



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Health, Grade 7

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Health, Grade 7

Department: Health and Physical Education

Board Approval	Supervisor	Notes
August 2008	Candy Vasta	Born Date
August 2011	Candy Vasta	Update Standards
October 2012	Candy Vasta	Update Standards
December 2017	Christopher Amato	Update Standards
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Revisions
August 2022	Patrick O'Neill	Alignment to Standards & Incorporate State Mandates

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Important Note about Health Education

The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

Physical Education Concepts: Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

Health Concepts: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,

The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

[Sample Exclusion Form](#)

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COURSE Health, Grade 7

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Personal Growth and Development	21	PE
2	Personal Safety	22	
3	Personal Safety	23	
4	Health Conditions, Diseases and Medicines	24	
5	Health Conditions, Diseases and Medicines	25	
6	Health Conditions, Diseases and Medicines	26	
7	Health Conditions, Diseases and Medicines	27	
8	Alcohol, Tobacco and other Drugs	28	
9	Alcohol, Tobacco and other Drugs	29	
10	Health Conditions, Diseases and Medicines	30	
Week	Marking Period 2	Week	Marking Period 4
11	PE	31	PE
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

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State Mandates:

Mental Health: Health and Wellness (NJSLS: HPE 2.1.6.A.1 2.1.6.A.2 2.1.6.E.1 2.1.6.E.3 2.1.6.B.2 2.1.6.B.3), Eating Disorders (NJSLS: HPE 2.1.6.B.1 2.1.8.B.1 2.1.8.B.2 2.1.6.C.1 2.1.8.C.32.1.8.D.1)

Core Instructional & Supplemental Materials including various levels of Texts

Kidshealth.org (Human Body)
Nutrition.gov
Anatomyarcade.com
sciencebuddies.org

Time Frame	1 week
Topic	
Personal Growth and Development	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. • 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. • 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. • 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health 	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> • What are the components that make up wellness? How does the health triangle fit into the 6 components of wellness? • What influences, external and internal, our optimal growth and development? • Who and what influences us to make lifestyle choices? • Why are feelings towards yourself and others important for promoting a healthy lifestyle? • How can one learn to manage their emotions to help deal with personal issues, family situations, as well as school and friend based conflicts? 	

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COURSE Health, Grade 7

SWBAT understand the following concepts:

- Healthy habits developed early in life are essential to a lifetime of wellness.
- Safety is a matter of choice. We need to consciously implement safety into our daily routines until
- they become habits.
- There are numerous influences on our health, some we cannot control and others we have to learn
- how to control, this is about choices.
- Today's society is fast paced and demanding. We need to keep up with the ever changing world of the internet and understand the rules and laws pertaining to using any electronic device for information pertaining to our health and wellness

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations

Assessments

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

- Pre- and post- benchmark assessments

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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COURSE Health, Grade 7

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLS.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focus questions, demonstrating an understanding of the subject.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group Activities.

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame

2 weeks

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COURSE Health, Grade 7

Topic
Personal Safety
Alignment to Standards
2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking
Learning Objectives and Activities
SWBAT answer the following questions: <ul style="list-style-type: none">• What external influences can affect our optimal growth and development?• What influences us to make lifestyle choices when using technology?• Who is responsible for our safety when online and using the various apps and technology that is available to young adults?• How can making safe, responsible choices while using any form of technology help us promote a healthy lifestyle? SWBAT understand the following concepts: <ul style="list-style-type: none">• Today's society is fast paced and demanding. We need to keep up with the ever changing world of the internet and technology and understand the rules and laws pertaining to using any electronic device for information and communication.• Digital media is vast and proper navigation tools are needed to be successful in the technology world.• Social skills are needed to create a productive digital community.• Understand the importance to act responsibly when carrying out relationships over digital media SWBAT to "do": <ul style="list-style-type: none">• Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezzi presentations
Assessments
Formative: <ul style="list-style-type: none">• Classroom discussion• Questions and answers period

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 7

- Do Now's and exit ticket
- Vocabular
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

- Pre- and post- benchmark assessments

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.W1. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in response to internet safety scenarios.

NJSLSA.R2. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas while reading the Acceptable Use Policy.

NJSLSA.W7. Students will conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the benefits and drawbacks of the Internet and social media •

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

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COURSE Health, Grade 7

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations
CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.
CRP6. Students will demonstrate creativity and innovation during individual and group activities.
CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individual, groups)
CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame	4 weeks
Topic	
Health Conditions, Diseases and Medicines	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. • 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. • 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. • 2.3.8.HCDM.6: Explain how the immune system fights disease. • 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors. 	

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COURSE Health, Grade 7

- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a cell, tissue, organ, and body system?
- What is homeostasis?
- What are the major organs in the body?
- What is the purpose of the systems and what are the essential functions of the body systems?
- How do the body systems interrelate to one another?

SWBAT understand the following concepts:

- Each cell, tissue, and organ has a specific job to help keep the body working.
- All of your body's systems work together to help keep your body in a state of homeostasis.
- All of your body's systems are connected.
- By taking care of all components of health, you are working to keep your cells, tissues, and organs healthy and working harmoniously.
- The various cells, tissues, and organs that identify with each body system and describe their functions.
- How each of the body systems are connected and help with the functions of all of the body systems.
- What will happen to the body systems and all of its parts if the body is not taken care of.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations

Assessments

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 7

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

- Pre- and post- benchmark assessments

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLS.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focus questions, demonstrating an understanding of the subject.

NJSLSA.SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners in grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Science-

NJSLS5.3A Living organisms are composed of cellular units that carry out the functions required for life. Cellular units are composed of molecules, which carry out biological functions.

Career Readiness, Life Literacies, and Key Skills

9.4.8.Cl.2: Repurpose an existing resource in an innovative way.

9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

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9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame	2 weeks
Topic	
Alcohol, Tobacco and other Drugs	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. • 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. • 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. • 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. • 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. • 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. 	

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- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is a drug? What is an OTC drug? What are prescription drugs?
- Why, even after drug education, do kids start to use and continue to use drugs?
- What are the classifications and schedules of drugs?
- How can I make the right choice when it comes to drugs, if my friends are all doing it and the media, along with the internet, promote it?
- What is addiction?
- How does one become addicted to drugs?
- How do drugs affect one physically, socially, and emotionally?
- Who is affected by drug addiction?
- Can drug dependency be treated?

SWBAT understand the following concepts:

- There is a difference between use, misuse and abuse of drugs, supplements, OTC medicines and prescription drugs.
- The classification of drugs by the American Medical Association (AMA) and the schedule of drugs by the Drug Enforcement Administration (DEA).
- Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the body.
- There are long term and short term effects of substance use.
- Drug use is a growing and serious problem that does not discriminate between age, gender, socioeconomic status, etc.
- Substance abuse can lead to addiction. The earlier one starts to use drugs the easier it is to become addicted.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations

Assessments

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COURSE Health, Grade 7

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Visual & Performing Arts:

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

Career Readiness, Life Literacies, and Key Skills

9.4.8.Cl.2: Repurpose an existing resource in an innovative way.

9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects

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to determine the most plausible option.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individual, groups)

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame	1 week
Topic	
Health Conditions, Diseases and Medicines	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. • 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. • 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). • 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). 	

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- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Learning Objectives and Activities

SWBAT answer the following questions:

- What is an eating disorder?
- What are the different types of eating disorders?
- We know eating is a physical aspect of health, so why is it important to understand the emotional and
- social impact of an eating disorder?
- How can lifestyle choices play a big role in the prevention of an eating disorder?
- What are the warning signs of an eating disorder?

SWBAT understand the following concepts:

- The first aspect of well-being is positive self-esteem and self-respect.
- Having positive self-esteem can help in prevention of all types of lifestyle diseases.
- There are warning signs to all types of mental illness, including eating disorders.
- Eating patterns are influenced by a variety of factors, culture, health status, age and eating environments.
- Eating disorders do not discriminate. Males and females, young and old, any ethnic or religion can be affected by eating disorders.
- We need to know the trigger before we can help a person with an eating disorder

SWBAT to “do”:

- Eating disorders are more than a food issue.
- To understand why an eating disorder happens to an individual, many doctors play a role in finding
- out the trigger.
- Although a physical component of health and wellness, an eating disorder is a mental illness.

Assessments

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 7

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

Alternative:

- Digital portfolios

Interdisciplinary Connections

Mathematics:

6.SP.B.4 - Summarize numerical data sets in relation to their context.

English Language Arts:

NJSLS.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focus questions, demonstrating an understanding of the subject.

NJSLSA.R1 Read closely to determine what the text says explicitly.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

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Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Health, Grade 7

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities.

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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