



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health 7				
Grade Level(s):	7				
Duration:	Full Year:		Semester:		Marking Period: X
Course Description:	This is a quarter course providing knowledge and life skills necessary to live a drug-free healthy lifestyle. Units of study include Health & Wellness; Social, Emotional & Mental Health; Circulatory system; Respiratory system; Physical Activity & Fitness; Substance Abuse; and Basic First Aid. Upon completion of this course, each student will have the basic tools to make healthy decisions to promote wellness of the adolescent.				
Grading Procedures:	70% Summative 30% Supportive				
Primary Resources:	New Jersey Student Learning Standards www.state.nj.us/education/cccs/2041/chpe/standards.pdf Goodheart-Willcox Publisher-Comprehensive Health Skills for Middle School www.g-wonlinetextbooks.com				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Karen Elgrissy & Lisa Bramante Revised by: Lindsay Evans
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Under the Direction of:	Dr. Steve Gregor
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Written: January 2019

Revised: August 2022

BOE Approval: _____

Unit Title: Understanding Your Health and Wellness:

Unit Description: Student will explore the three aspects of health; physical, mental/emotional and social health. They will examine factors that influence their overall wellness and analyze possible short-term/long-term consequences of health-related decisions to their overall wellness.

Unit Duration: 10 days

Desired Results

Standard(s):

2.1 Personal and Mental Health

Core Ideas:

Personal Growth and Development (PGD):

Individual actions, genetics, and family history can play a role in an individual's personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

Emotional Health (EH):

Self-Management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Social and Sexual Health (SSH):

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

Community Health Services and Support (CHSS):

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

2.2 Physical Wellness

Core Ideas:

Lifetime Fitness (LF):

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

2.3 Safety

Core Ideas:

Personal Safety (PS):

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Dependency, Substance Disorder and Treatment (DSDT):

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Performance Expectations:

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.4:** Analyze the relationship between healthy behaviors and personal health.
- 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.
- 2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4:** Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5:** Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6:** Examine how culture influences the way families cope with traumatic situations, crisis, and change
- 2.1.8.CHSS.1:** Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.6:** Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
- 2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
- 2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activitie.
- 2.3.8.PS.7:** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
- 2.3.8.DSDT.3:** Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.

Understandings:

The students will be able to understand...

1. The physical, social, mental/emotional, and intellectual changes that occur at each life stage and how it impacts overall wellness.
2. Current & future personal wellness is dependent upon applying health-related concepts & skills in everyday lifestyle behaviors.
3. Risks and risk behaviors that can affect health
4. Mental & emotional health can influence, or is influenced by, physical & social health.
5. An individual’s health at different life stages is dependent on heredity, environment factors & lifestyle choices.

Essential Questions:

1. What factors can impact a person’s overall wellness?
2. What are possible consequences of our choices in terms of wellness?
3. What is the impact of health behaviors & choices on personal & family wellness?
4. What role does mental & emotional health play on total health?
5. What causes optimal growth & development?

Assessment Evidence

Performance Tasks:

- Identify the three parts of health (Physical/ Mental/Social) and describe how the aspects of health are interrelated.

Other Evidence:

- Informal Checks/ for Understanding: Accuracy and thoroughness of student notes, study guides, and

- Evaluate factors impacting their own health
Identify lifestyle behaviors that may need to be modified to maintain wellness.
- Evaluate how the lifestyle choices you make now can affect your health and wellness in the future.
- Identify conflict management strategies.
- Demonstrate how to access and evaluate health-related information.
- Give examples of strategies you can use to help improve your self-image and self-esteem.
- Describe how identifying and accepting your feelings can help control your emotions.
- Compare & contrast stress management strategies that are used to address various types of stress-induced situations
- Explain how knowing genetic and environmental information can help you make better decisions about your health
- Give examples of health problems related to heredity (ie. heart disease color blindness) and to the environment (ie skin cancer).
- Describe how risks and risk behaviors affect your health and identify ways to avoid or reduce risk.
- Predict factors in social situations that may require the use of effective decision-making strategies to ensure personal health & wellness.
- Know traits of resilient people
- Understand that identifying emotions can help with strategies for dealing with them.
- Identify stressors, how the body reacts them, and describe healthy strategies for managing stress.
- List types of mental & emotional disorders recognize warning signs of serious mental & emotional problems and list treatment options available.
- Identify & analyze the multiple factors (ie, depression, eating disorders, & compulsive disorders) that may impact one's physical, social, emotional wellness.
- Describe warning signs of suicide and the steps you should take if you suspect someone is thinking about suicide.

worksheets will demonstrate informal evidence of concept(s) processing.

