

# Mullica Township School District



## Health Education Grades 7-8

Board approval: 11/28/2018

**Mullica Township School District  
Comprehensive Health Education Curriculum  
Unit Plan # 1**

**Title** Wellness

**Grade Level Cluster:** 7-8

**Length of Time:** 10 weeks ( 10-20 days)

**Unit Summary:** All students will take responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Learning Targets**

**Standard:** 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**Strand:** A. Personal Growth and Development

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.	
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.	
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	

**Strand:** B. Nutrition

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.1.8.B1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	Eating patterns are influenced by a variety of factors.
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	
2.1.8.B.4	Analyze the nutritional values of new products and supplements.	Eating patterns are influenced by a variety of factors.

**Strand:** C. Diseases and Health Condition

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.	The prevention and control of diseases and health conditions are affected by many factors.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.	
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	

**Strand:** D. Safety

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
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2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.	

2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.	Applying first-aid procedures can minimize injury and save lives.
2.1.8.D.4	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.	

**Strand: E. Social and Emotional Health**

2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.	Social and emotional development impacts all components of wellness.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.	Stress management skills impact an individual's ability to cope with different types of emotional situations.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress induced situations.	

**Interdisciplinary Standards**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CRP3. Attend to personal health and financial well-being.  
 CRP4. Communicate clearly and effectively and with reason.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP12. Work productively in teams while using cultural global competence.

**Technology Integration**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.  
 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

**Unit Essential Questions:**

- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What causes optimal growth and development?
- What makes a food healthy?
- How do you determine appropriate portion sizes?
- To what extent can we keep ourselves disease free? Healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to ourselves or others?
- How can you learn to like yourself and others?

**Unit Enduring Understandings:**

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
- There are many short and long term health benefits and risks associated with nutritional choices.
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.

**Unit Objectives (unpacking CPIs where needed):**

- *Students will define common mental illnesses and evaluate one’s ability to recognize and adapt negative risk factors in one’s lifestyle.*
- *Students will evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifespan.*
- *Students will identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one’s physical, social, emotional wellness.*
- *Students will identify how conflicts may be resolved between individuals in relationships.*
- *Students will evaluate the marketing and reliability of new nutritional products and supplements.*
- *Students will research and design a meal plan for a special case study (family back ground, special needs, dietary restrictions, etc.) implementing new products and supplements.*

**Evidence of Learning**

**Formative Assessments:**

- Discussion
- Exit tickets
- Classwork / quizzes

**Summative Assessments:**

- Common Summative #1 2.1.8.A.1, 2.1.8.A.2, 2.1.8.A.3, 2.1.8.A.4 (Personal Growth and Development)
- Common Summative #2 2.1.8.B.1, 2.1.8.B.2, 2.1.8.B.3, 2.1.8.B.4 (Nutrition)
- Common Summative #3 2.1.8.C.1, 2.1.8.C.2, 2.1.8.C.3 (Diseases and Health Condition)
- Common Summative #4 2.1.8.D.1, 2.1.8.D.2, 2.1.8.D.3, 2.1.8.D.4 (Safety)
- Common Summative #5 2.1.8.E.1, 2.1.8.E.2, 2.1.8.E.3, 2.1.8.E.4 (Social and Emotional health)
- Student notebook entries graded w/ rubric

**Alternative Assessments:**

- Role-play
- Google Slide presentation
- Group project
- Choice boards

**Benchmark Assessment:**

Student growth objective

<b>Lesson Plans (10-20 lessons per year)</b>	
<b>Lessons</b>	<b>Timeframe</b>
Lesson #1 Title: Personal Growth and Development	2-4 days
Lesson #2 Title: Nutrition	2-4 days
Lesson #3 Title: Diseases and Health Condition	2-4 days
Lesson #4 Title: Safety	2-4 days
Lesson #5 Title: Social and Emotional health	2-4 days

**Modifications****English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**504**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

**At - Risk**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

**Special Education (IEP)**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

**Resources**

Health Promotion Wave kit  
 Newsela.com (leveled articles)  
 readwork.org (leveled articles)

**Mullica Township School District  
Comprehensive Health Education Curriculum  
Unit Plan # 2**

**Title** Community Health Skills

**Grade Level Cluster:** 7-8

**Length of Time:** 4 weeks (4-8 days)

**Unit Summary:** All students will make use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

**Learning Targets**

**Standard:** 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Strand:** A. Interpersonal Communication

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

**Strand:** B. Decision-Making and Goal Setting

2.2.8.B.1	Predict social situations that may require the use of decision-making skills.	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.	
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.	

**Strand:** C. Character Development

2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.	
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.

**Strand:** D. Advocacy and Service

2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and
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		implementing strategies to motivate others to address the issue.
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.	

