

**Califon Public School
Curriculum**



Subject: Health	Grade: 7th	Unit #: 1	Pacing: 8 weeks
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Unit Title: Personal Growth, Development and Safety

OVERVIEW OF UNIT:

In this unit, students will discuss how an individual's actions, genetics, and family history affect one's personal health. They will also discuss how responsible actions impact their development and those around them.

Big Ideas

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Essential Questions

- How can appropriate health care promote personal health?
- How can genetics and family history impact personal health?
- What are the parts of the human reproductive system?
- What are the natural variations that exist in human bodies?
- How can healthy behaviors impact personal health?
- Can you assess the risk factors in a variety of situations and identify strategies to reduce injuries?
- How effective are laws that are designed to keep children and adolescents safe?
- How can you protect yourself from sex traffickers/exploiters?
- How can you use social media safely?
- How does social media impact relationships?

Objectives

- Students will be able to explain how appropriate health care promotes personal health
- Students will be able to describe how genetics and family history impact personal health
- Students will be able to identify the parts of the human reproductive system
- Students will be able to describe the natural variations that exist in human bodies
- Students will be able to explain how healthy behaviors impact personal health

- Students will be able to assess the risk factors in a variety of situations and identify strategies to reduce injuries
- Students will be able to describe the effectiveness of laws that are designed to keep children and adolescents safe
- Students will be able to explain how to protect themselves from sex traffickers/exploiters
- Students will be able to identify how to use social media safely
- Students will be able to explain how social media impacts relationships

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- genetics
- family history
- personal health practices
- environment
- hygiene
- personal assets
- digital safety
- resiliency
- protective factors
- crisis
- change
- stress management
- stress-induced situations
- Domestic violence

Resources & Materials

- The Great Body Shop – Substance Abuse Prevention
- Videos
- [Grades 6 to 8: Personal Health Series - KidsHealth in the Classroom](#)

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebooks

Activities:

- Students will utilize Chromebooks and Google Classroom to research ethical issues related to the use of social media and the impact it has on the health and well-being of children and adults.

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Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
NJSLS-ELA W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLS-ELA SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful
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Careers	
Activities: Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.	
Practice	Description
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards	
Standard #	Standard Description
2.1.8.PGD.1:	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2:	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3:	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health.
2.3.8.PS.1:	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
2.3.8.PS.2:	Define sexual consent and sexual agency.
2.3.8.PS.3:	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
2.3.8.PS.4:	Describe strategies that sex traffickers/exploiters employ to recruit youth.

2.3.8.PS.5:	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
2.3.8.PS.6:	Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
2.3.8.PS.7:	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm	

- Adapt a Strategy – Adjusting strategies for ESL students -
<http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Health	Grade: 7th	Unit #: 2	Pacing: 8 weeks
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Unit Title: Pregnancy, Parenting and Nutrition

OVERVIEW OF UNIT:

During this unit, students will discuss an awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child. There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Big Ideas

- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Essential Questions

- How does someone confirm they are pregnant and what are the available options?
- Can you summarize the stages of pregnancy from fertilization to birth?
- What are the prenatal practices that lead to a healthy pregnancy and what are some resources for this information?
- What kinds of challenges will parents face if they are adolescents when they give birth?
- What are some resources for parental assistance?
- How does age, health status, culture, and access to healthy foods influence eating habits?
- What skills and healthy behaviors support adolescents in gaining, losing, or maintaining weight?
- Can you compare and contrast sample nutrition plans for families with different lifestyles, resources, special needs, and cultural backgrounds?
- Can you assess your own nutritional health and consider opportunities to improve your health and performance?

Objectives

- Students will be able to describe how someone can confirm they are pregnant and what are the available options
- Students will be able to summarize the stages of pregnancy from fertilization to birth
- Students will be able to explain the prenatal practices that lead to a healthy pregnancy and what are some resources for this information

- Students will be able to describe the kinds of challenges parents will face if they are adolescents when they give birth
- Students will identify where to find resources for parental assistance
- Students will be able to explain how age, health status, culture, and access to healthy foods influence eating habits
- Students will be able to describe how skills and healthy behaviors support adolescents in gaining, losing, or maintaining weight
- Students will be able to compare and contrast sample nutrition plans for families with different lifestyles, resources, special needs, and cultural backgrounds
- Students will be able to assess your own nutritional health and consider opportunities to improve your health and performance

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- nutrition
- balance
- nutritional plan
- maintain
- Pregnancy
- Fertilization
- Prenatal
- Abortion
- Adoption

Resources & Materials

- The Great Body Shop – Substance Abuse Prevention
- Videos
- [Grades 6 to 8: Personal Health Series - KidsHealth in the Classroom](#)

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebooks

Activities:

- Students will utilize Chromebooks and Google Classroom to research ethical issues related to proper nutrition/pregnancy and how social media impacts the health and well-being of children and adults.

