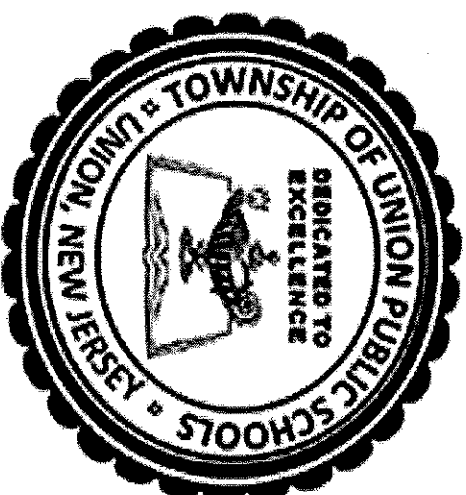


# TOWNSHIP OF UNION PUBLIC SCHOOLS



# Comprehensive Health Education Grade 7

August 20, 2019

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

The curriculum will help the students to develop positive healthy attitudes, respect for themselves and others and an appreciation for life. We hope to supplement and expand the positive attitudes already taught in the home. The goal is to establish a consistent foundation on which the students can make responsible decisions on the future.

This curriculum will help the students develop knowledge of family life and the importance of being a teenager. The responsibilities and confrontations associated with this age group will also be developed. The goal is for the student to make responsible decisions based on information received.

The students will develop a vocabulary that is used properly with correct terminology. The students will learn that they are responsible for their own behavior and actions. Possible outcomes for behavior will also be discussed.

### 7<sup>th</sup> Grade Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Wellness	14
Unit 2: Alcohol, Tobacco and other Drugs	10
Unit 3: Family Life/Sexuality	11
Unit 4: Community Health Skills	10

### 7<sup>th</sup> Grade Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<b>Unit 1: Wellness</b>	<ul style="list-style-type: none"> <li>• 2.1 Wellness: All students will acquire health promotion concepts and skills to support</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Fitness</li> <li>• Nutrition</li> <li>• Physical Growth &amp;</li> </ul>	

	<ul style="list-style-type: none"> <li>a healthy, active lifestyle.</li> <li>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</li> <li>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</li> <li>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</li> </ul>	<p>Development</p> <ul style="list-style-type: none"> <li>Physical &amp; Mental Health</li> <li>Social Health</li> </ul>
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p> <p><b>Unit 2: Alcohol, Tobacco &amp; other Drugs</b></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> <li>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</li> <li>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</li> <li>2.3 Drugs and Medicines: All students will acquire</li> </ul>	<ul style="list-style-type: none"> <li>Drugs</li> </ul>

	<p>knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</p> <ul style="list-style-type: none"> <li>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</li> </ul>		
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p> <p><b>Unit 3: Family Life/Sexuality</b></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> <li>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</li> <li>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</li> <li>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</li> <li>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the</li> </ul>	<ul style="list-style-type: none"> <li>Sexually Transmitted Infections &amp; Prevention</li> </ul>	



	<p>physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</p>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p> <ul style="list-style-type: none"> <li>• 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</li> <li>• 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</li> <li>• 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle</li> <li>• 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• First Aid</li> </ul>
<p><b>Unit 4: Community Health Skills</b></p>		
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>	<p>Classroom Textbook, Google Classroom, Teacher Resources</p>

## Curricular Units

Unit 1: Wellness			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/etc.</i>
<b>Wellness</b> 2.1.8.A.1 2.1.8.A.2 2.1.8.A.3 2.1.8.A.4 2.1.8.B.1. 2.1.8.B.2 2.1.8.B.3 2.2.8.B.1 2.2.B.2 2.2..B.3	Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness.  Investigate different case scenarios and how food choices/supplements impact total well-being.  Evaluate the impact of marketing techniques of new nutritional products and supplements.  Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one's physical, social, emotional wellness.	Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness  Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifetime.  Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements	<a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a>  <a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a>  exit cards
<b>SOCIAL</b> 2.1.6.E.1 2.1.6.E.2	Examine how personal assets and protective factors support healthy, Social and emotional development	Have students write a fictional story about how to adjust to a new situation.	<a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a>  <a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a>