- Formative Assessment: Lesson closure monitoring levels of understanding via on-going student Exit Slips, Do Nows, Worksheets, Guiding Questions and Peer Interactive Assessment (pair & share).
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- Writing Prompts: In-class writing tasks on specific health topics will be evaluated for a formal/informal assessment of each student's comprehension of the topic.
- Teacher Created Project: Culminating project.
- Homework
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Benchmark

Formal Written Assessments

Final Exam

Learning Plan

Learning Activities:

Health Education

- 21st Century Skills
- Textbook activities
- Textbook worksheets
- Teacher generated worksheets and review sheets
- PowerPoint Presentations
- Note taking
- Group discussions
- Small group work
- Pair & Share Activities
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- Safari Montage
- Unified Classroom
- Office 365
- Edpuzzle
- FlipGrid

Resources:

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- Online textbook - www.g-wonlinetextbooks.com
- Online Workbook
- Companion Website
 - Vocabulary Activities
 - Videos and Animations
 - Study Materials
- Instructor Resources
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- Teacher generated PowerPoints
- Contemporary Health Issues – current events
- Discussion questions

- Safari Montage
- www.Kahoot.com
- www.Quizlet.com
- www.Brainpo.com
- www.Edpuzzle.com
- www.teenshealth.org
- www.learn360infobase.com
- www.youtube.com
- www.cdc.gov

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.

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2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

2.3.8.DSDT.3: Determine the impact that alcohol and drugs can impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze and design a plan utilizing current research and health data to enhance one’s overall health and wellness. Create a project a that demonstrates advocacy skills to promote healthy choices and decisions.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast health promotion concepts and strategies to support a healthy, active lifestyle. Compare and contrast three parts of the health triangle; mental/emotional, social, physical and explain how changes in a person’s overall health with have an impact on wellness.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Summarize how different health factors can impact their lifestyle.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Enrichment Worksheets and Scenario Investigations Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video.
Struggling Learners	<ul style="list-style-type: none"> Use L1 Differentiated Instruction Activities Locate the boldface heads in the section. Explain that the boldface heads divide the text by topic. Reading Strategy: <ul style="list-style-type: none"> > Read the boldface headings. > Predict what will be covered in the section of the text > Read the text section > Review their predictions

	<ul style="list-style-type: none"> > Refer to guided questions and comprehension questions. > Encourage use of glossary of terms and dictionary. • Log new terminology in notebook for reference
English Language Learners	<ul style="list-style-type: none"> • Use ELL Support Activities from lesson as needed. • Locate the boldface heads in the section. • Explain that the boldface heads divide the text by topic • Reading Strategy: <ul style="list-style-type: none"> > Read the boldface headings. > Predict what will be covered in the section of the text > Read the text section > Review their predictions > Refer to guided questions and comprehension questions. • Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> > Log new terminology in notebook for reference.
Special Needs Learners	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
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Interdisciplinary Connections	
Indicators:	
ELA	
<ul style="list-style-type: none"> • Conduct a research Project to answer a question and drawing on several sources. • Cite textual evidence to support analysis of health science texts. • Write arguments focused on discipline content. • Trace and evaluate the argument and specific claims that are supported by reasons and claims that are not. • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest. • Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through selection, organization and analysis of relevant content. • Draw evidence from informational texts to support analysis, reflection and research. • Gather relevant information from multiple and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others and providing basic bibliographic information for sources. 	
Math	
<ul style="list-style-type: none"> • Analyze the relationship between the dependent and independent variables using tables and graphs and relating this to an equation resulting from a real-world problem that shows a change in a relationship between two variables. • Summarize numerical data sets in relation to their content. . 	

- Develop understanding of statistical variability.

Integration of 21st Century Skills

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

CREATIVITY AND INNOVATION Use a wide range of idea creation techniques such as brainstorming. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

CRITICAL THINKING AND PROBLEM SOLVING Analyze and evaluate major alternative points of view. Reflect critically on learning experiences and processes. Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

INFORMATION LITERACY Use information accurately and creatively for the issue or problem at hand.

MEDIA LITERACY Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

LITERACY Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY Adapt to varied roles, jobs responsibilities, schedules and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY Set and meet goals, even in the face of obstacles and competing pressures.