### **Interdisciplinary Standards**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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### **21<sup>st</sup> Century Life and Careers**

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

### **Technology Integration**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

#### **Unit Essential Questions:**

- How do you know whether or not health information is accurate?
- How do I learn to stand for and communicate my beliefs to others without alienating them?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?

#### **Unit Enduring Understandings:**

- Making good health decisions requires the ability to access and evaluate reliable resources.
  - Effective communication skills enhance a person's ability to express and defend their beliefs.
- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

<ul style="list-style-type: none"> <li>• In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> <li>• How are character and health related? What aspects of our character can be changed?</li> <li>• To what extent do outside influences shape values?</li> <li>• How can I inspire others to address health issues?</li> </ul>	<ul style="list-style-type: none"> <li>• Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>• Character is who you are when no one is looking.</li> <li>• Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> </ul>
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**Unit Objectives (unpacking CPIs where needed):**

- *Students will develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.*
- *Students will demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (peer pressure, conflict).*
- *Students will develop methods and strategies that will promote character development in individual, group, and team environments.*
- *Students will investigate different opportunities available and implement a plan that motivates volunteerism.*
- *Students will analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities.*
- *Students will role play, mock trial, debate health and social issues within the community that pique awareness and responsiveness.*
- *Students will use technology to develop a web-based glossary of health products, services, and resources for purposes of intervention.*
- *Students will describe situations when an adult or professional intervention is necessary and where to find those services.*

**Evidence of Learning**

**Formative Assessments:**

- Discussion
- Question and answer
- Classwork
- Exit tickets

**Summative Assessments:**

- Common Summative #1: 2.2.8.A.1, 2.2.8.A.2 (Communication)
- Common Summative #2: 2.2.8.B.1, 2.2.8.B.2, 2.2.8.B.3 (Decision Making)
- Common Summative #3: 2.2.8.C.1, 2.2.8.C.2, 2.2.8.C.3 (Planning and Goal Setting)
- Common Summative #4: 2.2.8.D.1, 2.2.8.D.2 (Character Development)
- Student notebook entries graded w/ rubric

<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Google Slide presentation</li> <li>• Group project</li> <li>• Choice boards</li> </ul>	<p><b>Benchmark Assessment:</b></p> <p>Student growth objective</p>
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**Lesson Plans (4-8 lesson plans per year)**

Lessons	Timeframe
Lesson #1: Communication	1-2 days
Lesson #2: Decision Making	1-2 days
Lesson #3: Planning and Goal Setting	1-2 days
Lesson #4: Character Development	1-2 days

**Modifications**

**English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**504**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
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- Collaborative Grouping to Support Student Needs

**At - Risk**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
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- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

**Special Education (IEP)**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

**Resources**

Health Promotion Wave kit  
 Newsela.com (leveled articles)  
 readwork.org (leveled articles)

**Mullica Township School District  
 Health Education Curriculum  
 Unit Plan # 3**

**Title:** Alcohol, Tobacco, and other Drugs

**Grade Level Cluster:** 7-8

**Length of Time:** 9 weeks (9-18 days)

**Unit Summary:** All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

**Learning Targets**

**Standard:** 2.3 All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

**Strand:** A. Medicines

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.3.8.A.1	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.	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.	

**Strand:** B. Alcohol, Tobacco, and Other Drugs

2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.	
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.	
2.3.8.B.5	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, judgment, and memory.	
2.3.8.B.6	Relate the use of alcohol and other drugs to decision making and risk for sexual assault, pregnancy, and STIs.	
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.	
2.3.8.B.8	Analyze health risks associated with injected drug use.	

**Strand: C. Dependency/Addiction and Treatment**

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.	Substance abuse is caused by a variety of factors.
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

**Standard:** 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Supporting**

**Strand: A. Fitness and Physical Activity**

2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance enhancing substances.	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, team work, ethical behavior and positive social interaction.
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**Interdisciplinary Standards**

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation

by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### **21<sup>st</sup> Century Life and Careers**

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

### **Technology Integration**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

#### **Unit Essential Questions:**

- How do I determine whether or not a medication will be effective?
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media and other pressures?
- Why does one person become an addict and another does not?

#### **Unit Enduring Understandings:**

- Medicines must be used correctly in order to be safe and have maximum benefit.
- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
- There are common indicators, stages and influencing factors of chemical dependency.