	<p>Make recommendations to resolve your body responds to incidences of school and community Stress, conflict, violence, harassment, gang violence, discrimination, and bullying.</p>		<p>exit cards</p>
<p>Nutrition 2.1.6.B.3 2.1.6.B.1</p>	<p>Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.  Determine factors that influence food choices and eating patterns.</p>	<p>Time to shop" using a flyer from a local grocery store. Students will create a meal either breakfast, lunch, or dinner which must include all component of the food pyramid. Their budget is \$10.00</p> <p>Identifying the benefits of exercise, students will pick one benefit to promote and create an advertisement for exercise and or/ fitness.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a>  <a href="http://www.pecentral.org/mediacentre/videos.html">www.pecentral.org/mediacentre/videos.html</a>  exit cards</p>
<p>Mental, social and physical health 2.1.6.E.1 2.1.6.E.2</p>	<p>Examine how personal assets and protective factors support healthy social and emotional development  Have students write a fictional story about a teen who has to adjust to a new situation.</p>	<p>"I am special" Review positive characteristics traits.  Students can create personal Poems about themselves regarding their self-esteem.</p>	<p><a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a>  <a href="http://www.pecentral.org/mediacentre/videos.html">www.pecentral.org/mediacentre/videos.html</a>  exit cards</p>



assignments/etc.	
<ul style="list-style-type: none"> <li>In-class assignments</li> <li>Think, pair, share</li> <li>Homework</li> <li>Class discussions</li> <li>Do Now</li> <li>Peer Review</li> <li>Informal Observations/Dialogues</li> <li>Written Responses</li> <li>Journals</li> <li>Checklists</li> <li>Examinations of Student Work</li> </ul>	<ul style="list-style-type: none"> <li>Open ended questions</li> <li>Exit Tickets</li> <li>Peer Assessments</li> <li>Self-Assessment/Reflection</li> <li>Portfolios</li> <li>Tests and quizzes</li> <li>Projects</li> <li>Research Projects</li> <li>Presentations</li> <li>Essays</li> </ul>

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: * All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>Pre-teaching of vocabulary and concepts</li> <li>Visual learning, including graphic organizers</li> <li>Use of cognates to increase comprehension</li> <li>Teacher modeling</li> <li>Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>Scaffolding</li> <li>Word walls</li> <li>Sentence frames</li> <li>Think-pair-share</li> <li>Cooperative learning groups</li> <li>Teacher think-aloud</li> </ul>	<p>Examples of Strategies and Practices that Support Students with Disabilities: * Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> <li>Use of visual and multisensory formats</li> <li>Use of assisted technology</li> <li>Use of prompts</li> <li>Modification of content and student products</li> <li>Testing accommodations</li> <li>Authentic assessments</li> </ul>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>Adjusting the pace of lessons</li> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher-order thinking skills</li> <li>Interest-based content</li> <li>Student-driven instruction</li> <li>Real-world problems and scenarios</li> </ul>

Unit 1 Connections

**NJSLS - Technology**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the NJ Technology Standards

**K-4**

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

**5-8**

- 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.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

**Career Readiness Practices**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the NJ Career Readiness Practices

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

<p>8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries</p> <p>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</p> <p><b>9-12</b></p> <p>8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue</p>	
<p style="text-align: center;"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><b>K-4th</b></p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Language Arts</li> <li>• Science</li> <li>• Art</li> <li>• Music</li> </ul>
<p><b>K-8th</b></p> <p>9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.</p>	
<p><b>K-12th</b></p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance</p>	

professional education and training practice.

- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU-6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
- 9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

**Unit 2: Alcohol, Tobacco & Other Drugs**

<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b> (*Unpacked Standards)	<b>Content-Specific Practices</b> (when applicable)	<b>Standard Mastery Examples</b> <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
2.3.8.A.1. 2.3.8.A.2 2.3.8.A.1 2.3.8.A.2	Medicines must be used correctly in order to be safe and have maximum benefit.  Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.  There are common indicators, stages and influencing factors of chemical dependency.	How do I determine whether or not a medication will be effective?  Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?  How do I make the “right” decisions in the face of peer, media and other pressures?  Why does one person become an addict and another does not?	<a href="http://www.pacentral.org/bp/index.html">www.pacentral.org/bp/index.html</a>  <a href="http://www.pacentral.org/mediacentre/r/videos.html">www.pacentral.org/mediacentre/r/videos.html</a>  exit cards
2.3 22.2.3.6.A.1	Compare and contrast short and long term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.  and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.	Drug Refusal skills worksheet	<a href="http://www.pacentral.org/bp/index.html">www.pacentral.org/bp/index.html</a>  <a href="http://www.pacentral.org/mediacentre/r/videos.html">www.pacentral.org/mediacentre/r/videos.html</a>  exit cards
22.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.	Have students work in pairs to classify drugs and help prevent substance abuse.	<a href="http://www.pacentral.org/bp/index.html">www.pacentral.org/bp/index.html</a>  <a href="http://www.pacentral.org/mediacentre/r/videos.html">www.pacentral.org/mediacentre/r/videos.html</a>  exit cards