LEADERSHIP AND RESPONSIBILITY Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

Unit Title: Cardiovascular Health

Unit Description: Students will be able to describe the structure and main functions of the cardiovascular system. They will identify factors that contribute to cardiovascular health and wellness. They will actively engage in determining healthy-related decisions and lifestyles for prevention and control of diseases and health conditions. They will also be applying basic cardiovascular first aid procedures that can minimize injury and save lives.

Unit Duration: 10 days

Desired Results

Standard(s):

2.1 Personal and Mental Health

Core Ideas:

Personal Growth and Development (PGD):

Individual actions, genetics, and family history can play a role in an individual's personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

Community Health Services and Support (CHSS):

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

2.2 Physical Wellness

Core Ideas:

Lifetime Fitness (LF):

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Nutrition (N):

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

2.3 Safety

Core Ideas:

Health Conditions, Diseases and Medicines (HCDM):

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Performance Expectations:

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.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

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.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Understandings:

Students will understand that...

1. The health of the cardiovascular system will have a major impact on a person's wellness
2. Current and emerging diagnostic, prevention, & treatment strategies can help people live healthier & longer than ever before.
3. Genetics plays a role in our CV health
4. Summarize means of detecting and treating cardiovascular diseases and health conditions.
5. Describe and demonstrate first aid procedures including, situation and victim assessment, and Basic Life Support

Essential Questions:

1. What is the function of the heart in relationship to cardiovascular health?
2. To what extent can we keep ourselves disease free for our circulatory system?
3. How can early detection and treatment of diseases & health conditions impact one's health?
4. How can applying cardiovascular first-aid procedures minimize & save lives?

Assessment Evidence

Performance Tasks:

- Identify the structure and functions of the circulatory system.
- Explain the job description of systemic & pulmonary circulation.
- Classify the types of blood vessels and compare their functions.
- Explain blood pressure and how it relates to an individual's CV health.
- Describe the parts of blood & their function.
- Identify blood types and differentiate their compatibility.
- Formulate ways a person can maintain or improve their CV health.
- Analyze how healthy eating patterns throughout life can reduce the risk of heart disease & high cholesterol, cancer, osteoporosis, & other health conditions.
- Examine diseases and symptoms associated with CV health.
- Investigate CV diagnostic tests available.

Other Evidence:

- Informal Checks/ for Understanding: Accuracy and thoroughness of student notes, study guides, and worksheets will demonstrate informal evidence of concept(s) processing.
- Formative Assessment: Lesson closure monitoring levels of understanding via on-going student Exit Slips, Do Nows, Worksheets, Guiding Questions and Peer Interactive Assessment (pair & share).
- Teacher Observation/ Student Discussion: Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning.
- Teacher Created Quiz/Test: Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- Writing Prompts: In-class writing tasks on specific health topics will be evaluated for a formal/informal assessment of each student's comprehension of the topic.
- Teacher Created Project: Culminating project.
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- Describe treatments for the various CV diseases and conditions.
- Demonstrate simple first aid procedures including victim and situation assessment, choking, CPR, and AED.

Benchmark

Formal Written Assessments

Final Exam

Learning Plan

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Health Education

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- FlipGrid

Resources:

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Unit 7, Chapter 17, Lesson 17.2

Unit 5 Chapter 12 Lesson 12.3

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- Online Workbook
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 - Study Materials
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(Level 2.0 reflects a minimal level of proficiency)

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4.0	Students will be able to: <ul style="list-style-type: none"> Analyze and design a plan to enhance their cardiovascular health, utilizing information to improve wellness and advocate healthy choices Apply basic first aid knowledge and skill to address cardiovascular emergency situations
3.0	Students will be able to: <ul style="list-style-type: none"> Acquire health promotion concepts and skills to support a healthy, active lifestyle. Identify the structure and functions of the circulatory system including the anatomy of the heart, types of blood and blood vessels Assess cardiovascular emergency situations to determine which basic first aid procedure is needed.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify different factors that can impact their lifestyle. Show basic first aid knowledge for cardiovascular emergency situations
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	<ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections	
Indicators:	
ELA	
<ul style="list-style-type: none"> • Conduct a research Project to answer a question and drawing on several sources. • Cite textual evidence to support analysis of health science texts. • Write arguments focused on discipline content. • Trace and evaluate the argument and specific claims that are supported by reasons and claims that are not. • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest. • Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through selection, organization and analysis of relevant content. • Draw evidence from informational texts to support analysis, reflection and research. • Gather relevant information from multiple and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others and providing basic bibliographic information for sources. 	
Math	
<ul style="list-style-type: none"> • Analyze the relationship between the dependent and independent variables using tables and graphs and relating this to an equation resulting from a real world problem that shows a change in a relationship between two variables. • Summarize numerical data sets in relation to their content. . • Develop understanding of statistical variability. 	

