



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.

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

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Pacing Guide			
Week	Health	Week	
1	Unit 1: Wellness and Character education	21	Physical Education
2	Unit 1: Wellness and Character education	22	
3	Unit 1: Wellness and Character education	23	
4	Unit 2: Nutrition and Safety	24	
5	Unit 2: Nutrition and Safety	25	
6	Unit 2: Nutrition and Safety	26	
7	Unit 3: Diseases	27	
8	Unit 3: Diseases	28	
9	Unit 4: Alcohol, Tobacco, and Drugs	29	
10	Unit 4: Alcohol, Tobacco, and Drugs	30	
Week		Week	
11	Physical Education	31	Physical Education
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	

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19		39	
20		40	

Core Instructional & Supplemental Materials including various levels of Texts

Teacher created materials, teacher curated informational articles, online resources, and videos; Newsela articles, Brainpop, Kidshealth.org

Time Frame	3 weeks
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Topic

Unit 1: Wellness and Character education

Essential Questions

- Why is each component of the health triangle important for maintaining optimal health for life?
- What influences, external and internal, our optimal growth and development?
- All three sides of the health triangle are important. What is the importance of social and emotional health? How do they relate to physical health?
- How can goals for health and wellness be set and achieved?

Enduring Understandings

- Healthy habits developed early in life are essential to a lifetime of wellness.
- 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 or communication.

Alignment to Standards

NJSLS HPE 2.1.8-A, B, C, D, E 2.1.8- A, B, C, D, E, 2.2.8 A, B, C, D, E

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Learning Activities & Key Concepts and Skills

- Defining vocabulary words.
- Note taking.
- Question and answer periods.
- Class discussions.
- Projects
- Role playing and skits.
- Staying healthy is a lifelong process that includes all dimensions of wellness.
- How health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.
- The impact of health behaviors and choices on personal and family values.

Assessments

Formative:

- Notebook checks
- Discussions
- Quizzes
- Exit tickets
- Posts on Google classroom and Padlet

Summative:

- Wellness test

Benchmark:

- Objective test

Alternative:

- Portfolio

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.

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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.
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

21st Century Skills

9.1.8.A.2 Students will relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.2.8.B.3 Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
9.2.8.B.7 - Students will evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections

LA.7.W.7.2 - Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content with regard to relevant topics in health education.
LA.7.W.7.7 - Students will conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation with regard to topics in health education.
LA.7.SL.7.1 - Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues in health education building on others' ideas and expressing their own clearly.

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will select appropriate technological tools (Google Apps) to communicate investigate a topic and produce projects.

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Time Frame	3 weeks
Topic	
Unit 2: Nutrition and Safety	
Essential Questions	
<ul style="list-style-type: none">• How do consumers understand and use food labels for good health?• How does obesity impact overall health and wellness?• We know eating is a physical component of health, so why is it important to understand the emotional and social components of an eating disorder?• How do personal behaviors impact our own safety and the safety of others?• Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?	
Enduring Understandings	
<ul style="list-style-type: none">• The importance of healthy food choices (as well as all the supplements available) to keep pace with high energy demands.• Making healthy eating choices is an important part of achieving and sustaining wellness.• Medical advances, technology and public health efforts enable some people to live healthier lives but many people still struggle to be healthy.• Understanding why a behavior or activity is unsafe is only the first step towards preventing injuries and staying safe.	
Alignment to Standards	
NJSLs HPE 2.1.8-A, B, C, D, E; 2.2.8 A, B, C, D, E	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Eating patterns are influenced by a variety of factors, culture, health status, age and eating environments to name a few.	

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- Identify unsafe situations and choose appropriate ways to reduce or eliminate risks which contribute to the safety of yourself and others.
- *Know the definition of dating violence, warning signs, and characteristics of healthy relationships.*
- Defining vocabulary words.
- Note taking.
- Question and answer periods.
- Class discussions.
- Projects
- Role playing and skits.
- Staying healthy is a lifelong process that includes all dimensions of wellness.

Assessments

Formative:

- Notebook checks
- Discussions
- Quizzes
- Exit tickets
- Posts on Google classroom and Padlet

Summative:

- Nutrition and Safety test

Benchmark:

Alternative:

- Portfolio

Career Education

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CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.
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Time Frame	2 Weeks
Topic	
Unit 3: Diseases and HIV/AIDS	
Essential Questions	
<ul style="list-style-type: none">• What types of diseases exists?• How are diseases detected?• How do diseases spread?• How can disease be prevented and/or controlled?	
Enduring Understandings	
<ul style="list-style-type: none">• Many diseases can be prevented and treated if one learns at an early age the importance of and emulates healthy lifestyle choices.	
Alignment to Standards	
NJSLs HPE 2.1.8.C, .2.2.8.B .2.2.8.D;	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• The early detections and treatment of diseases and health conditions impact one's life.• The prevention and control of diseases and health conditions are affected by many factors.• Defining vocabulary words.• Note taking.• Question and answer periods.• Class discussions.• Projects• Role playing and skits.	
Assessments	
<u>Formative:</u> <ul style="list-style-type: none">• Notebook checks	

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- Discussions
- Quizzes
- Exit tickets
- Posts on Google classroom and Padlet

Summative:

- Disease project

Benchmark:

-

Alternative:

- Portfolio

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decisions.

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Time Frame	2 weeks
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Topic

Unit 4: Alcohol, Tobacco, and Drugs

Essential Questions

- Why do people use and abuse alcohol, tobacco, caffeine and other drugs despite warnings about the dangers to self and others?
- What are the warning signs of someone abusing drugs?
- What are some resources available for someone seeking treatment?

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- What is the difference between drug abuse and drug misuse?
- What is the difference between an over the counter drug and a prescription drug?

Enduring Understandings

- The use and abuse of alcohol, tobacco, and other chemical substances not only affects the individual but also may have a profound impact on others. T

Alignment to Standards

NJSLS HPE 2.3.8.A, B, C; 2.2.8.E

Learning Activities & Key Concepts and Skills

- Defining vocabulary words.
- Note taking.
- Question and answer periods.
- Class discussions.
- LEAD
- Projects
- Role playing and skits.
- Staying healthy is a lifelong process that includes all dimensions of wellness.

Assessments

Formative:

- Notebook checks
- Discussions
- Quizzes
- Exit tickets
- Posts on Google classroom and Padlet

Summative:

- Preventing substance abuse presentation projects

Benchmark:

- Objective test

Alternative:

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building on others' ideas and expressing their own clearly.

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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

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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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