

**Quinton Township School District
Health Education**

Grade 7

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Wellness	Pacing:	3 weeks
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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 assess and apply Health Data to enhance dimension of personal wellness.
- The students will be able to compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- The students will be able to determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

Essential Questions:

- Explain the difference between health and wellness.
- Explain how heredity affects your health.

Common Core State Standards/Learning Targets:

- 2.1.8.A.1
- 2.1.8.A.2
- 2.1.8.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	<ul style="list-style-type: none">● RTI● Speech/Language Therapy● Rosetta Stone● Hold high expectations	<ul style="list-style-type: none">● RTI Tiered Interventions following RTI framework● Support instruction with RTI intervention resources	<ul style="list-style-type: none">● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems

<ul style="list-style-type: none"> • 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 assistance as necessary. • Allow for group work (strategically selected) and 	<ul style="list-style-type: none"> • 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"> • 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. 	<p>through Compacting.</p> <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"> • 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 -Wellness		Student Textbook	<ul style="list-style-type: none"> • Music • Go Noodle

	Curriculum Map / Decisions of Health Teacher's Guide Chapter 1 Lesson 1 Pages 4-7 Lesson 2 Pages 8-9	same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Genetics	Curriculum Map / Decisions of Health Teacher's Guide Chapter 1 Lesson 2 Pages 8-11	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Marketing / Advertising	Curriculum Map / Decisions of Health Teacher's Guide Chapter 1 Lesson 1 Page 4	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:	Nutrition	Pacing:	2 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 analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- The students will be able to analyze the nutritional values of new products and supplements.ues on the use of personal hygiene products, practices, and services.

Essential Questions:

- Describe the importance of eating foods high in nutrients.
- Describe what affects your healthy weight range.
- Identify seven factors that affect your food choices.

Common Core State Standards/Learning Targets:

2.1.8.B.1

2.1.8.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**

- 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	<ul style="list-style-type: none">● RTI● Speech/Language Therapy● Rosetta Stone● Hold high expectations	<ul style="list-style-type: none">● RTI Tiered Interventions following RTI framework● Support instruction with RTI intervention resources	<ul style="list-style-type: none">● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems

<ul style="list-style-type: none"> • 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 assistance as necessary. • Allow for group work (strategically selected) and 	<ul style="list-style-type: none"> • 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"> • 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. 	<p>through Compacting.</p> <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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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Influences on eating		Student Textbook	<ul style="list-style-type: none"> • Music • Go Noodle

	Curriculum Map / Decisions of Health Teacher's Guide Chapter 5 Lesson 3 Pages 102-105 Lesson 4 Pages 106-109	same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Nutritional Values	Curriculum Map / Decisions of Health Teacher's Guide Chapter 5 Lesson 2 Pages 98-99	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</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>

Self Reflection
Anecdotal Notes

Marking Period:

1

Unit Title:

Infectious Disease

Pacing:

1 weeks

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 evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the US and other countries, including hepatitis, STI's, HIV/AIDS, breast cancer, HPV, and testicular cancer.

Essential Questions:

- Identify six common sexually transmitted diseases.

Common Core State Standards/Learning Targets:

2.1.8.C.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.
- **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.
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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	<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 -Infectious Disease	Curriculum Map / Decisions of Health Teacher's Guide	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits

	Chapter 14 Lesson 4 Pages 310 - 313		<ul style="list-style-type: none"> • Ipad • SmartBoard App
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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:	Personal Safety	Pacing:	2 weeks
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<p>Unit Summary:</p> <p>This unit will discuss personal safety with the students. This will be helpful for them as they start to understand the reality of the result of risky behaviors and their consequences to these acts. This is essential in helping them live a healthy and safe</p>

lifestyle.

- **Objectives:**

- The students will be able to assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- The students will be able to analyze the causes and the consequences of noncompliance with the traffic safety system.

Essential Questions:

- List seven ways to stay safe.
- List two ways to be a safe passenger.
- Describe the treatment for six kinds of injury.

Common Core State Standards/Learning Targets:

2.1.8.D.1

2.1.8.D.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.
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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 	<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 	<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

<p>to assist students' understanding of instructional texts.</p> <ul style="list-style-type: none"> ● 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. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and 	<p>recommendations</p> <ul style="list-style-type: none"> ● Establish a consistent and daily routine 		<p>of self-understanding of one's relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none"> ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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daily routine.			
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Risky Situations	Curriculum Map / Decisions of Health Teacher's Guide Chapter 17 Lesson 1,2,3,4, Pages 374-385	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 - Decisions / Consequences	Curriculum Map / Decisions of Health Teacher's Guide Chapter 17 Lesson 3 Pages 380-383	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:	Stress, Conflicts, and Goals	Pacing:	4 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 compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- The students will be able to demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer

pressure, disagreements, or conflicts.

- The students will be able to predict social situations that may require the use of decision-making skills.
- The students will be able to analyze factors that support or hinder the achievement of personal health goals during different life stages.

Essential Questions:

- Describe how the brain controls emotions.
- Discuss three tools for managing stress.
- Identify ways to avoid or prevent distress.
- Explain the importance of communication in a conflict.
- Describe three ways to be an active listener.
- Explain why a good decision is a responsible decision.
- Explain the relationship between decisions and goals.

Common Core State Standards/Learning Targets:

2.1.8.E.4
2.2.8.A.2
2.2.8.B.1
2.2.8.B.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.
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> • 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. • Utilize auditory reminders as deemed necessary. 	<p>resources/recommendations</p> <ul style="list-style-type: none"> • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>self-directed learning and growth.</p> <ul style="list-style-type: none"> • 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"> • 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 -Managing Stress	Curriculum Map / Decisions of Health Teacher's Guide Chapter 10 Lesson 2 Pages 202-205	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 17 Lesson 3 Pages 380-383	Student Textbook same pages as the Teacher's Guide	

Lesson 3 - Social Situations	Curriculum Map /Decisions of Health Teacher's Guide Chapter 2 Lesson 1 Pages 22-23 Lesson 2 Pages 24-25	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Personal Achievement	Curriculum Map /Decisions of Health Teacher's Guide Chapter 2 Lesson 4 Pages 32-35	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:	Tobacco, Alcohol, and Drugs	Pacing:	3 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 explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- The students will be able to compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
- The students will be able to analyze the effects of all types of tobacco use on the aging process.

Essential Questions:

- Describe immediate and chronic effects of smokable and smokeless tobacco.
- Describe two respiratory diseases associated with smoking.
- Compare prescription medicines and over-the-counter medicines.
- Compare physical dependence and psychological dependence.
- Identify three types of problems related to drug abuse and drug addiction.

Common Core State Standards/Learning Targets:

- 2.3.8.A.1
- 2.3.8.A.2
- 2.3.8.B.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	<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 -Classifications	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 13 Lesson 1 & 2 Pages 270-275	Teacher's Guide	<ul style="list-style-type: none"> • Ipad • SmartBoard App
Lesson 2 - Substance Abuse	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 3 Pages 276-277	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Effects	Curriculum Map /Decisions of Health Teacher's Guide Chapter 11 Lesson 2 Pages 224-227	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> Final Assessment/Benchmark/Project:

<p>Suggested activities to assess student progress:</p> <p>Rubric Self Reflection Anecdotal Notes</p>	<p>Mid Year Benchmark End of Year Benchmark</p>
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Marking Period:	1	Unit Title:	Relationships	Pacing:	6 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. They will also be learning proper and appropriate ways to interact with different individuals.

● **Objectives:**

- The students will be able to predict how changes within a family can impact family members.
- The students will be able to explain how the family unit impacts character development.
- The students will be able to explain when the services of professionals are needed to intervene in relationships.
- The students will be able to differentiate between affection, love, commitment, and sexual attraction.
- The students will be able to determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- The students will be able to explain when the services of professionals are needed to intervene in relationships.

Essential Questions:

- Describe the difference between affection, love, commitment, and sexual attraction.
- Explain effective strategies to end an unhealthy relationship.

Common Core State Standards/Learning Targets:

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

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 	<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).

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.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Family Impact	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Character and Values	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	
Lesson 3 - Relationship Professionals	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	
Lesson 4 - Different types of love	Guest Speaker from Cornerstone Women's Resource Centers	Guest Speaker from Cornerstone Women's Resource Centers	

	Program: Get Real A Healthy Relationship Education Program	Program: Get Real A Healthy Relationship Education Program	
Lesson 5 - Healthy / Unhealthy	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	
Lesson 6 - Dating	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program	

Formative Assessment Plan	Summative Assessment Plan
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Rubric Self Reflection Anecdotal Notes	End of Year Benchmark
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Marking Period:	1	Unit Title:	The Changing Body	Pacing:	3 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 summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- The students will be able to distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- The students will be able to determine effective strategies and resources to assist with parenting.
- The students will be able to Predict short and long term impacts of teen pregnancy.
- The students will be able to correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Essential Questions:

- List four physical changes that may occur with puberty.

- List four signs and symptoms of pregnancy.
- Identify the stages of labor and childbirth.

Common Core State Standards/Learning Targets:

2.4.8.B.1
2.4.8.B.6
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/Including 21st Century Themes and Skills:

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- 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.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Analyzing Hormones	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 6 Pages 364-367	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Self Checks	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 2,3 Pages 350-357	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Summarizing Pregnancy	Websites: http://www.webmd.com/baby/tc/emotional-changes-during-pregnancy-topic-overview?email=&first_name=&dob=&nickname= http://www.livestrong.com/article/559877-the-social-impact-of-being-a-teen-mom/ http://americanpregnancy.org/labor-and-birth/first-stage-of-labor/		

Lesson 4 - Changes During Pregnancy	http://www.webmd.com/baby/tc/emotional-changes-during-pregnancy-topic-overview?email=&first_name=&dob=&nickname= http://www.livestrong.com/article/559877-the-social-impact-of-being-a-teen-mom/ http://americanpregnancy.org/labor-and-birth/first-stage-of-labor/		
Lesson 5 - Parenting Strategies	Website: http://www.livestrong.com/article/262052-resources-for-teen-mothers/		
Lesson 6 - Impacts of Teen Pregnancy	http://www.livestrong.com/article/86972-effects-teen-age-pregnancy/		
Lesson 7 - Prenatal care / prevention	http://womenshealth.gov/publications/our-publications/fact-sheet/prenatal-care.html http://www.webmd.com/baby/guide/7-pregnancy-warning-signs		

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Suggested activities to assess student progress:

Rubric

Self Reflection

Anecdotal Notes

Final Assessment/Benchmark/Project:

Mid Year Benchmark

End of Year Benchmark