

**Quinton Township School District
Health Education**

Grade 8

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Wellness	Pacing:	4 weeks
------------------------	---	--------------------	----------	----------------	---------

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 relate advances in technology to maintaining and improving personal health.
- 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.3
- 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 	<ul style="list-style-type: none"> • RTI 	<ul style="list-style-type: none"> • 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).
---	--	---	--

<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. 			
--	--	--	--

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-------------------------------	-----------------------------------	-------------------------------------	----------------------------

Lesson 1 -Personal Wellness	Curriculum Map / Decisions of Health Teacher's Guide Chapter 1 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 - Genetics and Personal Growth	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 - Using Technology	Curriculum Map /Decisions of Health Teacher's Guide Chapter 1 Lesson 4 Pages 14-18	Student Textbook same pages as the Teacher's Guide	
Lesson 4 - How does marketing impact how we buy products?	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
<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:	Responsible Eating	Pacing:	4 weeks
------------------------	---	--------------------	--------------------	----------------	---------

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. This will also help students to realize the impact diet will have to their health.

- **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 identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- The students will be able to design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- The students will be able to analyze the nutritional values of new products and supplements.

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.2
2.1.8.B.3
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 • 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 	<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

<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">● 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 daily routine.			<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p>
--	--	--	---

--	--	--	--

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Cultural, age, socioeconomic status, etc, and their impact on eating.	Curriculum Map / Decisions of Health Teacher's Guide Chapter 8 Lesson 1 Pages 188-191	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 Weight Loss	Curriculum Map /Decisions of Health Teacher's Guide Chapter 8 Lesson 6 Pages 210-211	Student Textbook same pages as the Teacher's Guide	
Lesson 3 -Weekly Eating Plans	Curriculum Map / Decisions of Health Teacher's Guide	Student Textbook same pages as the Teacher's Guide	

	Chapter 8 Lesson 3 Pages 196-199		
Lesson 4 - Nutritional Values	Curriculum Map / Decisions of Health Teacher's Guide Chapter 8 Lesson 3 Pages 196-199	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:	Diseases	Pacing:	3 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. We will also be looking at mental health and emotional health, and how this impacts wellness.

● **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.
- The students will be able to analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- The students will be able to analyze the impact of mental illness on physical, social, and emotional well-being.

Essential Questions:

- Describe how defense mechanisms and good physical and social health help us cope.
- Describe the differences between anxiety disorders, mood disorders, and schizophrenia.
- Identify six common sexually transmitted diseases.

Common Core State Standards/Learning Targets:

- 2.1.8.C.1.
- 2.1.8.C.2
- 2.1.8.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
<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).
--	--	---	--

<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. 			
---	--	--	--

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Diagnosing	Curriculum Map / Decisions of Health Teacher's Guide	Student Textbook same pages as the	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits

	<p>Chapter 17 Lesson 5 Pages 442-443 Lesson 6 Pages 444-449</p>	Teacher's Guide	<ul style="list-style-type: none"> • Ipad • SmartBoard App
Lesson 2 - Local, Regional, National Prevention	<p>Curriculum Map / Decisions of Health Teacher's Guide Chapter 17 Lesson 7 Pages 448-449</p>		
Lesson 3 - Mental Illness	<p>Curriculum Map / Decisions of Health Teacher's Guide Chapter 4 Lesson 5 Pages 90-95</p>		

Formative Assessment Plan	Summative Assessment Plan
----------------------------------	----------------------------------

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:	Personal Safety	Pacing:	4 weeks
------------------------	---	--------------------	-----------------	----------------	---------

Unit Summary:

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 lifestyle. Students will also be learning the basics of First Aid / CPR.

- **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 describe effective personal protection strategies used in public places and what to do when one's safety is compromised
- The students will be able to analyze the causes and the consequences of noncompliance with the traffic safety system.
- The students will be able to demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support,

and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

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.2
2.1.8.D.3
2.1.8.D.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 	<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

<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">● 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 daily routine.			<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p>
--	--	--	---

--	--	--	--

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Assessing risky Situations	Curriculum Map / Decisions of Health Teacher's Guide Chapter 19 Lesson 1,2,3,4, Pages 480-487	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Protection Plans	Curriculum Map / Decisions of Health Teacher's Guide Chapter 19 Lesson 1,2,3,4 Pages 480-487	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Traffic Safety	Curriculum Map / Decisions of Health Teacher's Guide Chapter 19 Lesson 4	Student Textbook same pages as the Teacher's Guide	

	Pages 488-489		
Lesson 4 - Caring for injuries	Curriculum Map / Decisions of Health Teacher's Guide Chapter 19 Lesson 5,6,7 Pages 490-501	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, Conflict	Pacing:	4 weeks
------------------------	---	--------------------	------------------	----------------	---------

			Management, Mental Health		
--	--	--	------------------------------	--	--

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 analyze how personal assets, resilience, and protective factors support healthy social and emotional health
- The students will be able to determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
- The students will be able to explain how culture influences the ways families and groups cope with crisis and change.
- 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 compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations
- The students will be able to demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Essential Questions:

- Describe how the brain controls emotions.
- Discuss three tools for managing stress.
- Describe four possible sources of conflict at school.
- Explain the importance of communication in a conflict.

- Describe three ways to be an active listener.
- Explain why developing a support system can help you deal with peer pressure.

Common Core State Standards/Learning Targets:

2.1.8.E.1
2.1.8.E.2
2.1.8.E.3
2.1.8.E.4
2.2.8.A.1
2.2.8.A.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 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.
- 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 -Analyzing assets	Curriculum Map /Decisions of Health Teacher's Guide Chapter 4 Lesson 1 Pages 76-77	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Home and school awareness of mental and emotional health	Curriculum Map / Decisions of Health Teacher's Guide Chapter 12 Lesson 4,5,6 Pages 298-307	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Cultural impact	Curriculum Map /Decisions of Health Teacher's Guide Chapter 12 Lesson 4 Pages 298-301	Student Textbook same pages as the Teacher's Guide	
Lesson 4 - Stress Management Skills	Curriculum Map /Decisions of Health Teacher's Guide Chapter 3 Lesson 1,2,3,4	Student Textbook same pages as the Teacher's Guide	

	Pages 50-65		
Lesson 5 - Verbal and Nonverbal strategies of communication	Curriculum Map /Decisions of Health Teacher's Guide Chapter 2 Lesson 7 Pages 42-43 Chapter 12 Lesson 2 Pages 290-293	Student Textbook same pages as the Teacher's Guide	
Lesson 6 - Refusal Skills, Negotiating, Assertiveness, Peer Pressure	Curriculum Map /Decisions of Health Teacher's Guide Chapter 2 Lesson 8 Pages 44-45	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>
---	--

Marking Period:	1	Unit Title:	Decisions and Relationships	Pacing:	3 weeks
------------------------	---	--------------------	-----------------------------	----------------	---------

Unit Summary:

This unit will teach the students the necessities for making good decisions. This is a very important task for them as they begin to build their future. They will learn about setbacks and things that can be potential roadblocks, as well as strategies to overcome them. We will also be learning about handling different relationships with people of all walks of life.

● **Objectives:**

- The students will be able to predict social situations that may require the use of decision-making skills.
- The students will be able to justify when individual or collaborative decision-making is appropriate
- The students will be able to analyze factors that support or hinder the achievement of personal health goals during different life stages.
- The students will be able to analyze strategies to enhance character development in individual , group, and tear activities.
- The students will be able to analyze what extent various cultures have responded effectively to individuals with disabilities.
- The students will be able to hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

Essential Questions:

- Explain why a good decision is a responsible decision.
- Explain the relationship between decisions and goals.
- List two reasons why goals sometimes change.
- Explain four ways to develop empathy.
- Explain how your values influence the decisions you make.

Common Core State Standards/Learning Targets:

2.2.8.B.1

2.2.8.B.2

2.3.8.B.3

2.2.8.C.1

2.2.8.C.2

2.2.8.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
<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 	<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>instructional practices.</p> <ul style="list-style-type: none">• 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 daily routine.			
--	--	--	--

--	--	--	--

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 - Predicting situations	Curriculum Map / Decisions of Health Teacher's Guide Chapter 11 Lesson 1 Pages 262-265	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Collaboration	Curriculum Map / Decisions of Health Teacher's Guide Chapter 2 Lesson 1 Pages 24-27	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Analyzing supporting factors, and potential roadblocks	Curriculum Map /Decisions of Health Teacher's Guide Chapter 2 Lesson 4,5,6 Pages 34-4	Student Textbook same pages as the Teacher's Guide	

Lesson 4 - Character Development	Curriculum Map / Decisions of Health Teacher's Guide Chapter 2 Lesson 1 Pages 24-27 Chapter 2 Lesson 2 Pages 28-31	Student Textbook same pages as the Teacher's Guide	
Lesson 5 - Cultural Effects	Curriculum Map / Decisions of Health Teacher's Guide Chapter 11 Lesson 2 Pages 266-267	Student Textbook same pages as the Teacher's Guide	
Lesson 6 - Codes of conduct, etiquette	Curriculum Map / Decisions of Health Teacher's Guide Chapter 2 Lesson 2 Pages 28 - 31	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>
---	--

Marking Period:	1	Unit Title:	Health in the Community	Pacing:	2 weeks
------------------------	---	--------------------	-------------------------	----------------	---------

Unit Summary:

In this unit students will be learning about how volunteering can help the overall health of a community. This will help students realize the importance of being proactive in their own healthcare as well as in society. Students will be looking at the benefits of volunteering for different health driven fundraisers, and services.

● **Objectives:**

- The students will be able to plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
- The students will be able to defend a position on a health or social issue to activate community awareness and responsiveness.

Essential Questions:

- Explain how a well-informed consumer can become a resource for others.
- Explain how communities can promote public health.
- Name four government agencies that protect public health.

Common Core State Standards/Learning Targets:

2.2.8.D.1

2.2.8.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	<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).
--	--	---	--

<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. 			
---	--	--	--

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1 -Volunteering in the community	Curriculum Map / Decisions of Health Teacher's Guide Chapter 20	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits

	Lesson 2 Pages 512-515		<ul style="list-style-type: none"> • Ipad • SmartBoard App
Lesson 2 - Initiating awareness	Curriculum Map / Decisions of Health Teacher's Guide Chapter 21 Lesson 5 Pages 542-545	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:	Drugs, Tobacco, Alcohol, Abuse, Violence	Pacing:	10 weeks
------------------------	---	--------------------	--	----------------	----------

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. We will also be seeing how this can lead to violence. Many times drug and alcohol abuse can lead to violence. We are going to see how these connect.

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 compare and contrast the physical and behavioral effects of commonly abused substance by adolescents
- The students will be able to predict the legal and financial consequences of the use, sale, and possession of illegal substances.
- The students will be able to analyze the effects of all types of tobacco use on the aging process.
- The students will be able to compare and contrast smoking laws in NJ with other states and countries.
- The students will be able to explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgement, and memory.
- The students will be able to relate the use of alcohol and other drugs to decision-making and risk of sexual assault, pregnancy, and STI's.
- The students will be able to explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

- The students will be able to analyze health risks associated with injected drug use.
- The students will be able to compare theories about dependency/addiction
- The students will be able to summarize intervention strategies that assist family and friend to cope with the impact of substance abuse.

Essential Questions:

- List four community resources available.
- Explain the roles of the police, family, friends, and counselors in recovery.
- 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.
- Describe immediate and chronic effects of smokeable and smokeless tobacco.
- Identify three types of problems related to drug abuse and drug addiction.
- Identify two long-term effects of drinking alcohol.
- Describe how a person can overcome alcoholism.
- Describe three different options for treating drug abuse or addiction.

Common Core State Standards/Learning Targets:

2.2.8.E.1
2.2.8.E.2
2.3.8.A.1
2.3.8.A.2
2.3.8.B.1
2.3.8.B.2
2.3.8.B.3

2.3.8.B.4
 2.3.8.B.5
 2.3.8.B.6
 2.3.8.B.7
 2.3.8.B.8
 2.3.8.C.1
 2.3.8.C.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 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate,

<p>listed in student's IEP or 504 plan</p> <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. 	<ul style="list-style-type: none"> • 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"> • 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. 	<p>complex, and in-depth study of major ideas and problems 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).
--	---	--	---

<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. 			
--	--	--	--

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-------------------------------	-----------------------------------	-------------------------------------	----------------------------

Lesson 1 -Services and Resources	Curriculum Map / Decisions of Health Teacher's Guide Chapter 13 Lesson 2 Pages 322-325 Lesson 3 Pages 326-329	Student Textbook same pages as the Teacher's Guide	<ul style="list-style-type: none"> ● Music ● Go Noodle ● Fitbits ● Ipad ● SmartBoard App
Lesson 2 - Identifying when support is needed	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 10 Pages 420-423	Student Textbook same pages as the Teacher's Guide	
Lesson 3 - Variables for reactions	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 1 & 2 Pages 396-401 Pages 350-357	Student Textbook same pages as the Teacher's Guide	
Lesson 4 - Medication Abuse	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16	Student Textbook same pages as the Teacher's Guide	

	Lesson 1 & 2 Pages 396-401		
Lesson 5 -Behavioral Trains in teens	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 3 Pages 402-405	Student Textbook same pages as the Teacher's Guide	
Lesson 6 -Predicting Legal and Financial Issues	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 3	Student Textbook same pages as the Teacher's Guide	
Lesson 7 - Tobacco and Aging	Curriculum Map / Decisions of Health Teacher's Guide Chapter 14 Lesson 2 Pages 340 - 343	Student Textbook same pages as the Teacher's Guide	

Lesson 8 - Smoking and Drinking Laws	Curriculum Map / Decisions of Health Teacher's Guide Website: http://www.nj.gov/health/ctcp/smokefree/	Student Textbook same pages as the Teacher's Guide	
Lesson 9 - Impact on the Brain	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 3 Pages 402-405	Student Textbook same pages as the Teacher's Guide	
Lesson 10 - Risks of Assault and STI's	Curriculum Map / Decisions of Health Teacher's Guide Chapter 15 Lesson 3 Pages 376-378	Student Textbook same pages as the Teacher's Guide	
Lesson 11 - Inhalants	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 7 Pages 414-415	Student Textbook same pages as the Teacher's Guide	

Lesson 12 - Injections	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 6 Pages 412-413	Student Textbook same pages as the Teacher's Guide	
Lesson 13 - Addiction	Curriculum Map / Decisions of Health Teacher's Guide Chapter 15 Lesson 8 Pages 386-389 Chapter 16 Lesson 10 Pages 420-423	Student Textbook same pages as the Teacher's Guide	
Lesson 14 - Intervention Strategies	Curriculum Map / Decisions of Health Teacher's Guide Chapter 16 Lesson 10 Pages 420-423	Student Textbook same pages as the Teacher's Guide	

Formative Assessment Plan	Summative Assessment Plan
----------------------------------	----------------------------------

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:	Relationships, Love, and The Changing Body	Pacing:	10 weeks
------------------------	---	--------------------	--	----------------	----------

Unit Summary:

- **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 develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- The students will be able to analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty
- The students will be able to determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- The students will be able to compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- The students will be able to relate certain behaviors to placing one at greater risk for HIV/AIDS, STI's, and unintended pregnancy.
- The students will be able to discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- The students will be able to explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
- 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 benefits for choosing abstinence.
- List four methods of contraception.
- List four signs and symptoms of pregnancy.
- Identify the stages of labor and childbirth.
- Describe the difference between affection, love, commitment, and sexual attraction.
- Explain effective strategies to end an unhealthy relationship.

Common Core State Standards/Learning Targets:

2.2.8.E.1

2.2.8.E.2

2.3.8.A.1

2.3.8.A.2

2.3.8.B.1

2.3.8.B.2

2.3.8.B.3

2.3.8.B.4

2.3.8.B.5

2.3.8.B.6

2.3.8.B.7

2.3.8.B.8

2.3.8.C.1

2.3.8.C.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 	<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 	<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. 	<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,

<p>instructions</p> <ul style="list-style-type: none"> • 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 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' 	<p>communications for parents in native language</p> <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 	<ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<p>selection and use of 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).
--	--	---	--

<p>reading levels.</p> <ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Music • Go Noodle • Fitbits • Ipad • SmartBoard App
Lesson 2 -Family influences character	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program		

Lesson 3 - Intervention	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program		
Lesson 4 - Differentiate Love	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program		
Lesson 5 - When to end a relationship	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program		
Lesson 6 - Acceptable Criteria for dating stages	Guest Speaker from Cornerstone Women's Resource Centers Program: Get Real A Healthy Relationship Education Program		
Lesson 7 - Hormones and Puberty	Website: http://kidshealth.org/kid/grow/body_stuff/puberty.html		

Lesson 8 - Resisting Pressure	Website: http://smartersex.org/safe_sex/safe_sex.asp		
Lesson 9 - Protecting Yourself	Website: http://sexetc.org/sex-ed/info-center/stories/?topic=stories-birth-control		
Lesson 10 - Risk for Disease	Websites: http://www.cdc.gov/hiv/risk/ http://www.cdc.gov/std/hiv/stdfact-std-hiv.htm		
Lesson 11 - Current Events	Websites: http://smartersex.org/abstinence/sexual_orientation.asp http://sexetc.org/sex-ed/info-center/stories/?pageNum=1		
Lesson 12 - Routine Healthcare checkups	Websites: http://smartersex.org/body_talk/male_self_examination.asp http://smartersex.org/body_talk/female_self_examination.asp http://sexetc.org/info-center/post/whats-behind-low-hpv-vaccination-rates/		

Lesson 13 - Signs and Symptoms	<p>Website: http://www.mayoclinic.org/healthy-lifestyle/getting-pregnant/in-depth/symptoms-of-pregnancy/art-20043853</p>		
Lesson 14 - Changes to health during pregnancy	<p>Websites:</p> <p>http://www.webmd.com/baby/tc/emotional-changes-during-pregnancy-topic-overview?email=&first_name=&dob=&nickname=</p> <p>http://www.livestrong.com/article/559877-the-social-impact-of-being-a-teen-mom/</p> <p>http://americanpregnancy.org/labor-and-birth/first-stage-of-labor/</p>		
Lesson 15 - Parenting	<p>Website: http://www.livestrong.com/article/262052-resources-for-teen-mothers/</p>		
Lesson 16 - Teen Pregnancy Impact	<p>http://www.livestrong.com/article/86972-effects-teen-age-pregnancy/</p>		
Lesson 17 - Care	<p>http://womenshealth.gov/publications/our-publications/fact-sheet/prenatal-care.html</p> <p>http://www.webmd.com/baby/guide/7-pregnancy-warning-signs</p>		

Formative Assessment Plan	Summative Assessment Plan
<p data-bbox="201 326 936 428"><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 data-bbox="201 542 831 574">Suggested activities to assess student progress:</p> <p data-bbox="201 618 428 721">Rubric Self Reflection Anecdotal Notes</p>	<p data-bbox="999 326 1797 391"><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p data-bbox="999 472 1520 505">Final Assessment/Benchmark/Project:</p> <p data-bbox="999 548 1335 613">Mid Year Benchmark End of Year Benchmark</p>