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8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

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21st Century Life Skills Standards**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

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9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Practice	Description
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
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Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards

Standard #	Standard Description
2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.
2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.
2.1.8.PP.5	Identify resources to assist with parenting.

2.2.8.N.1	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Differentiation	
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Special Education	
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Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers	

- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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**Califon Public School
Curriculum**



Subject: Health	Grade: 7th	Unit #: 3	Pacing: 8 weeks
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Unit Title: Emotional Health and Alcohol, Tobacco, and Other Drugs & Dependency/Addiction and Treatment

OVERVIEW OF UNIT:

Students will learn self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. Students will learn that the use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

Big Ideas

- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

Essential Questions

- Are you able to compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence)?
- How could one analyze how personal attributes, resiliency, and protective factors support mental and emotional health?
- Can you examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically?
- How would you relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse?
- How could you determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs?
- Can you explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory?
- How would you analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes?

Objectives

- Students will be able to compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence)
- Students will be able to analyze how personal attributes, resiliency, and protective factors support mental and emotional health
- Students will be able to examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically
- Students will be able to relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse
- Students will be able to determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs
- Students will be able to explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory
- Students will be able to analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- | | |
|------------------------------|----------------------|
| • over-the-counter medicines | • STDs |
| • herbal supplements | • inhalant |
| • medicinal supplements | • social |
| • prescription drugs | • emotional |
| • abuse | • physical |
| • illegal substances | • mental |
| • tobacco | • judgment |
| • alcohol | • injected drug |
| • sexual assault | • risk |
| • pregnancy | • dependence |
| • intervention | • addiction |
| • stress management | • protective factors |

Resources & Materials

- The Great Body Shop – Substance Abuse Prevention
- Videos
- [Grades 6 to 8: Personal Health Series - KidsHealth in the Classroom](#)

Technology Infusion**Teacher Technology:**

- Chromebook

Student Technology:

- Chromebooks

Activities:

- Students will utilize Chromebooks and Google Classroom to research the use of drugs/alcohol/etc. and the impact they have on health and well-being of children and adults.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
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Interdisciplinary Integration**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

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21st Century Life Skills Standards

Activities:

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Careers

Activities:

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Practice	Description
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Standards	
Standard #	Standard Description
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Differentiation
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Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
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**Califon Public School
Curriculum**



Subject: Health	Grade: 7th	Unit #: 4	Pacing: 8 weeks
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Unit Title: Social, Sexual Health and Health Conditions, Diseases and Medicine

OVERVIEW OF UNIT:

During this unit, students will discuss and examine relationships and character development. They will discuss the differences between various levels of attraction for another. Additionally, they will discuss appropriate ways to end an unhealthy relationship.

Big Ideas

- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors
- There are factors that contribute to making healthy decisions about sex.
- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Essential Questions

- What is the difference between gender identity, gender expression and sexual orientation?
- How can we ensure a school is accepting as a community of gender identities, gender, gender expressions, and sexual orientation?
- What are some healthy ways of communicating in a relationship?
- What are some characteristics of healthy/unhealthy relationships?
- Can you analyze the different types of relationships you might have throughout your life?
- How does family culture affect the response to crisis and change?
- How do universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent disease and health conditions?
- How do genetics impact our health and what can we do to reduce risk factors?
- What types of behaviors reduce the risk of disease?
- What are the signs and potential impacts of Sexually Transmitted Diseases?
- How does our immune system fight disease?
- How does the use of medicine, disease prevention, and treatment strategies promote health-enhancing behaviors?

