

**COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
HEALTH**

GRADE LEVEL: 7-8

PREPARED BY: DANIELLE JUDGE

**REVISED AUGUST 2019
DUMONT, NEW JERSEY**

[BORN DATE: AUGUST 20, 2015]
ALIGNED TO THE NJSL AND B.O.E. ADOPTED AUGUST 22, 2019

Course Philosophy
For
7th-8th Health Education

Course Description: The 7th-8th grade health curriculum will introduce students to health issues and topics that affect their everyday lives in an age appropriate manner. The goal of the health program is to use the knowledge and skills to transform unhealthy habits and behaviors in to healthy habits and behaviors. In the 7th and 8th grades, health education will be delivered by a physical education/health content specialist. Topics of study are based on the New Jersey Student Learning Standards for Health Education.

Suggested Course Sequence:

- Unit 1: Wellness (Topics to be Covered) 10 weeks
 - A. Personal Growth and Development
 - B. Nutrition
 - C. Disease and Health Conditions:
 - D. Safety
 - E. Social and Emotional Health
- Unit 2: Interpersonal Communication (Topics to be Covered) 10 weeks
 - A. Communications
 - B. Decision Making
 - C. Character Development
 - D. Service
 - E. Health Services
- Unit 3: Drugs and Medicine (Topics to be Covered) 8 weeks
 - A. Medicines
 - B. Alcohol, Tobacco, & Other Drugs
 - C. Dependency/Addiction
- Unit 4: Relationships (Topics to be Covered) 8 weeks
 - A. Relationships
 - B. Sexuality
 - C. Pregnancy & Parenting

Health – Grade 7-8– Full Year

Grade Distribution

Categories - 25% per quarter
100% per year

Marking Period/Final Grades

Full-year Courses Weighting

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| Quarter 1 | 25% of final grade |
| Quarter 2 | 25% of final grade |
| Quarter 3 | 25% of final grade |
| Quarter 4 | 25% of final grade |

UNIT 1**UNIT TITLE: 2.1 Wellness**

CHAPTERS/TOPIC COVERED: Personal Growth and Development, Nutrition, Disease and Health Conditions, Safety, Social and Emotional Health.

UNIT LENGTH: 10 Weeks

Performance Indicators (Standards and Objectives)

NJSLS:

2.1.8.A.1

2.1.8.A.2

2.1.8.A.3

2.1.8.A.4

2.1.B Nutrition

2.1.8.B – Eating patterns are influenced...

2.1.8.B.1

2.1.8.B.2

2.1.8.B.3

2.1.8.B.4

2.1.C Diseases and Health Conditions

2.1.8.C.1

2.1.8.C.2

2.1.8.C.3

2.1.D Safety

2.1.8.D – evaluating the potential and applying first-aid procedures.....

2.1.8.D.1

2.1.8.D.2

2.1.8.D.3

2.1.8.D.4

2.1.E Social and Emotional Health

2.1.8.E – Social and emotional, respect and acceptance, stress management skills

2.1.8.E.1

2.1.8.E.2

2.1.8.E.3

2.1.8.E.4

Interdisciplinary Connections Standards:

NJSLS SCI

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| | <p>MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>21st Century Standards</p> <p>Career Ready Practices:</p> <p>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. CRP11. Use technology to enhance productivity.</p> <p>Technology:</p> <p>8.1.2.A.1-Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.1.2.B.1-Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue. 8.2.2.B.1-Identify how technology impacts or improves life. 8.2.2.E.1-List and demonstrate the steps to an everyday task.</p> |
| <p>Essential Questions</p> | <ul style="list-style-type: none"> • What is the value in obtaining personal and family health data? • How does heredity affect short and long term goals? • What has been used in recent weeks to improve healthy decisions? • Why do you want to make healthy food choices? • What is a safe way to gain or lose weight? • What is considered a healthful meal? • Where can we find nutritional labels on food? • What is personal health? • How can you control common health issues? • How would you help a friend or acquaintance if you suspect they are suffering from a mental illness? • What are some strategies to help prevent injuries? • How would you prevent yourself from becoming part of a compromised environment? • What are some causes of the traffic safety system? • What are some items that should be kept in a first aid kit? |

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| | <ul style="list-style-type: none"> • What is emotional health? • What are protective strategies? • Who influences family dynamics? • How does an individual's body respond to stress? |
| Activities (Approximate Time Frame) | <ol style="list-style-type: none"> 1. Identify the dimensions of wellness. 2. Describe how to obtain and access health data. 3. Value in obtaining health information. 4. Identify short and long term effects of a person's habits, surroundings, and heredity on future wellness. 5. Describe various products that have been improved or introduced to 6. List factors that influence a person's nutritional food choices. 7. Describe how to plan healthful meals. 8. Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 9. Explain how to plan healthful meals in a variety of settings. 10. Compare labels of various products for useful outcomes of new marketed products. 11. Discuss the importance of personal health screening. 12. Identify common signs and symptoms of common illness and disease among young adults. 13. Investigate methods of detection, prevention, and control of common health conditions. 14. Identify stress management skills. 15. Discuss ways to help teenagers who are depressed or who are dealing with other mental illness. 16. Identify common risk factors of everyday life. 17. Develop a strategy to decrease risk and maintain a safe environment. 18. Describe safety guidelines for pedestrians, motor vehicle passengers, bike riders, and ATV users. 19. Identify universal precautions for protecting your health. 20. Classify items that should be kept in a first aid kit. 21. Describe personal traits that promote social and emotional health. 22. Identify emotional safety. 23. Discuss emotional and social protective strategies. 24. Compare and contrast cultural family beliefs. 25. Describe how culture influences family dynamics. 26. Analyze how families cope with crisis. 27. Describe common causes of stress. 28. Describe the body's response to stress. 29. Identify stress management skills. |
| Strategies/ | Vocabulary: |

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| <p>Methods/ Vocabulary</p> | <p>Wellness, health, health data, healthy, unhealthy. Short term goals, long term goals, affect, heredity, wellness. Products, technology, personal health, healthy, unhealthy. Nutritional, healthful. Adolescent, healthy. Healthful meals. Labels. Personal health, disease. Prevention, common, health conditions. Management skills, depressed, mental illness. Risk factors, strategies. Compromised, prevent. Pedestrian, ATV. Universal, first aid. Social health, emotional health. Protective strategies. Culture, family dynamics, cope, crisis. Stress, management skills. Strategies & Methods:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Self-Assessment ● Written Test ● Class Discussions ● Guided Discovery ● Introductory Videos ● Demonstration Video Clips ● Google Classroom ● Review Sheets ● Unit Quiz ● Student Learning Packets ● Writing Prompts |
| <p>Resources (Including Digital Tools)</p> | <p>www.redcross.org www.ashaweb.org www.cdc.gov www.pecentral.com www.shapeamerica.org www.njcore.org</p> |

www.wallingford.k12.ct.us
www.pedadeschools.net
www.dac.enps.org
www.curriculummapper.com
www.kidshealth.org
www.hlconline.org
www.scrubclub.org
www.healthteacher.com
www.choosemyplate.gov
www.steroidabuse.org
www.classroom.kidshealth.org

New Jersey Legislative Statutes Summary:

- Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.
- Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.
- Health, Safety, and Physical Education (N.J.S.A. 18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.
- Suicide Prevention (N.J.S.A. 18A:6-111) requires instruction in suicide prevention in public schools.
- Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.

**Differentiation/
Accommodations/
Modifications**

Suggested Unit 1 Activities (differentiation/modifications):

- Overall: Practice Grouping, Tiered Instruction, focusing on diverse needs, etc. in the classroom setting.

Gifted and Talented:

- Teachers differentiate learning for high achieving students by providing a specialized setting in each district for students identified as eligible for Gifted and Talented services.
- During the development process, appropriate standards are referenced from the Common Core, and the National Association for Gifted Children's Gifted Program Standards Pre-K - Grade 12.
- Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.

English Language Learners:

- Use of a bilingual dictionary.
- Extended time for all assessments.
- word banks for health/physical education tests and quizzes.
- access to teacher created notes.
- simplification of requirements (ex. accepting a 2 page paper rather than a 5 page paper, accept power point versus a paper)
- Students are expected to perform the five ELL proficiency levels-entering, beginning, developing, expanding, and bridging - with appropriate graphic, auditory and visual support set forth by WIDA.

Students with Disabilities:

(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

- Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the “least restrictive environment”. These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an internet-ready device or computer programs such as co-writer/word predictor to assist with written assignments. All modifications are stated specifically in a student’s Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.
- In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school district must ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These “related services” are provided by specialists certified in their respective fields.
- For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out-of-District Program’s, or “Private Schools”. For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).

Students at Risk of School Failure:

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| | <ul style="list-style-type: none"> • At risk students will be identified via the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil’s problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem. • When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, identify the student to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. If necessary, an action plan will be created with instructional adjustments. • After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties. |
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| UNIT 2 | |
| UNIT TITLE: 2.2 Integrated Skills | |
| CHAPTERS/TOPIC COVERED: Communications, Decision Making, Character Development, Service and Health Services | |
| UNIT LENGTH: 10 Weeks | |
| <u>Performance Indicators (Standards and Objectives)</u> | <p>NJSLS:</p> <p>2.2.8.A Effective interpersonal and communication....</p> <p>2.2.8.A.1</p> <p>2.2.8.A.2</p> <p>2.2.B Decision Making Goal Setting</p> <p>2.2.8.B Every health-related....</p> <p>2.2.8.B.1</p> <p>2.2.8.B.2</p> <p>2.2.8.B.3</p> <p>2.2.C Character Development</p> <p>2.2.8.C Working together toward....</p> <p>Rules, regulations, and...</p> <p>2.2.8.C.1</p> <p>2.2.8.C.2</p> <p>2.2.8.C.3</p> |

2.2.D Advocacy and Services
 2.2.8.D Effective advocacy for...
 2.2.8.D.1
 2.2.8.D.2
 2.2.E Health Services and Information
 .2.E Health Services
 2.2.8.E Potential solutions and Communicating health....
 2.2.8.E.1
 2.2.8.E.2

Interdisciplinary Connections Standards:

NJSLS ELA

7.1.IL.8 Compare and contrast unique linguistic elements in English and the target language.

21st Century Standards

Career Ready 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.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Technology:

- 8.1.2.A.1-Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museum).
- 8.1.2.B.1-Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.
- 8.2.2.B.1-Identify how technology impacts or improves life.
- 8.2.2.E.1-List and demonstrate the steps to an everyday task.

Essential Questions

- What is an “I-message”?
- How do you resolve conflict?

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| | <ul style="list-style-type: none"> • What are some steps to make a decision? • What is the difference between an individual and a group decision? • What are some steps to setting health goals? • What factors influence personality? • How does culture influence individuals? • What factors influence personality? • What are the benefits of volunteering? • What influences have an influence on an individual's choices? • What are some online resources used to find health information? • Where is health information found? |
| Activities (Approximate Time Frame) | <ol style="list-style-type: none"> 1. Discuss interpersonal communication, including "I" messages. 2. Differentiate between common non-verbal and verbal skills. 3. Identify the causes of conflict. 4. Explain how to use resistant skills. 5. List steps to resolve conflict. 6. List the steps to responsible decision-making. 7. Describe situations in which you would use the steps to responsible decision-making. 8. Identify factors that would determine making individual or group decisions. 9. Identify factors that affect health status. 10. List the steps to follow to practice healthful behaviors. 11. List steps to setting health goals. 12. Describe the factors that influence your personality. 13. Describe six values that build character and promote health. 14. Explain how to demonstrate traits of good character. 15. Define individuals and disabilities. 16. Explain what our culture does to help individuals with disabilities. 17. Describe and discuss the factors that influence personality. 18. Identify influences on your character and actions. 19. Discuss the benefits of volunteering. 20. Participate in a service project. 21. Show how you can be an advocate for a health or social issue. 22. Discuss influences that affect a person's choice 23. Describe how to use a computer to find health information. 24. Analyze various health products. 25. Explain how to evaluate sources of health information. |
| Strategies/ | Vocabulary: |

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| <p>Methods/ Vocabulary</p> | <p>“Imessage”, nonverbal, verbal skills. Conflict, resistant skills. Decision making, responsible. Group decisions and individual decisions. Health goals. Personality, character. Disabilities. Influence, personality, character. Benefits, volunteer. Advocate, influences. Online, analyze. Health</p> <p>Strategies & Methods:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Self-Assessment ● Written Test ● Class Discussions ● Guided Discovery ● Introductory Videos ● Demonstration Video Clips ● Google Classroom ● Review Sheets ● Unit Quiz ● Student Learning Packets ● Writing Prompts |
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www.hlconline.org
www.scrubclub.org
www.healthteacher.com
www.choosemyplate.gov
www.steroidabuse.org
www.classroom.kidshealth.org

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UNIT 3

UNIT TITLE: 2.3 Drugs & Medicine

CHAPTERS/TOPIC COVERED: Medicines, Alcohol, Tobacco, Other drugs, Dependency and Addiction

UNIT LENGTH: 10 Weeks

Performance Indicators (Standards and Objectives)

NJSLS:

- 2.3.8.A Medicines come in a variety...
- 2.3.8.A.1
- 2.3.8.A.2
- 2.3.B Alcohol, Tobacco, & other Drugs
- 2.3.8.B There is a strong relationship...
- 2.3.8.B.1
- 2.3.8.B.2
- 2.3.8.B.3
- 2.3.8.B.4
- 2.3.8.B.5
- 2.3.8.B.6
- 2.3.8.B.7
- 2.3.8.B.8
- 2.3.C Dependency/Addiction & Treatment
- 2.3.8.C Substance abuse and the ability to interrupt...
- 2.3.8.C.1
- 2.3.8.C.2

Interdisciplinary Connections Standards:

NJSLS SCI

MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

21st Century Standards

Career Ready 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.

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| | <p>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. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.</p> <p>Technology: 8.1.2.A.1-Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums) 8.1.2.B.1-Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue. 8.2.2.B.1-Identify how technology impacts or improves life. 8.2.2.E.1-List and demonstrate the steps to an everyday task.</p> |
| <p>Essential Questions</p> | <ul style="list-style-type: none"> • What are individual factors? • What is drug misuse and abuse? • What are some commonly abused substances by young adults today? • What are the risk factors when in possession of illegal substances? • Why is tobacco harmful? • What are some laws in New Jersey about smoking? • What type of effects do drugs have on the body? • What are some risk factors of drug use and abuse? • How does a body respond to inhalants? • Why do individuals inject drugs into their body? • How do individuals become dependent on drugs? • What are the steps for an intervention? |
| <p>Activities (Approximate Time Frame)</p> | <ol style="list-style-type: none"> 1. Discuss a person’s individual factors will influence the effects of drugs on the body and mind. (height, weight, gender, food, mental state...) 2. Identify drug misuse and abuse. 3. Explain how drug misuse and abuse progress to drug dependency. 4. Explain how drug misuse and abuse affects relationships, responsibilities, and society. 5. Identify the commonly abused substances by adolescents. 6. Describe the effects of the commonly abused substances. 7. List the societal risk of the use, sale and possession of illegal substances. 8. Identify the harmful effects of using tobacco. |

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| | <ol style="list-style-type: none"> 9. Describe laws related to smoking in New Jersey and other states. 10. Identify the effect drugs have on the body. 11. Discuss the short term and long term effects drugs have on the body and mind. 12. Describe the risk factors of drug use and abuse. 13. Identify the body response to inhalants. 14. Describe how and where medicines can be injected into the body. 15. Explain how disease is transmitted through the sharing of intravenous system. 16. State reasons why people become dependent. 17. Describe various ways to promote a drug free life. 18. Explain what an intervention is. 19. Identify when best to use an intervention. 20. Describe the steps to intervention. |
| <p>Strategies/ Methods/ Vocabulary</p> | <p>Vocabulary: Individual, factors, drugs. Misuse, abuse, drugs, dependence. Abused, adolescents, substances, effects. Societal risk, possession, illegal substances, risk factors. Tobacco, harmful. Laws. Affect, long term effects. Risk factors, abuse, drug use. Inhalants. Injection, intravenous system. Dependent, drug free. Intervention.</p> <p>Strategies & Methods:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Self-Assessment ● Written Test ● Class Discussions ● Guided Discovery ● Introductory Videos ● Demonstration Video Clips ● Google Classroom ● Review Sheets |

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| | <ul style="list-style-type: none"> ● Unit Quiz ● Student Learning Packets ● Writing Prompts |
| Resources (Including Digital Tools) | <p> www.redcross.org www.ashaweb.org www.cdc.gov www.pecentral.com www.shapeamerica.org www.njcore.org www.wallingford.k12.ct.us www.pedadeschools.net www.dac.enps.org www.curriculummapper.com www.kidshealth.org www.hlconline.org www.scrubclub.org www.healthteacher.com www.choosemyplate.gov www.steroidabuse.org www.classroom.kidshealth.org </p> <p>New Jersey Legislative Statutes Summary:</p> <ul style="list-style-type: none"> ● Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs. ● Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse. ● Health, Safety, and Physical Education (N.J.S.A. 18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week. ● Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. ● Suicide Prevention (N.J.S.A. 18A:6-111) requires instruction in suicide prevention in public schools. ● Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness. ● Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12. |
| Differentiation/ Accommodations/ | <p>Suggested Unit 1 Activities (differentiation/modifications):</p> <ul style="list-style-type: none"> ● Overall: Practice Grouping, Tiered Instruction, focusing on diverse needs, etc. in the classroom setting. |

Modifications

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UNIT 4

UNIT TITLE: 2.4 Human Relationships & Sexuality

CHAPTERS/TOPIC COVERED: Relationships, Sexuality, Pregnancy and Parenting

UNIT LENGTH: 10 Weeks

Performance Indicators (Standards and Objectives)

NJSLS:

2.4.8.A.1

2.4.8.A.2

2.4.8.A.3

2.4.8.A.4

2.4.8.A.5

2.4.8.A.6

2.4.B Sexuality

2.4.8.B Personal lifestyle habits...

Responsible actions regarding...

Discussion of topics...

Early detection strategies...

2.4.8.B.1

2.4.8.B.2

2.4.8.B.3

2.4.8.B.4

2.4.8.B.5

2.4.8.B.6

2.4.C Pregnancy & Parenting

2.4.8.C Pregnancy, childbirth...

2.4.8.C.1

2.4.8.C.2

2.4.8.C.3

2.4.8.C.4

2.4.8.C.5

Interdisciplinary Connections Standards:

NJSLS SCI

MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence growth of organisms.

21st Century Standards

Career Ready 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.

Technology:

- 8.1.2.A.1-Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2-Create a document using a word processing application.
- 8.1.2.D.1-Develop an understanding of ownership of print and nonprint information.
- 8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

Essential Questions

- How does change in family structure create change in the influence on your life?
- What are traits of a good character?
- Why are professionals needed to help resolve conflicts?
- What is affection and love?
- What are signs of an unhealthy relationship?
- What are some skills needed for a healthful dating relationship?
- What is puberty?
- What does sexually abstinent mean?
- What is contraception?
- What are STD's?
- Why do people stereotype others?
- What is the main function of your reproductive system?
- How can you confirm a pregnancy?
- What are some changes that occur during a mother's pregnancy?
- What are the responsibilities of parenthood?

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| | <ul style="list-style-type: none"> • What are the risks of teen pregnancy? • What are some actions of prenatal care? |
| Activities (Approximate Time Frame) | <ol style="list-style-type: none"> 1. Discuss changes in family structure and function and the forces that influence change. 2. Define character development and demonstrate traits of good character. 3. Identify how the family influences your character. 4. Explain why professional help may be needed to resolve conflicts in relationships. 5. Describe affection, love, commitment, and sexual attraction. 6. Describe the characteristics of an unhealthy relationship. 7. Identify skills necessary to terminate an unhealthy relationship. 8. Identify skills needed for a healthful dating relationship. 9. List guidelines to ensure safe dating. 10. Identify the physical, social, and emotional changes that occur during puberty. 11. Describe how our behavior changes during adolescence. 12. Define sexual abstinence. 13. List reasons to be sexually abstinent as an adolescent. 14. Describe the physical, emotional and social benefits of sexual abstinence and how to resist pressures to become sexually active. 15. Identify reasons why an adolescent would become sexually active. 16. Discuss a variety of contraceptive methods and reasons to use them. 17. Identify ways that STD's are transmitted. 18. List healthful ways to avoid the risk of contracting an STD. 19. Identify what a stereotype is. 20. Discuss how stereotyping is harmful. 21. Describe health problems related to reproductive systems. 22. Identify preventative behaviors associated with the reproductive systems. 23. Explain the signs and symptoms of pregnancy and how to confirm a pregnancy. 24. Describe physical, social, and emotional changes that occur during a mother's pregnancy. 25. Explain the responsibilities of parenthood. 26. Describe effective parenting strategies. 27. Explain why teen parenthood and teen pregnancy are risky. 28. Discuss the responsibility of parenthood. 29. Explain what happens during pregnancy and childbirth. 30. Discuss prenatal care. |
| Strategies/ Methods/ Vocabulary | Vocabulary: Family structure, influence. Character, traits. |

Professional, conflicts.
Affection, love, commitment, sexual attraction.
Unhealthy relationship.
Relationship, healthful.
Physical, social, emotional, puberty, adolescence.
Sexual abstinence, adolescent, physical, emotional, social, sexually active.
Sexually active, contraception.
STD's
Stereotyping.
Reproductive system.

Strategies & Methods:

- Teacher Observation
- Self-Assessment
- Written Test
- Class Discussions
- Guided Discovery
- Introductory Videos
- Demonstration Video Clips
- Google Classroom
- Review Sheets
- Unit Quiz
- Student Learning Packets
- Writing Prompts

Resources (Including Digital Tools)

www.redcross.org
www.ashaweb.org
www.cdc.gov
www.pecentral.com
www.shapeamerica.org
www.njcore.org
www.wallingford.k12.ct.us
www.pedadeschools.net
www.dac.enps.org
www.curriculummapper.com
www.kidshealth.org
www.hlconline.org
www.scrubclub.org

www.healthteacher.com
www.choosemyplate.gov
www.steroidabuse.org
www.classroom.kidshealth.org

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