**Unit 2 Assessment Plan**

**Formative Assessment**

*When possible, provide links to specific samples/documents/ assignments/etc.*

- In-class assignments
- Think, pair, share
- Homework
- Class discussions
- Do Now
- Peer Review
- Informal Observations/Dialogues
- Written Responses
- Journals
- Checklists
- Examinations of Student Work

**Summative Assessment**

*When possible, provide links to specific samples/documents/ assignments/etc.*

- Open ended questions
- Exit Tickets
- Peer Assessments
- Self-Assessment/Reflection
- Portfolios
- Tests and quizzes
- Projects
- Research Projects
- Presentations
- Essays

**Unit 2 Suggested Modifications/Accommodations/Extension Activities**

**English Language Learners (ELL)**

*When possible, provide links to specific samples/documents/ assignments/etc.*

- Examples of Strategies and Practices that Support English Language Learners:  
 \*All WIDA Can Do Descriptors can be found at:  
<https://wida.wisc.edu/teach/cando/descriptors>
- Pre-teaching of vocabulary and concepts
  - Visual learning, including graphic organizers
  - Use of cognates to increase comprehension
  - Teacher modeling
  - Pairing students with beginning English language skills with students who have more advanced English language skills
  - Scaffolding
  - Word walls
  - Sentence frames

**Special Education / 504**

*When possible, provide links to specific samples/documents/ assignments/etc.*

- Examples of Strategies and Practices that Support Students with Disabilities:  
**\*Refer to students' IEP for specific modifications and accommodations**
- Use of visual and multisensory formats
  - Use of assisted technology
  - Use of prompts
  - Modification of content and student products
  - Testing accommodations
  - Authentic assessments

**Gifted and Talented**

*When possible, provide links to specific samples/documents/ assignments/etc.*

- Examples of Strategies and Practices that Support Gifted and Talented Students:
- Adjusting the pace of lessons
  - Curriculum compacting
  - Inquiry-based instruction
  - Independent study
  - Higher-order thinking skills
  - Interest-based content
  - Student-driven instruction
  - Real-world problems and scenarios

<ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>		
--------------------------------------------------------------------------------------------------------------------------------------------	--	--

**Unit 2 Connections**

<p align="center"><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p><i>Refer to the NJ Technology Standards</i></p>	<p align="center"><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p><i>Refer to the NJ Career Readiness Practices</i></p>
<p><b>K-4</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p>	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP3. Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11. Use technology to enhance productivity.</li> <li>• CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<p><b>5-8</b></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>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</p>	

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

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

**9-12**

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

**21st Century Skills**

*When possible, provide links to specific samples/documents/ assignments/etc.*

Refer to the 21st Century Life and Skills

**Specific Standards That May Apply:**

**K-4th**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**K-8th**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

**K-12th**

9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/ assignments/etc.*

Refer to the NJ Student Learning Standards

- Math
- Language Arts
- Science
- Art
- Music

- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
- 9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Unit 3: Family Life & Sexuality			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/documents/assignments/etc.
STI 2.4.8.B.3 2.4.8.C.3	Determine behaviors that place one at risk for HIV/AIDS, STD's HPV or unintended pregnancy.  Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.	The ABC's of Communicable Diseases Worksheet  Pathogens worksheet	<a href="http://www.pecentral.org/bp/index.html">www.pecentral.org/bp/index.html</a>  <a href="http://www.pecentral.org/mediacenter/videos.html">www.pecentral.org/mediacenter/videos.html</a>  exit cards

Unit 3 Assessment Plan		
Formative Assessment When possible, provide links to specific samples/documents/assignments/etc.	Summative Assessment When possible, provide links to specific samples/documents/assignments/etc.	Summative Assessment When possible, provide links to specific samples/documents/assignments/etc.
<ul style="list-style-type: none"> <li>In-class assignments</li> <li>Think, pair, share</li> <li>Homework</li> <li>Class discussions</li> <li>Do Now</li> <li>Peer Review</li> <li>Informal Observations/Dialogues</li> <li>Written Responses</li> <li>Journals</li> <li>Checklists</li> <li>Examinations of Student Work</li> </ul>	<ul style="list-style-type: none"> <li>Open ended questions</li> <li>Exit Tickets</li> <li>Peer Assessments</li> <li>Self-Assessment/Reflection</li> <li>Portfolios</li> <li>Tests and quizzes</li> <li>Projects</li> <li>Research Projects</li> <li>Presentations</li> <li>Essays</li> </ul>	