#### **Unit Objectives (unpacking CPIs where needed):**

- *Students will describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements.*
- *Students will analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals.*
- *Students will compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people.*
- *Students will summarize the effects of alcohol/drug use on the body systems.*
- *Students will investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs.*
- *Students will be able to identify treatment options for substance abusers and evaluate one's ability to recognize and overcome negative risk factors in order to support a substance free lifestyle.*
- *Students will research school district policy/local/state laws governing drug and alcohol use.*

### **Evidence of Learning**

#### **Formative Assessments:**

- Discussion
- Question and answer
- Classwork
- Exit tickets

**Summative Assessments:**

- Common Summative #1: 2.3.8.A.1; 2.3.8.A.2 (Medicines)
- Common Summative #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 (Alcohol & Tobacco)
- Common Summative #3: 2.3.8.C.1; 2.3.8.C.2 (Illegal Drugs)
- Student notebook entries graded w/ rubric

**Alternative Assessments:**

- Role-play
- Google Slide presentation
- Group project
- Choice boards

**Benchmark Assessment:**

Student growth objective

**Lesson Plans (9-18 lessons per year)**

<b>Lessons</b>	<b>Timeframe</b>
Lesson #1: Medicines	2-4 days
Lesson #2: Alcohol & Tobacco	3-6 days
Lesson #3: Illegal Drugs	4-8 days

**Modifications****English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**504**

- Keep in mind learner's multi-sensory, visual, and auditory style
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**At - Risk**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
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- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

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- Provide differentiated instruction as needed
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**Resources**

Health Promotion Wave kit  
 Newsela.com (leveled articles)  
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**Mullica Township School District**  
**Health Education Curriculum**  
**Unit Plan # 4**

**Title:** Family Life

**Grade Level Cluster:** 7-8

**Length of Time:** 9 weeks (9-18 days)

**Unit Summary:** All students will understand the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Learning Targets**

**Standard:** 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**Strand:** A. Relationships

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.4.8.A.1	Predict how changes within a family can impact family members.	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
2.1.8.A.2	Explain how the family unit impacts character development.	
2.1.8.A.3	Explain when the services of professionals are needed to intervene in relationships.	
2.1.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.	
2.1.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	
2.1.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	

Strand: B. Sexuality

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	Responsible actions regarding sexual behavior impact the health of oneself and others.
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, <a href="#">STIs</a> , and unintended pregnancy.	
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and <a href="#">HPV</a> vaccine.	Early detection strategies assist in the prevention and treatment of illness or disease.

**Strand:** C. Pregnancy and Parenting

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.
2.4.8.C.2	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.	
2.4.8.C.3	Determine effective strategies and resources to assist with parenting.	
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.	
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.	

### **Interdisciplinary Standards**

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### **21<sup>st</sup> Century Life and Careers**

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.

### **Technology Integration**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we learn to understand and respect diversity in relationships?</li> <li>• How do we know when a relationship is not worth saving?</li> <li>• How do you know when the time is right for you to become sexually active?</li> <li>• Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?</li> <li>• What determines a person's sexual orientation?</li> <li>• How do you know when you are ready to have a child?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>• Reliable personal and professional resources are available to assist with relationship problems.</li> <li>• Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.</li> <li>• External pressures and opportunities that present themselves may influence a person to become sexually active.</li> <li>• Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>• There are many additional challenges that confront those who are not heterosexual.</li> <li>• Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> <li>• Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>
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<p><b>Unit Objectives (unpacking CPIs where needed):</b></p> <ul style="list-style-type: none"> <li>• <i>Students will research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, and reproductive health.</i></li> <li>• <i>Students will identify various strategies that will assist adolescents in resisting pressure and remaining abstinent.</i></li> <li>• <i>Students will evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions.</i></li> <li>• <i>Students will determine how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs and unintended pregnancy.</i></li> <li>• <i>Students will identify how conflicts may be resolved between individuals in relationships.</i></li> <li>• <i>Students will analyze the influences that hormones, nutrition, environment, and heredity play on the physical, social, and emotional aspects of the adolescent years.</i></li> </ul>
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**Evidence of Learning**

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Question and answer</li> <li>• Classwork</li> <li>• Exit tickets</li> </ul>
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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Common Assessment #1: 2.4.8.A.1, 2.4.8.A.2, 2.4.8.A.3, 2.4.8.A.4, 2.4.8.A.5, 2.4.8.A.6 (Relationships)</li> <li>• Common Assessment #2: 2.4.8.B.1, 2.4.8.B.2, 2.4.8.B.3, 2.4.8.B.4, 2.4.8.B.5, 2.4.8.B.6 (Sexuality)</li> <li>• Common Assessment #3: 2.4.8.C.1, 2.4.8.C.2, 2.4.8.C.3, 2.4.8.C.4, 2.4.8.C.5 (Pregnancy and Parenting)</li> <li>• Student notebook entries graded w/ rubric</li> </ul>
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<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Google Slide presentation</li> <li>• Group project</li> <li>• Choice boards</li> </ul>	<p><b>Benchmark Assessment:</b></p> <p>Student growth objective</p>
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<b>Lesson Plans</b>	
<b>Lessons</b>	<b>Timeframe</b>

Lesson #1 Title: Relationships	2-4 days
Lesson #2 Title: Sexuality	3-6 days
Lesson #3 Title: Pregnancy and Parenting	4-8 days

**Modifications**

**English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**504**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

**At - Risk**

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