<p>accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. ● Peer Support ● Provide extended time ● Solidify and refine concepts through repetition. ● Give shorter assignments/more frequently 	<p>verbally and in simple written format.</p> <ul style="list-style-type: none"> ● Peer Support ● Provide extended time ● Previewing information/materials ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NISLS/ELA:

Reading

RI.7.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing:

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic,

text, or issue under study.

Integration of Technology Standards NJSL 8:

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Comprehensive Health

Grade 7

Unit: Wellness and Nutrition

Overview: In this unit students will investigate how their overall wellness is impacted by mental health and positive decision making. The role of nutrition choices in overall health will also be examined with a specific focus on the role of health foods and supplements. Students will use this information and health data to develop strategies to enhance each dimension of their personal wellness.

Time Frame: One Marking Period

Enduring Understandings:

The prevention and control of diseases and health conditions are affected by many factors. Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. Eating patterns are influenced by a variety of factors.

Essential Questions:

- How does mental illness affect overall health and wellness?
- When is collaborative decision making appropriate?
- What support or hinders personal health goals at each life stage?
- What influences food choices and nutrition?
- How can nutritional supplements be evaluated?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.8 C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	<p>Topics</p> <p>Wellness Factors</p> <p>Objectives</p> <p>Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating</p>	<p>Students will be asked to solve different teacher provided health related scenarios individually and in groups (nutritional decisions, physical activity decisions, and lifestyle decisions). Students must use the steps of good decision-making. The group will perform the scenario</p>	<p>Teen Health, Chapters 5 & 6, pp. 84-124, Glencoe, 2014</p> <p>Symptoms and Treatments of Mental Disorders: https://psychcentral.com/disorders/</p> <p>Lesson: Eating Disorders: http://classroom.kidshealth</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now's • Exit Tickets • Discussions • Observation of Participation in scenarios <p>Summative Assessment:</p> <p>Students will be asked to solve different teacher</p>

2.2.8. B.2 Justify when individual or collaborative decision-making is appropriate.

2.2.8. B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

2.2.8. B.1 Predict social situations that may require the use of decision-making skills.

disorders, and bipolar disorders) on physical, social, and emotional well-being

Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness.

Justify when individual or collaborative decision-making is appropriate.

Analyze factors that support or hinder the achievement of personal health goals during different life stages.

and analyze why the decision was the correct one to make. Groups will also be asked follow-up questions on how they could help others make the same decision. (NJSL SL 7.1)(NJSL SL 7.2)(NJSL L7.3)(NJSL L7.1)(NJSL L7.2)

Students will research types of mental illness including eating disorders (http://classroom.kidshealth.org/classroom/6108/problems/emotions/eating_disorders.pdf) and describe how one can gain help to diagnose or treat mental illness as well as help educate others regarding mental illness. The final project will include: 1. Typed sheet with facts and sources. 2. Video or poem. 3. Album or video cover with wellness slogan. (NJSL W7.6)(NJSL W7.7)(NJSL W7.8)

Students will watch the video Overcoming Mental Illness in Pakistan:

<https://nl.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPvVB>

<https://nl.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPvVB>

<https://nl.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPvVB>

<https://nl.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPvVB>

<https://nl.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPvVB>

Newsela Eating Disorder

Article:
<https://newsela.com/read/eating-disorders-figure-skating/id/40626/>

Newsela Opinion: Weight Watchers Should Not Be For Kids:
<https://newsela.com/read/eight-watchers-teens/id/40516/>

Newsela Text Sets: Food and You:
<https://newsela.com/text-sets/177120>

Video: Overcoming Mental Illness in Pakistan:
<https://nl.pbslearningmedia.org/resource/fc226c7a-337e-47a9-bd26-35246bd6d332/overcoming-mental-illness-in-pakistan/#.WWUOxBPvVB>

provided health related scenarios individually and in groups (nutritional decisions, physical activity decisions, and lifestyle decisions). Students will be assessed based on project performance using a Rubric:
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Benchmark Assessment:
Common Formative Assessment

Alternative Assessments:

- Peer Assessment
- Self-Assessment
- Reflection Journal
- Portfolios

I They will write a reflection about how they felt and what they learned from the video. (NJSLs RI.7.7)

Comprehensive Health

2.1.8. A.1 Assess and apply Health Data to enhance each dimension of personal wellness.

2.1.8. B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8. B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.1.8. A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.2.8. E.1 Evaluate various health products, services, and resources from different sources, including the Internet.

Topics

Nutrition and Supplements

Objectives

Investigate different case scenarios to determine how food choices/supplements impact total well-being.

Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

Assess and apply health data to enhance each dimension of personal wellness.

Evaluate the impact of marketing techniques of new nutritional products and supplements.

Relate advances in technology to maintaining and improving personal health.

Students will role play the effect advertising has on self esteem in the activity Healthy Advertising. (6.2.12.D.5c)

Students will complete an Advertising and Nutrition project to explore how media influence health choices. Students will

collect data on the sources of media (TV, radio, t-shirts, billboards, internet, and radio) and how many nutritional products they see advertised for a week. They will then analyze the nutritional value of the products advertised and create their own

advertisement for a product that identifies a target audience, describes the nutritional value to the consumer, affordability to the consumer, and product availability. (NJSLs W7.8)

Each student will complete a case study of a patient with disease/disorder including: age, occupation, family life, lifestyle/activity

Teen Health, Chapter 9, pp. 174-200, Glencoe, 2014

Lesson: Healthy Advertising:
http://classroom.kidshealth.org/classroom/6to8/problem/s/emotions/eating_disorders.pdf

Formative Assessments:

- Do Nows
- Exit Tickets
- Observation during project
- Questioning during group work

Summative Assessment:

Students will demonstrate mastery of topics through completion of the Advertising and Nutrition project:
 Create a one-page print advertisement, or, a multimedia advertisement 3 minutes in length, that identifies a target audience, describes the nutritional value to the consumer, affordability to the consumer, and product availability.

Rubric:
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Alternative Assessment:

- Conferencing

2.1.8.A.1 Assess and apply Health Data: Health Data to enhance each dimension of personal wellness.

Determine the impact of marketing techniques on the use of nutritional products, personal hygiene products, practices, and services.

level, weight and age.

Students will use the My Plate;

<http://www.mypyplate.gov/> calculator to create a diet

for the patient that suits the disease/disorder. Students

will have to research the disease and then use the

analyzing tool to get results to summarize a conclusion.

(NJSL W 7.6)(NJSL W7.7)(NJSL W 7.8)

- Homework Assignments

- Daily Writing Assignments

Key Vocabulary:

Depression – An illness that involves the body, mood, and thoughts and that affects the way a person eats, sleeps, feels about himself or herself, and thinks about things.

Impulse Disorder – A class of psychiatric disorders characterized by impulsivity.

Eating Disorders – A mental disorder defined by abnormal eating habits that negatively affect a person's physical or mental health.

Bipolar Disorders – A mental illness that brings severe high and low moods and changes in sleep, energy, thinking, and behavior.

Wellness – The state or condition of being in good physical and mental health.

Nutrition – The process of providing or obtaining the food necessary for health and growth.

Supplement – Something that completes or enhances something else when added to it.

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the

requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Students will share information about families in their culture • View advertisements in their native language • Speak and display terminology • Text/books in student's native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Using advance organizers • Brainstorming/webbing • Modeling • Employing KWL Chart • Predicting • Pre-Teach Vocabulary • Pre-Teaching or Reviewing 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Previewing • Provide helpful visual, auditory, and tactile reinforcement of ideas. • Peer Support • Provide extended time • Solidify and refine concepts through repetition. • Learner will work at own pace • Give shorter assignments/more frequently 	<ul style="list-style-type: none"> • Peer Support • Use visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Provide extended time • Previewing • Information/materials • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students will present research to a different audience • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSL/ELA:

Reading

RI.7.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing:

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening:

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Integration of Technology Standards NJSEL 8:

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

PACING GUIDE
Health: GRADE 7

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p>Adolescent Wellness, Pregnancy, and Parenting</p> <ul style="list-style-type: none"> - Affection, love, and commitment relate to healthy relationships and the effect to one's wellness - Differentiate between affection, love, commitment, and sexual attraction. - Determine when a relationship is unhealthy and explain effective strategies to end the relationship. - Develop acceptable criteria for safe dating situations. - Influence of hormones, nutrition, the environment, and hereditarily on the physical, social, and emotional changes the occur during puberty. <p>Standards 2.1.8.E.1 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3</p>	<p>Adolescent Wellness, Pregnancy, and Parenting</p> <ul style="list-style-type: none"> - Methods of contraception used by adolescents and factors that may influence their use. - Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy. - Signs and symptoms of pregnancy and correlate prenatal care to prevention of complication during pregnancy and childbirth. - Impacts of teen pregnancy. - Being a teenage parent and the effect it has on academic, social, and family life. <p>Standards 2.1.8.A.2 2.4.8.C.1 2.4.8.C.2 2.4.8.C.3 2.4.8.C.4 2.4.8.C.5</p>	<p>Community Wellness and Safety</p> <ul style="list-style-type: none"> - Demonstrate the use of, refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. - Develop methods and strategies that will promote character development in individual, group, and team environments. - Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community. - Motivate volunteerism - Plan volunteer opportunities. <p>Standards 2.2.8.C.1 2.2.8.C.2 2.2.8.C.3 2.2.8.D.1</p>	<p>Community Wellness and Safety</p> <ul style="list-style-type: none"> - Identify what sexting is - Identify that sexting is a form of bullying - Understand the social and legal consequences of sexting - Strategies to manage sexting issues to protect themselves and others. - Impact of sexting on their digital footprint. - Understanding of using digital technologies responsibly in relationships. <p>Standards 2.2.8.B.2 2.4.8.A.5</p>	<p>Community Wellness and Safety</p> <ul style="list-style-type: none"> - Components of traffic safety system and explain how people contribute to making the system effective. - Analyze the causes and consequences of noncompliance with the traffic safety system. <p>Standards 2.1.8.D.2 2.1.8.D.3</p>

2.2.8.A.4					
FEBRUARY	MARCH	APRIL	MAY	JUNE	
<p>Substance Abuse and Your Physical Health</p> <ul style="list-style-type: none"> - Describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements - Explain why the therapeutic effects and potential risks of commonly used over-the counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. - Summarize the effects of alcohol/drug use on the body systems -Analyze the effects of all types of tobacco use on the aging process <p>Standards</p> <p>2.3.8.B.1 2.3.8.B.2 2.3.8.B.3</p>	<p>Substance Abuse and Your Physical Health</p> <ul style="list-style-type: none"> - Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory. -Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. -Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgement, and memory - effects of alcohol, tobacco, and other drugs vary in different people. - physical and behavioral effects of commonly abused substances by adolescents. <p>Standards</p> <p>2.3.8.B.3 2.3.8.B.4 2.3.8.B.5</p>	<p>Substance Abuse and Your Physical Health</p> <ul style="list-style-type: none"> - Treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle. - Theories about dependency/addiction, and provide recommendations that support a drug free life. - Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. <p>Standards</p> <p>2..3.8.C.1 2.3.8.C.2</p>	<p>Wellness and Nutrition</p> <ul style="list-style-type: none"> - Impact of mental illness on physical, social, and emotional well-being - Factors in certain social situations that may require the use of decision making strategies to ensure personal health and wellness. - When individual or collaborative decision-making is appropriate - Factors that support or hinder the achievement of personal health goals during different life stages. <p>Standards</p> <p>2.1.8.C.3 2.2.8.B.2 2.2.8.B.3 2.2.8.B.1</p>	<p>Wellness and Nutrition</p> <ul style="list-style-type: none"> - Case scenarios to determine how food choices/supplements impact total well-being - How culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. - Apply health data to enhance each dimension of personal wellness. - Impact of marketing techniques of new nutritional products and supplements - Advances in technology to maintain and improve personal health. <p>Standards</p> <p>2.1.8.A.1 2.1.8.B.1 2.1.8.B.2 2.1.8.A.2 2.2.8.E.1 2.1.8.A.1</p>	