Objectives

- Students will be able to describe the difference between gender identity, gender expression and sexual orientation
- Students will be able to explain how we can ensure a school is accepting as a community of gender identities, gender, gender expressions, and sexual orientation
- Students will be able to identify healthy ways of communicating in a relationship
- Students will be able to analyze the different types of relationships you might have throughout your life
- Students will be able to explain that family culture affects the response to crisis and change
- Students will be able to identify universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent disease and health conditions
- Students will be able to analyze how genetics impact our health and what can we do to reduce risk factors
- Students will be able to describe how types of behaviors reduce the risk of disease
- Students will be able to identify the signs and potential impacts of Sexually Transmitted Diseases
- immune system fight disease
- Students will explain how the use of medicine, disease prevention, and treatment strategies promote health-enhancing behaviors

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- adherence
- character
- affection
- love
- commitment
- sexually attraction
- relationships
- dating

Resources & Materials

- The Great Body Shop – Substance Abuse Prevention
- Videos
- [Grades 6 to 8: Personal Health Series - KidsHealth in the Classroom](#)

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebooks

Activities:

- Students will utilize Chromebooks and Google Classroom to research gender identity, gender expression and sexual orientation and the impact they have on health and well-being of children and adults through social media.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
NJSLS-ELA W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NJSLS-ELA SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

21st Century Life Skills Standards**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Practice	Description
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards

Standard #	Standard Description
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships

2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
2.1.8.SSH.10	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV)
2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
2.3.8.HCDM.6	Explain how the immune system fights disease
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups	

- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Health	Grade: 7th	Unit #: 5	Pacing: 8 weeks
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Unit Title: Community Health, Dependency, Substances Disorder and Treatment

OVERVIEW OF UNIT:

Students will learn a variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. We will also discuss how to locate and take advantage of the many community resources available to us.

Big Ideas

- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.
- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Essential Questions

- Can you identify professionals in the community whom are available to assist with health conditions and emergencies?
- Do you understand the consent laws for a minor's consent?
- Can you identify community resources for someone who is assaulted in any form?
- Can you identify medically accurate sources for information on STD's for testing and treatment?
- Can you develop an advocacy plan for a health issue?
- Can you collaborate with other students and develop a strategy to deal with a health issue brought on by climate change?
- Can you determine the proper resources for difficult situations like sadness, anxiety and or depression?
- Can you summarize the signs and symptoms of alcohol, tobacco, and drug disorders?
- Can you compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level?

- How would you determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being?
- Can you examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members?
- How would you compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level?

Objectives

- Students will be able to identify professionals in the community whom are available to assist with health conditions and emergencies
- Students will be able to explain the consent laws for a minor's consent
- Students will be able to identify community resources for someone who is assaulted in any form
- Students will be able to develop an advocacy plan for a health issue
- Students will be able to collaborate with other students and develop a strategy to deal with a health issue brought on by climate change
- Students will be able to determine the proper resources for difficult situations like sadness, anxiety and or depression
- Students will be able to summarize the signs and symptoms of alcohol, tobacco, and drug disorders
- Students will be able to compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level
- Students will be able to explain the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being
- Students will be able to describe how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members
- Students will be able to compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

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Summative Assessment:

- Written records

Key Vocabulary

- | | |
|------------------------------|-------------|
| • over-the-counter medicines | • STDs |
| • herbal supplements | • inhalant |
| • medicinal supplements | • social |
| • prescription drugs | • emotional |
| • abuse | • physical |

- | | |
|--|--|
| <ul style="list-style-type: none"> • illegal substances • tobacco • alcohol • sexual assault • pregnancy • intervention • stress management | <ul style="list-style-type: none"> • mental • judgment • injected drug • risk • dependence • addiction • protective factors |
|--|--|

Resources & Materials

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Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebooks

Activities:

- Students will utilize chromebooks and Google Classroom to research and identify resources available to them for the treatment of anxiety and other mental health issues through technology and in person.

Standard	Standard Description
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
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- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

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Standards	
Standard #	Standard Description
2.1.8.CHSS.1	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. (Covered by CAP: Child Assault Prevention program and opt out available. Click on the link to see how it is covered https://njcap.org/wp-content/uploads/2020/02/Teen-Student-Guide-2020.pdf
2.1.8.CHSS.3	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. (Covered by CAP: Child Assault Prevention program and opt out available. Click on the link to see how it is covered https://njcap.org/wp-content/uploads/2020/02/Teen-Student-Guide-2020.pdf
2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. (Covered by CAP: Child Assault Prevention program and opt out available. Click on the link to see how it is covered https://njcap.org/wp-content/uploads/2020/02/Teen-Student-Guide-2020.pdf
2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
2.3.8.DSDT.2	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
2.3.8.DSDT.5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

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Special Education
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Response to Intervention (RTI)
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm
Enrichment
• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher-grade concepts • Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied