

**Quinton Township School District
Health Education**

Grade 6

Pacing Chart/Curriculum MAP

Unit Summary:

This unit will explain the essential foundation for health. The students will be given an overview of what wellness is, and how these parts of health contribute to the concept of wellness. They will be learning how hygiene and taking care of your body helps your physical health.

● **Objectives:**

- The students will be able to explain how health data can be used to assess and improve each dimension of personal wellness.
- The students will be able to give an example on how heredity can affect your health.
- The students will be able to list different types of personal hygiene products.

Essential Questions:

- Explain how the four parts of health affect your wellness.
- Explain how heredity influences your health.
- Explain how the environment affects your health.
- Describe three things that influence healthcare purchases.

Common Core State Standards/Learning Targets:

- 2.1.6.A.1
- 2.1.6.A.2
- 2.1.6.A.3

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none">● RTI● Modify and accommodate as listed in student's IEP or 504 plan● Utilize effective amount of wait time	<ul style="list-style-type: none">● RTI● Speech/Language Therapy● Rosetta Stone● Hold high expectations● Provide English/Spanish Dictionary for use	<ul style="list-style-type: none">● RTI Tiered Interventions following RTI framework● Support instruction with RTI intervention resources● Provide after school tutoring services	<ul style="list-style-type: none">● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

<ul style="list-style-type: none"> • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder 	<ul style="list-style-type: none"> • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>within SIS.</p> <ul style="list-style-type: none"> • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Wellness	Curriculum Map / Decisions of	Student Textbook same pages as the	<ul style="list-style-type: none"> • Music • Go Noodle

	Health Teacher's Guide Chapter 1 Lesson 1 Pages 4-7	Teacher's Guide	<ul style="list-style-type: none"> ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Heredity	Curriculum Map / Decisions of Health Chapter 1 Lesson 1 Pages 8-9	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Hygiene	Curriculum Map / Decisions of Health Chapter 1 Lesson 1 Pages 8-9	Student Textbook same pages as the Teacher's Guide	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Rubric Self Reflection Anecdotal Notes	
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Marking Period:	1	Unit Title:	Nutrition	Pacing:	4 weeks
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Unit Summary:

This unit will give students fundamental concepts of nutrition. This is a very crucial aspect of their overall health. Learning what to eat, how much of it to eat, and how your body reacts to certain foods is very important to their health. Students need to know the risks of certain foods, and how foods can help them as they grow.

Objectives:

- The students will be able to name one factor that may influence a food choice.
- The students will be able to list at least one benefit of eating healthy.
- The students will be able to create a balanced meal.
- The students will be able to make a nutritional food choice.

Essential Questions:

- Describe how nutrition affects your overall health.
- Identify foods that are good sources of each nutrient.
- Identify the food groups on the MyPyramid symbol.

Common Core State Standards/Learning Targets:

- 2.1.6.B.1
- 2.1.6.B.2
- 2.1.6.B.3
- 2.1.6.B.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none">● RTI● Modify and accommodate as listed in student's IEP or 504 plan● Utilize effective amount of	<ul style="list-style-type: none">● RTI● Speech/Language Therapy● Rosetta Stone● Hold high expectations● Provide English/Spanish	<ul style="list-style-type: none">● RTI Tiered Interventions following RTI framework● Support instruction with RTI intervention resources● Provide after school tutoring	<ul style="list-style-type: none">● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

<p>wait time</p> <ul style="list-style-type: none"> • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. 	<p>Dictionary for use</p> <ul style="list-style-type: none"> • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>services</p> <ul style="list-style-type: none"> • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none"> • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Food Choices	Curriculum Map / Decisions of	Student Textbook same pages as the	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits

	Health Teacher's Guide Chapter 12 Lesson 1 Pages 266-267	Teacher's Guide	<ul style="list-style-type: none"> • Ipad • SmartBoard App
Lesson 2 - Healthy Eating Benefits	Curriculum Map / Decisions of Health Teacher's Guide Chapter 12 Lesson 2 Pages 268 - 271	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Balanced Meals	Curriculum Map / Decisions of Health Teacher's Guide Chapter 12 Lesson 3 Pages 272-275	Student Textbook same pages as the Teacher's Guide	
Lesson 4 - Nutritional Discipline	Curriculum Map / Decisions of Health Teacher's Guide Chapter 12 Lesson 3 Guide Pages 272-275	Student Textbook same pages as the Teacher's Guide	

Formative Assessment Plan	Summative Assessment Plan
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

**Rubric
Self Reflection
Anecdotal Notes**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

**Mid Year Benchmark
End of Year Benchmark**

Marking Period:	1	Unit Title:	Fighting Disease	Pacing:	3 weeks
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Unit Summary: This unit will explain the dangers of disease and how we can help prevent them. Diseases are caused by a number of different pathogens. In this unit we will learn about techniques for prevention, tips for dealing with disease, and how our bodies fight and react to them.

- **Objectives:**
- The students will be able to summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- The students will be able to determine the impact of public health strategies in preventing diseases and health conditions.
- The students will be able to compare and contrast common mental illnesses and ways to detect and treat them.

Essential Questions:

- How does the human body fight diseases?
- How does the spread of common infectious diseases be prevented?
- What are the four parts of health that affect your wellness?

Common Core State Standards/Learning Targets:

2.1.6.C.1

2.1.6.C.2

2.1.6.C.3

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students’ understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students’ native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one’s relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Identifying Diseases	Curriculum Map /Decisions of Health Teacher's Guide Chapter 10 Lesson 2 Pages 218-221 Lesson 1 Pages 4-7	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Impact on society	Curriculum Map / Decisions of Health Teacher's Guide Chapter 10 Lesson 3 Pages 222- 223 Chapter 15 Lesson 1 Pages 326-329	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Mental Illness	Curriculum Map / Decisions of Health Teacher's Guide Chapter 1 Lesson 1 Pages 4-7	Student Textbook same pages as the Teacher's Guide	

Formative Assessment Plan	Summative Assessment Plan
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Marking Period:	1	Unit Title:	Accidents and Injuries	Pacing:	4 weeks
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Unit Summary: This unity will help students care and prevent a variety of different injuries or accidents. This will give them basic knowledge of first aid skills so that they could potentially give care for themselves or someone close by. It will allow them to have understanding of how they could be of assistance in the event of an emergency.

- **Objectives:**
- The students will able to summarize the common causes of intentional and unintentional injuries in adolescents and related prevention
- The students will be able to know what to do if you suspect a drug overdose.

- The students will be able to summarize the components of the traffic safety system. Able to explain how people contribute to making the system effective.

Essential Questions:

- What are the seven ways to protect yourself from accidental injury?
- Explain when you should give first aid.

Common Core State Standards/Learning Targets:

2.1.6.D.1

2.1.6.D.2

2.1.6.D.3

2.1.6.D.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Intentional vs Unintentional Injuries	Curriculum Map / Decisions of Health Teacher's Guide Chapter 15 Lesson 1 Pages 326-329 Lesson 3 Pages 332-335 Pages 4-7	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Overdose Care	Curriculum Map /Decisions of Health Teacher's Guide Chapter 5 Lesson 3 Pages 332-335	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Traffic Safety	Curriculum Map / Decisions of Health Teacher's Guide Chapter 15 Lesson 3 Pages 332-335	Student Textbook same pages as the Teacher's Guide	

Lesson 4 - Basic First Aid	Curriculum Map / Decisions of Health Teacher's Guide Chapter 15 Lesson 6 Pages 344-345		
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Marking Period:	1	Unit Title:	Stress Management	Pacing:	3 weeks
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Unit Summary: This unit will help students deal and manage stress. Stress is an element that will be with them for the rest of their lives. Students will understand the difference between positive and negative stress. This will be essential to their overall health.

People who can not deal with stress in a healthy way, can end up very sick or injured.

● **Objectives:**

- The students will be able to examine how personal assets and protective factors support healthy social and emotional development.
- The students will be able to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- The students will be able to compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Essential Questions:

- What strategies are used to resolve conflicts?
- Why is it important to avoid conflict?

Common Core State Standards/Learning Targets:

2.1.6.E.1

2.1.6.E.2

2.1.6.E.3

2.2.6.A.1

Interdisciplinary Connections/Including 21st Century Themes and Skills:

● **9.2 Career Awareness, Exploration, and Preparation**

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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Differentiation

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<ul style="list-style-type: none"> ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. 	<p>translator present</p> <ul style="list-style-type: none"> ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 		<ul style="list-style-type: none"> ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none"> • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Social and Emotional Health	Curriculum Map / Decisions of Health Teacher's Guide Chapter 6 Lesson 1, 2, 3 Pages 110-119	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Conflict Resolution	Curriculum Map /Decisions of Health Teacher's Guide Chapter 6 Lesson 1 & 2 Pages 110-115	Student Textbook same pages as the Teacher's Guide	

Lesson 3 - Coping	Curriculum Map Decisions of Health Teacher's Guide Chapter 6 Lesson 7 Pages 132-133 Lesson 8 Pages 134-137	Student Textbook same pages as the Teacher's Guide	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Marking Period:	1	Unit Title:	Decision Making	Pacing:	7 weeks
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Unit Summary: This unit will help students better make decisions. This unit will show them a step by step process for making decisions in their life. This will be a valuable tool for them to use as they begin to make very important decisions that will impact their future.

● **Objectives:**

- The students will be able to use effective decision-making strategies.
- The students will be able to predict how the outcome(s) of health-related decision may differ if an alternative decision is made by self or others
- The students will be able to determine how conflicting interests may influence one's decisions.
- The students will be able to explain how character and core ethical values can be useful in addressing challenging situations.
- The students will be able to predict situations that may challenge an individual's core ethical values.
- The students will be able to develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Essential Questions:

- What is the difference between positive, neutral, and negative consequences?
- How does your values have influence on your decision making?
- What are the five refusal skills needed to make good decisions?
- How do goals improve your relationships with other people and your community?
- Why is important to have short and long-term goals?

Common Core State Standards/Learning Targets:

- 2.2.6.B.1
- 2.2.6.B.2
- 2.2.6.B.3
- 2.2.6.B.4
- 2.2.6.C.1
- 2.2.6.C.2
- 2.2.6.C.3

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
● RTI	● RTI	● RTI Tiered Interventions	

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized 	<ul style="list-style-type: none"> • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>following RTI framework</p> <ul style="list-style-type: none"> • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>assistance as necessary.</p> <ul style="list-style-type: none"> • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Lesson 1 - Strategies	Curriculum Map / Decisions of Health Teacher's Guide Chapter 2 Lesson 2 Pages 24-27 Lesson 3 Pages 28-31	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Outcomes and futures	Curriculum Map /Decisions of Health Teacher's Guide Lesson 3 Pages 28-31	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Managing Conflicting Interests	Curriculum Map /Decisions of Health Teacher's Guide Lesson 3 Pages 28-31	Student Textbook same pages as the Teacher's Guide	
Lesson 4 - Using data to achieve goals	Curriculum Map /Decisions of Health Teacher's Guide Chapter 2 Lesson 2 Pages 24-27	Student Textbook same pages as the Teacher's Guide	

Lesson 5 - Core and Ethical Values	Curriculum Map /Decisions of Health Teacher's Guide Chapter 2 Lesson 3 Pages 28-31	Student Textbook same pages as the Teacher's Guide	
Lesson 6 - Predicting risky situations	Curriculum Map / Decisions of Health Teacher's Guide Chapter 2 Lesson 4 Pages 32-35	Student Textbook same pages as the Teacher's Guide	
Lesson 7 - Including Peers of all kinds	Curriculum Map / Decisions of Health Teacher's Guide Chapter 2 Lesson 4 Pages 32-35	Student Textbook same pages as the Teacher's Guide	

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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Marking Period:	1	Unit Title:	Self Esteem	Pacing:	2 weeks
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Unit Summary: This unit will provide students knowledge on tobacco and alcohol products. It is very important for students to understand the effects of these products to their body and overall health. Students often see the social aspect of these products, this unit will show them effects to their health in all 4 areas.

- **Objectives:**

- The students will be able to appraise the goals of various community or service-organization
- The students will be able to develop a position about a health issue in order to inform peers.

Essential Questions:

- Explain how volunteer work can build confidence and self-esteem.
- Explain how smoking can affect your health.

Common Core State Standards/Learning Targets:

2.2.6.D.1

2.2.6.D.2

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Volunteer Work	Curriculum Map / Decisions of Health Teacher's Guide Chapter 3 Lesson 3 Pages - 52-56	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Peer Informing	Curriculum Map / Decisions of Health Teacher's Guide Chapter 14 Lesson 2 Pages 306-309 Pages 8-9	Student Textbook same pages as the Teacher's Guide	

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>
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Marking Period:	1	Unit Title:	Drugs	Pacing:	13 weeks
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Unit Summary: This unit will provide students knowledge on drugs. It is very important for students to understand the effects of these products to their body and overall health. Students often see the social aspect of these products, this unit will show them effects to their health in all 4 areas.

- **Objectives:**
- The students will be able to identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- The students will be able to communicate health needs to trusted adults and professionals in the health field
- The students will be able to 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.
- The students will be able to compare information found in over-the-counter and prescription medicines.
- The students will be able to explain the system of drug classification and why it is useful in prevention substance abuse.
- The students will be able to determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- The students will be able to determine situations where the use of alcohol and other drugs influence decision making and can place one at risk.

- The students will be able to summarize the signs and symptoms of inhalant use.
- The students will be able to analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- The students will be able to summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction
- The students will be able to explain how wellness is affected during the stages of drug dependency/addiction.
- The students will be able to determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents such as peer pressure, low self esteem, genetics, and poor role models.
- The students will be able to determine effective strategies to stop using alcohol, tobacco and other drugs, and the support the ability to remain drug free.

Essential Questions:

- Explain how drug addiction may occur.
- Explain how you can quit an addiction.
- Describe three things that influence healthcare purchases.
- Explain the difference between prescription and over-the-counter medicines.
- List three things you can do to use medicines safely.
- Explain the relationship between IV drug use and HIV/AIDS.
- Give two health problems caused by long-term alcohol use.
- What health problem may occur when using tobacco?
- Explain how people can form a drug addiction.
- Explain how peer pressure can be positive or negative.
- Explain the difference between misuse and abuse.

Common Core State Standards/Learning Targets:

2.2.4.E.1
2.2.6.E.2
2.3.6.A.1
2.3.6.A.2
2.3.6.B.1
2.3.6.B.4
2.3.6.B.5
2.3.6.B.6
2.3.6.B.7
2.3.6.C.1
2.3.6.C.2
2.3.6.C.3
2.3.6.C.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Health Services	Curriculum Map / Decisions of Health Teacher's Guide Chapter 7 Lesson 6 Pages 156-159	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Communicating with trusted peers	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 5 Pages 294-295	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Medicine	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 2 Pages 284-287	Student Textbook same pages as the Teacher's Guide	

Lesson 4 - Medicine	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 2 Pages 284-287	Student Textbook same pages as the Teacher's Guide	
Lesson 5 - Drug Classifications	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 2 Pages 284-287 Chapter 13 Lesson 3 Pages 288-291	Student Textbook same pages as the Teacher's Guide	
Lesson 6 - Illness, Injury, Death	Curriculum Map / Decisions of Health Teacher's Guide Chapter 14 Lesson 3 Pages 310-313	Student Textbook same pages as the Teacher's Guide	
Lesson 7 - Decision Making	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 4 Pages 292-293	Student Textbook same pages as the Teacher's Guide	

Lesson 8 - Inhalants	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 3 Page 289	Student Textbook same pages as the Teacher's Guide	
Lesson 9 - Drugs and Disease	Curriculum Map / Decisions of Health Teacher's Guide Chapter 10 Lesson 4 Pages 224-227	Student Textbook same pages as the Teacher's Guide	
Lesson 10 - Dependency / Addiction	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 5 Pages 294-295	Student Textbook same pages as the Teacher's Guide	
Lesson 11 - Alcohol and Tobacco	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 4 Pages 292-293	Student Textbook same pages as the Teacher's Guide	
Lesson 12 - At risks for addiction	Curriculum Map / Decisions of Health Teacher's Guide	Student Textbook same pages as the	

	Chapter 14 Lesson 5 Pages 316-317	Teacher's Guide	
Lesson 13 - Getting Help	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 5 Pages 294-295	Student Textbook same pages as the Teacher's Guide	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Marking Period:	1	Unit Title:	Relationships	Pacing:	4 weeks
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Unit Summary: In this unit students will learn about healthy relationships. They will learn how some relationships can change over time and how that can be normal. They will also be learning how to properly handle certain situations and conflicts.

● **Objectives:**

- The students will be able to compare and contrast how families may change over time.
- The students will be able to analyze the characteristics of healthy friendships and other relationships.
- The students will be able to examine the types of relationships adolescents may experience.
- The students will be able to demonstrate successful resolution of a problem(s) among friends and in other relationships.

Essential Questions:

- List five difficult changes that families face.
- Describe two ways to settle a minor family conflict.
- List three questions that can help you identify bad relationships.

Common Core State Standards/Learning Targets:

2.4.6.A.1
2.4.6.A.2
2.4.6.A.3
2.4.6.A.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well

informed about postsecondary and career options, career planning, and career requirements.

● **9.3 Career and Technical Education**

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student’s IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students’ native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of

<ul style="list-style-type: none"> • often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as 	<ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>appropriate and specialized resources.</p> <ul style="list-style-type: none"> • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>necessary.</p> <ul style="list-style-type: none"> • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Families	<p>Curriculum Map / Decisions of Health Teacher's Guide Chapter 5 Lesson 3 Pages 90-93</p>	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Healthy Friendships	<p>Curriculum Map / Decisions of Health Teacher's Guide Chapter 5 Lesson 4 Pages 94-9</p>	Student Textbook same pages as the Teacher's Guide	

Lesson 3 - Different types of Relationships	Curriculum Map / Decisions of Health Teacher's Guide Chapter 5 Lesson 3 Pages 90-93	Student Textbook same pages as the Teacher's Guide	
Lesson 4 - Conflict Resolution	Curriculum Map / Decisions of Health Teacher's Guide Chapter 5 Lesson 4 Pages 94-97	Student Textbook same pages as the Teacher's Guide	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

Marking Period:	1	Unit Title:	Growth and Development	Pacing:	8 weeks
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Unit Summary: In this unit students will learn about how their bodies grow and development. This unit will be teaching them about the changes that will occur in their body. They will be learning about the anatomies as well as pregnancy. They will know symptoms, signs, and how to handle if this were to occur.

● **Objectives:**

- The students will be able to compare growth patterns of males and females during adolescence.
- The students will be able to summarize strategies to remain abstinent and resist pressures to become sexually active.
- The students will be able to determine behaviors that place one at risk for HIV/AIDS, STI's, HPV, or unintended pregnancy.
- The students will be able to summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- The students will be able to identify signs and symptoms of pregnancy.
- The students will be able to identify prenatal practices that support a
- The students will be able to predict challenges that may be faced by adolescent parents and their families.

Essential Questions:

- Describe the structure and function of the male and female reproductive systems.
- Identify four ways to protect your reproductive health.
- List behaviors that may lead to risk for HIV/AIDS, STI's, HPV, or unintended pregnancy.
- Summarize the growth and development of humans before birth.
- Describe three factors that affect the health of both the mother and fetus.

Common Core State Standards/Learning Targets:

- 2.4.6.B.1
- 2.4.6.B.2
- 2.4.6.B.3
- 2.4.6.B.4
- 2.4.6.C.1
- 2.4.6.C.2
- 2.4.6.C.3
- 2.4.6.C.4

Interdisciplinary Connections/Including 21st Century Themes and Skills:

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>reading.</p> <ul style="list-style-type: none"> • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional	Technology Infusion
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		Materials	
Lesson 1 - Adolescence	Guest Speaker: Cornerstone Pregnancy Center: Get Real a Healthy Relationship Education Program	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Abstinence	Guest Speaker: Cornerstone Pregnancy Center: Get Real a Healthy Relationship Education Program	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - STI's	Guest Speaker: Cornerstone Pregnancy Center: Get Real a Healthy Relationship Education Program	Student Textbook same pages as the Teacher's Guide	
Lesson 4 - Social Impacts	Guest Speaker: Cornerstone Pregnancy Center: Get Real a Healthy Relationship Education Program	Student Textbook same pages as the Teacher's Guide	
Lesson 5 - Pregnancy	Guest Speaker: Cornerstone Pregnancy Center: Get Real a Healthy Relationship Education Program		

Lesson 6 - Signs and Symptoms	Guest Speaker: Cornerstone Pregnancy Center: Get Real a Healthy Relationship Education Program		
Lesson 7 - Healthy Pregnancy	Guest Speaker: Cornerstone Pregnancy Center: Get Real a Healthy Relationship Education Program		

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Mid Year Benchmark End of Year Benchmark</p>