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) When possible, provide links to specific samples/documents/assignments/etc.	Special Education / 504 When possible, provide links to specific samples/documents/assignments/etc.	Gifted and Talented When possible, provide links to specific samples/documents/assignments/etc.
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be	Examples of Strategies and Practices that Support Students with Disabilities:	Examples of Strategies and Practices that Support Gifted and Talented Students: <ul style="list-style-type: none"> <li>Adjusting the pace of lessons</li> </ul>



<p>found at:  <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Unit 3 Connections**

<p align="center"><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/documents/ assignments/etc.</i>  Refer to the NJ Technology Standards</p> <p><b>K-4</b></p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>	<p align="center"><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/documents/ assignments/etc.</i>  Refer to the NJ Career Readiness Practices</p> <ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP3. Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

**5-8**

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.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

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

**9-12**

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the 21st Century Life and Skills

**Specific Standards That May Apply:**

**K-4th**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the NJ Student Learning Standards

- Math
- Language Arts
- Science
- Art

• Music

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**K-8th**

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

**K-12th**

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-EAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
- 9.3.ST.5 Demonstrate an understanding of the breadth of career



**Unit 4: Community Health Skills**

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (When applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<p><i>First Aid and Safety</i></p> <p>2.1.6.D.1 2.1.6.D.4 2.1.6.D.3</p>	<p>Summarize the common causes of intentional and unintentional injuries in teens and related prevention strategies.</p> <p>Asses when to use basic first aid procedures.</p> <p>Summarize the components of the <u>traffic safety system</u> and explain how people contribute to making the system effective.</p>	<p>Have students write a paragraph that describes a fictional accident such as a fall. Make sure students describe each step in the accident chain.</p> <p>First aid booklet created by the students</p> <p>First Aid Kits</p> <p>Have students brainstorm and discuss the items that make up a first aid kit. Give each student a piece of paper. On the front of the paper draw first aid items and on back explain each item. Use at least 10 items.</p>	<p><a href="http://www.pacentral.org/bp/index.html">www.pacentral.org/bp/index.html</a></p> <p><a href="http://www.pacentral.org/mediacenter/videos.html">www.pacentral.org/mediacenter/videos.html</a></p> <p>exit cards</p>

**Unit 4 Assessment Plan**

Formative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<ul style="list-style-type: none"> <li>• In-class assignments</li> <li>• Think, pair, share</li> <li>• Homework</li> <li>• Class discussions</li> <li>• Do Now</li> <li>• Peer Review</li> <li>• Informal Observations/Dialogues</li> <li>• Written Responses</li> <li>• Journals</li> <li>• Checklists</li> </ul> <p>Examinations of Student Work</p>	<ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Exit Tickets</li> <li>• Peer Assessments</li> <li>• Self-Assessment/Reflection Portfolios</li> <li>• Tests and quizzes</li> <li>• Projects</li> <li>• Research Projects</li> <li>• Presentations</li> <li>• Essays</li> </ul>

**Unit 4 Suggested Modifications/Accommodations/Extension Activities**

English Language Learners (ELL)

Special Education / 504

Gifted and Talented



When possible, provide links to specific samples/ documents/ assignments/etc.	When possible, provide links to specific samples/ documents/ assignments/etc.	When possible, provide links to specific samples/ documents/ assignments/etc.
<p>Examples of Strategies and Practices that Support English Language Learners:            *All WIDA Can Do Descriptors can be found at:  <a href="https://wida.wisc.edu/teach/cando/descriptors">https://wida.wisc.edu/teach/cando/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p>Examples of Strategies and Practices that Support Students with Disabilities:  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

Unit 4 Connections		
NJSL - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	Career Readiness Practices When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices	
<p><b>K-4</b>            8.1.2.A.2 Create a document using a word processing application.            8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.            8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.            8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a</p>	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP3. Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> </ul>	

report that explains the analysis of the data

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

### **5-8**

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.B.1 Synthesize and publish information about a local or global issue or event (ex. tele collaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries

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

### **9-12**

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the 21st Century Life and Skills

### **Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/ assignments/etc.*

Refer to the NJ Student Learning Standards

### **Specific Standards That May Apply:**

- Math

### **K-4th**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

### **K-8th**

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

### **K-12th**

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms
- 9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

- Language Arts
- Science
- Art
- Music

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

9.3.ST.5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

