

CURRICULUM

FOR

HEALTH

GRADE 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Health
Grade 7

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RAHWAY PUBLIC SCHOOLS CURRICULUM

Health - Grade 7

PACING GUIDE

Unit	Title	Pacing
1	Medications/Use and Abuse, Gateway Drugs and Tobacco, Alcohol, Marijuana and Inhalants, Truth About Tobacco Ads, Drug Trends	3 weeks
2	Adolescence, Puberty, Male & Female Anatomy, Gender Stereotyping, Bullying, Harassment	3 weeks
3	Types of Relationships, Friendship, Making Decisions About Relationships, Taking Responsibility, Communication and Relationships, Abstinence	2 weeks
4	Nutrition, My Food Plate & Food Choices. Healthy/Unhealthy, First Aid & Safety, 21st Century Life & Career Skills, Personal Financial Literacy & Career Awareness, Exploration & Preparation	2 weeks

ACCOMMODATIONS

<p>504 Accommodations.</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations.</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations.</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations.</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT 1 OVERVIEW

Content Area: Health

Unit Title: Alcohol, Tobacco and Other Drugs and Wellness

Target Course/Grade Level: Grade 7

Unit Summary. Students learn about responsible use of medicines, as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school and enhance the quality of life. The misuse or abuse such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.2 Integrated Skills. All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 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.

- 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.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.
- 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.

Interdisciplinary Connections and Standards: English Language Arts

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects

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

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings and speculation in a text.

Unit Understandings:

Students will understand that...

- There are differences between drug use and abuse. Familiarity with current drug trends and associated risks and dangers. A variety of valid and reliable sources of health information.

Unit Essential Questions:

- What are the current risks involved with current drugs and their use and abuse?
- How can I recognize the difference between drug use and abuse?
- Why do some young people choose to begin using tobacco, alcohol and other drugs?
- Why do some young adults choose to use marijuana?
- Why do some young adults choose to use inhalants?

Knowledge and Skills:

Students will know...

- Identifying different types of medicine.
- Describe the proper use of medicines.
- Describe the harmful effects of tobacco use to smokers and non-smokers.
- Describe short-term and long-term effects of alcohol use.
- Explain why alcohol and drug use is especially harmful for teens.
- Describe the short-term and long-term effects of marijuana use.
- Describe the short-term and long-term effects of inhalant use.

Students will be able to...

- List the benefits of remaining tobacco, alcohol and drug free.
- List the benefits of not smoking marijuana.
- List the benefits of not using inhalants.
- Practice decision-making and refusal skills to remain tobacco, alcohol and drug free.
- Practice decision-making and refusal skills so as to not start using marijuana.

- Practice decision-making and refusal skills not to use inhalants.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Teacher observation
- Health Education grading procedures

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Decision making and goal setting
- Refusal skills
- Medicines - use and abuse
- Tobacco effects
- Alcohol - use and abuse
- Effects of marijuana
- Inhalants - use and abuse
- Current drug trends

RESOURCES

Teacher Resources:

- Essential Materials and Supplementary Materials
- Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Health Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth
- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/shpe/standards.htm
- National Association of State Boards of Education, Center for safe and healthy schools. www.nasbe.org
- Joint Committee on National Health Education Standards. National health education standards. Achieving health excellence, Atlanta, GA
- Partnership for 21st Century Skills, Framework for 21st Century learning www.21stcenturyskills.org
- American Alliance for Health, Physical Education, Recreation and Dance

- Centers for Disease Control and Prevention www.cdc.gov
- American Cancer Society
- Internet Resources and Websites

Equipment Needed:

- Textbooks
- Videos/DVDs and player
- Chromebook/notebook
- Class Assignments

UNIT 2 OVERVIEW

Content Area: Health

Unit Title: Process to Adulthood

Target Course/Grade Level: Grade 7

Unit Summary: Students build understanding of the physical, emotional and social aspects of human relationships and sexuality. Students learn how to develop and maintain healthy relationships with family and friends. Students will learn medically accurate information about the changes that occur during adolescence. Students will be able to understand appropriate behavior in adolescent relationships, Harassment, Bullying & Intimidation (HIB), and what is included under the Anti-Bullying law. Students will be taught about conflict, its sources and how to recognize and avoid it. They will learn resolution strategies and how to avoid violence.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.2 Integrated Skills. All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 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.

- 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.7. Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8. Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9. Define vaginal, oral, and anal sex.
- 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).
- 2.1.8.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.
- 2.1.8.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.

Interdisciplinary Connections and Standards: English Language Arts

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects

- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings and speculation in a text.

Unit Understandings:

Students will understand that...

- Conflict resolution is an important factor among adolescents.
- It is vital to the overall wellness of a student to be able to respect the difference between one another and be able to positively communicate their feelings.
- The differences between others with it is with body development, cultural, gender, race, and religion.
- Harassment, Intimidation and Bullying (HIB) includes electronic communication such as cyber bullying or bullying via text messages or social networking.
- What anti-bullying laws are in effect.
- That the rate of physical growth at the onset of puberty varies widely between the sexes, as well as, among individuals.
- That the endocrine and reproductive systems play a major role in growth and development.

Unit Essential Questions:

- What are conflict resolution skills?
- What are different types/styles of communicators?
- How do you negotiate when faced with a conflict?
- How do I demonstrate respect for myself and others?
- What situations may challenge an individual's core values?
- What are ways to include all types of peers into everyday life?
- What does HIB stand for?
- What are the current anti-bullying laws?
- Who do you report bullying or harassment to?
- What are body changes during puberty?

- What is puberty/adolescence?
- What are the major components to the male and female reproductive systems?
- How do you take care of your changing bodies?

Knowledge and Skills:

Students will know...

- Respecting themselves and showing respect for others.
- There are many different types of people in the world.
- People should respect and accept the diversity of values and beliefs that exist in a community.
- The changes your body goes through as you grow.

Students will be able to...

- State the different characteristics of people.
- Identify harassment, intimidation and bullying whether against them or another person.
- Feel comfortable to report the harassment, intimidation or bullying to parents/guardians, teachers, and any adult.
- Label the male/female reproductive system.
- Understand what puberty/ adolescence is and the process.
- Differences in growth patterns of males and females.
- The effects of heredity and environment on one's growth. Respect for individual differences.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Teacher observation
- Health Education grading procedures

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Decision making and goal setting
- Refusal skills
- Communication
- What good character traits are
- Expecting respect
- Showing respect
- How to cope with a changing body
- What good character traits are

- Identifying and diagramming the anatomy of a male and female
- Conflict resolution

RESOURCES

Teacher Resources:

- Essential Materials and Supplementary Materials
- Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Health Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth
- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/shpe/standards.htm
- National Association of State Boards of Education, Center for safe and healthy schools. www.nasbe.org
- Joint Committee on National Health Education Standards. National health education standards. Achieving health excellence, Atlanta, GA
- Partnership for 21st Century Skills, Framework for 21st Century learning www.21stcenturyskills.org
- www.NJbullying.org
- www.StopBullyingnowhrs.gov
- www.cyberbullying.us
- www.gardenstateequality.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Centers for Disease Control and Prevention www.cdc.gov
- American Cancer Society
- Internet Resources and Websites

Equipment Needed:

- Textbooks
- Videos/DVDs and player
- Chromebook/notebook
- Class Assignments

UNIT 3 OVERVIEW

Content Area: Health

Unit Title: Healthy Relationships, Family/Friends, and Community Health Skills

Target Course/Grade Level: Grade 7

Unit Summary: Students build understanding of the physical, emotional and social aspects of human relationships. Students learn how to develop and maintain healthy relationships with family and friends. Students will be able to understand appropriate behavior in adolescent relationships and the benefits of sexual abstinence.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.2 Integrated Skills. All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 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.

- 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.
- 2.1.8.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.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.
- 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.
- 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.
- 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.

Interdisciplinary Connections and Standards: English Language Arts

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects.

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

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings and speculation in a text.

Unit Understandings:

Students will understand that...

- There are different types of relationships.

Unit Essential Questions:

- How do I demonstrate respect for myself and others?
- How do I develop and maintain healthy relationships?
- What can we learn from other generations?
- How is conflict an inevitable part of relationships?
- How do you know if a relationship is healthy or unhealthy?
- What are the benefits of sexual abstinence?

Knowledge and Skills:

Students will know...

- Respecting themselves and showing respect for others.
- There are many different types of people in the world.
- People should respect and accept the diversity of values and beliefs that exist in a community.

Students will be able to...

- State the different characteristics of different types of relationships.
- Identify healthy and unhealthy relationships.
- Feel comfortable asking questions regarding relationships.
- Having open communication with parents/guardians, teachers, and friends.
- Know the benefits of abstinence. no unwanted pregnancies, no STDs and other infectious diseases, not emotionally hurt from sexual involvement and it demonstrates care for yourself, family and future.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Teacher observation
- Health Education grading procedures

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Decision making and goal setting
- Refusal skills
- Communication
- Effects of relationships
- Expecting respect
- Showing respect
- How to cope with family issues
- Good character traits
- What a good media message entails
- Benefits of abstinence

RESOURCES

Teacher Resources:

- Essential Materials and Supplementary Materials
- Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Health Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth
- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/shpe/standards.htm
- National Association of State Boards of Education, Center for safe and healthy schools. www.nasbe.org
- Joint Committee on National Health Education Standards. National health education standards. Achieving health excellence, Atlanta, GA
- Partnership for 21st Century Skills, Framework for 21st Century learning www.21stcenturyskills.org
- American Alliance for Health, Physical Education, Recreation and Dance
- Centers for Disease Control and Prevention www.cdc.gov
- American Cancer Society
- Internet Resources and Websites

Equipment Needed:

- Textbooks
- Videos/DVDs and player
- Chromebook/notebook
- Class Assignments

UNIT 4 OVERVIEW

Content Area: Health

Unit Title: Nutrition, Healthy Lifestyle, and Wellness

Target Course/Grade Level: Grade 7

Unit Summary. Students build knowledge about, physical, social, emotional and intellectual dimensions of wellness, enabling them to make informed choices about their health now and in the future.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards: 2.2 Integrated Skills. All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 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.

- 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, balanced nutrition).
- 2.2.8.LF.1. Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2. Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3. Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4. Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5. Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.PF.1. Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2. Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3. Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

- 2.2.8.PF.4.** Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5.** Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 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.

21st Century Life and Career Skills:

- 9.1.8.E.1.** Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
- 9.1.8.E.3.** Compare and contrast product facts versus advertising claims.
- 9.1.8.E.8.** Recognize the techniques and effects of deceptive advertising.
- 9.1.8.A.2.** Relate how career choices, education choices, skills, entrepreneurship and economic conditions affect income.
- 9.1.8 A.4.** Relate earning power to quality of life across cultures.

Career Ready Practices:

- CRP1.** Act as a responsible citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.

Interdisciplinary Connections and Standards: English Language Arts

- RI.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3.** Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects

- RST.6-8.1.** Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.8.** Distinguish among facts, reasoned judgment based on research findings and speculation in a text.

Unit Understandings:

Students will understand that...

- The nutritional principles of balance, variety and adequacy are important in demonstrating proper nutrition.
- Students will be able to understand that people need to be responsible for and be able to recognize the consequences of personal food selection.
- The difference between eating healthy foods and unhealthy foods.
- Components of the MyPlate are grains/carbohydrates, dairy, fruits, vegetables, and meats and grains, and oils.

- Students will learn ways to lose, gain or maintain a healthy weight, and how proper eating and physical activity can reduce the risk of high blood pressure, heart disease, high cholesterol and other health conditions.
- Students will realize that safety doesn't happen by accident, you must learn to be safe. Being aware of surroundings is essential to safety.
- Capability of assessing an emergency situation 911 and providing help.
- Having basic knowledge of basic first aid principles is important.
- Being able to provide basic first aid.

Unit Essential Questions:

- What is the difference between eating healthy foods and unhealthy foods (fatty foods)?
- What are types of eating disorders?
- What are the components of MyPlate?
- Why should I care what I eat?
- How can I eat healthy?
- What is a healthy weight for me and how can I maintain my healthy weight?
- How does proper nutrition affect the three areas of health?
- What helps to make us healthy individuals?
- What should I do if I encounter an emergency situation?
- How can I apply basic first aid?
- Who do I call in an emergency?
- What would I do to protect myself?
- How can one recognize, evaluate, and act accordingly with different first aid situations?
- What can happen if we are not careful when walking or using transportation?
- What are the laws and rules we should follow when walking or using transportation?
- What should we do to keep ourselves safe?
- What career path should I take?
- What is required to attain my career?
- How do I maintain financial responsibility?

Knowledge and Skills:

Students will know...

- Components of a balanced diet.
- Consequences of an inadequate diet.
- Common nutritional disorders and diseases.
- How emotions affect eating habits.
- Snacks/fast foods.
- The food/nutrients group.
- Basic safety information.
- That there are different career paths.
- Financial Obligations.

Students will be able to...

- Analyze food labels.
- Recognize food myths.
- Understand the consequences of poor diet choices/practices.
- Understand MyPlate.

- Understand how emotions affect eating.
- Identify common nutritional disorders/diseases.
- Recognize and assess emergency situations.
- Perform basic first aid procedures.
- Use appropriate precautions to protect themselves.
- Understand how to make a 9-1-1 call.
- Analyze current and future career trends.
- Take responsibility for their financial future.
- Exploring and preparing for a career path.
- Understanding the knowledge and skills needed for a chosen career.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- Teacher observation
- Health Education grading procedures

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will be able to make healthy eating choices and lifestyle decisions.
- Be able to identify components of the MyPlate and how to include the different components into daily life.
- Food log.
- Research “fad diets.”
- Meal Plans.
- Healthy Snacking.
- Exercises to maintain good health.
- Portion sizes.
- Sodium content.
- Hands-on basic first aid procedures.
- Assess emergency situations.
- Create emergency plans.
- Safety procedures when walking, riding as a passenger, or on certain vehicles/toys/modes of transportation.

RESOURCES

Teacher Resources:

- Essential Materials and Supplementary Materials
- Links to Best Practices American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aaphred.org
- Centers for Disease Control and Prevention Health Education Curriculum Analysis Tool, Atlanta, GA www.cdc.gov/HealthyYouth
- NJ Dept of Education Core Curriculum Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/shpe/standards.htm
- National Association of State Boards of Education, Center for safe and healthy schools. www.nasbe.org
- Joint Committee on National Health Education Standards. National health education standards. Achieving health excellence, Atlanta, GA
- Partnership for 21st Century Skills, Framework for 21st Century learning www.21stcenturyskills.org
- www.choosemyplate.gov
- www.kidshealth.org
- www.healthcentral.com
- www.health.org
- Internet Resources and Websites

Equipment Needed:

- Text Books
- Videos/DVDs and player
- Chromebook/notebook
- Class Assignments

APPENDIX A

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS For COMPREHENSIVE HEALTH and PHYSICAL EDUCATION

INTRODUCTION

Comprehensive Health and Physical Education for the 21st Century

Health Literacy is an integral part of 21st century education. Healthy students are learners who are “knowledgeable and productive, (and) also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own border” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in physically active lifestyle.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety rules.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2009 revised standards incorporate the current thinking and best practice found in health and physical education

documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide foundation for creating local curricula and meaningful assessment. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on healthy literacy, a 21st century theme
- Global perspective about health and wellness throughout comparative analysis of health-related issues, attitudes, and behaviors in other countries, inclusion of additional skills related to traffic safety, for safety, and accident and poison prevention.
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

APPENDIX B

SAFETY

The safety of the students is a prime consideration in the development of any physical education program.

Whereas it is true that each activity has a specific set of safety factors, it is important to recognize nonetheless, that there are general safety practices that should be observed at all times in conducting physical education classes. These should include the following:

1. Students should be attired to the degree that allows for freedom of movement but not in excessively loose or floppy clothing. Footwear should provide adequate traction, mobility and support without endangering other students or marring playing surfaces (hiking boots, work boots, or boots of any kind, platform sneakers, are inappropriate for class).
2. Items of jewelry such as rings, bracelets, earrings, necklaces, hair adornments should be removed to avoid injury to wearer or classmates.
3. All equipment and facilities should be inspected regularly and maintained in good working order.
4. Playing area should be free of debris and hazards.
5. Adequate "buffer" zones should surround individuals, groups or teams engaged in activity, when applicable.
6. Padding or other protective equipment should be employed at strategic locations when applicable.
7. Specialized safety rules should be made for the safety of goalies or catchers in sports that utilize those positions.
8. Correct form and skill progression should be the basis for the teaching of all fundamentals and skills.
9. Adequate conditioning or lead-up exercises should precede the day's activity.
10. Students should be made knowledgeable of the rules of each activity in order to prevent inappropriate and/or unsafe actions.
11. Consideration should be given in competitive situations to the size and ability of the students involved.
12. Safety eye protection should be available when applicable.
13. Teachers should discuss with students the procedures to follow in case there is a classroom emergency.

APPENDIX C

GLOSSARY

Different kinds of families refers to the many family structures represented in classrooms and in society today, including, but not limited to: traditional two-parent (i.e. mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex parent families.

Essential elements of movement means the knowledge and demonstration of mechanically correct technique when executing a movement skill.

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program. The FITT acronym represents:

1. Frequency – How often a person exercises
2. Intensity – How hard a person exercises
3. Time – How long a person exercises
4. Type – What type of activity a person does when exercising.

Health-related fitness incorporates the five major components of fitness related to improved health:

1. *Cardio-respiratory endurance* is the ability of the blood vessels, heart and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. *Muscular strength* is the maximum amount of force a muscle or muscle group can exert.
3. *Muscular endurance* is the length of time of a muscle group can exert force prior to fatigue.
4. *Flexibility* refers to the range of motion in joints.
5. *Body composition* shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much.

Intentional injuries are injuries arising from purposeful action (e.g., violence and suicide).

Unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Movement skills encompasses loco-motor, non loco-motor and manipulative movement:

1. *Loco-motor movement* occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, jumping, sliding, running).
2. *Non loco-motor movement* occurs when an individual moves in self-space without appreciable movement from place to place (e.g. twisting, bending, stretching, curling).
3. *Manipulative movement* occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, and dribbling).

Personal Assets refer to individual strengths and weaknesses regarding personal growth.

Protective factors refer to the skills, strengths and resources that help individuals deal more effectively with stressful situations.

Resiliency is the ability to overcome the negative effects of risk exposure.

Service projects are initiatives that represent relevant social and civic needs.

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. *Agility* is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. *Balance* is the ability to maintain equilibrium while stationary or moving.
3. *Coordination* is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. *Power* is the amount of force a muscle can exert over time.
5. *Reaction time* is the ability to respond quickly to stimuli.
6. *Speed* is the amount of time it takes the body to perform specific tasks while moving.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently) the specific components of the traffic safety system (e.g. laws, safety, signs, travel modes, routes and responsibilities), and the people who are part of the traffic safety system (e.g. walkers, bicyclists, police and automobile, bus and train operators).

APPENDIX D

Standard 2.5

All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

Description Statement: Health-literate and physically educated students understand movement concepts and principles and apply them as they practice, assess, and refine movement, skills in a variety of physical activities including games, sports and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills enhance the likelihood learning and participation in physical activity throughout life.

Cumulative Progress Indicators

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

1. Describe the characteristics of skilled performance in a variety of physical activities.
2. Modify and combine movement skills using movement concepts, biochemical principles, and rhythm to improve performance in physical activities.
3. Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant in and observer of physical activities.

Standard 2.6

All students will learn and apply health-related fitness concepts.

Descriptive Statement: Health-literate and physically educated students know the components of health-related fitness: cardiorespiratory endurance, muscular strength/endurance, flexibility, and body composition. Considering these components, students are able to meet their personal fitness needs by monitoring and adapting physical activity levels. Health-literate and physically educated students recognize that lifetime fitness activities contribute to wellness.

Cumulative Progress Indicators

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:

1. Describe the components of health-related fitness and how each contributes to wellness.
2. Discuss and apply basic principles of training to fitness activities.
3. Assess physiological indicators of exercise before, during and after physical activity, and describe how these can be used to monitor and improve performance.
4. Develop a personal fitness plan, using data from health assessments and fitness testing.