Integration of 21st Century Skills	
Indicators:	
Framework for 21st Century Learning http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf	
CREATIVITY AND INNOVATION Use a wide range of idea creation techniques such as brainstorming. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.	
CRITICAL THINKING AND PROBLEM SOLVING Analyze and evaluate major alternative points of view. Reflect critically on learning experiences and processes. Identify and ask significant questions that clarify various points of view and lead to better solutions.	
COMMUNICATION AND COLLABORATION Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.	

INFORMATION LITERACY Use information accurately and creatively for the issue or problem at hand.

MEDIA LITERACY Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

LITERACY Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY Adapt to varied roles, jobs responsibilities, schedules and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY Set and meet goals, even in the face of obstacles and competing pressures.

LEADERSHIP AND RESPONSIBILITY Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

Unit Title: Respiratory Health

Unit Description: Students will be able to describe the structure and main functions of the respiratory system. They will identify factors that contribute to cardiorespiratory health and wellness. They will actively engage in determining healthy-related decisions and lifestyles for prevention and control of diseases and health conditions. They will also be applying basic cardiorespiratory first aid procedures that can minimize further respiratory distress and save lives.

Unit Duration: 6 days

Desired Results

Standard(s):

2.1 Personal and Mental Health

Core Ideas:

Personal Growth and Development (PGD):

Individual actions, genetics, and family history can play a role in an individual's personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

Community Health Services and Support (CHSS):

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

2.2 Physical Wellness

Core Ideas:

Lifetime Fitness (LF):

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Nutrition (N):

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

2.3 Safety

Core Ideas:

Health Conditions, Diseases and Medicines (HCDM):

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Performance Expectations:

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

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.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Understandings:*Students will understand that...*

1. The health of the respiratory system will have a major impact on a person's wellness
2. Current and emerging diagnostic, prevention, & treatment strategies can help people live healthier & longer than ever before.
3. Early detection and treatment of respiratory diseases and conditions can result in better outcomes while treating that condition.
4. Describe and demonstrate first aid procedures including, situation and victim assessment, and Basic Life Support

Essential Questions:

1. How can complications of the respiratory system affect your overall wellness
2. To what extent can we keep ourselves disease free for the respiratory system
3. How can early detection and treatment of diseases & health conditions impact one's health?
4. How can applying cardiovascular first-aid procedures minimize & save lives?

Assessment Evidence**Performance Tasks:**

- Identify the structure function of the respiratory system.
- Describe the process of respiration.
- Explain the possible cause, symptoms, & treatments of respiratory diseases/disorders.
- Formulate ways a person can maintain or improve their respiratory health.
- Investigate respiratory diagnostic tests available.
- Demonstrate simple first aid procedures including victim and situation assessment, blocked airway and rescue breathing.

Other Evidence:

- Informal Checks/ for Understanding: Accuracy and thoroughness of student notes, study guides, and worksheets will demonstrate informal evidence of concept(s) processing.
- Formative Assessment: Lesson closure monitoring levels of understanding via on-going student Exit Slips, Do Nows, Worksheets, Guiding Questions and Peer Interactive Assessment (pair & share).
- Teacher Observation/ Student Discussion: Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning.
- Teacher Created Quiz/Test: Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- Writing Prompts: In-class writing tasks on specific health topics will be evaluated for a formal/informal assessment of each student's comprehension of the topic.
- Teacher Created Project: Culminating project.
- Homework
- Classwork

Benchmark**Formal Written Assessments****Final Exam****Learning Plan**

Learning Activities:

Health Education

- 21st Century Skills
- Textbook activities
- Textbook worksheets
- Teacher generated worksheets and review sheets
- PowerPoint Presentations
- Note taking
- Group discussions
- Small group work
- Pair & Share Activities
- Review Games
- Kahoot
- Quizlet
- Brain pop
- Learn 360
- Safari Montage
- Unified Classroom
- Office 365
- Edpuzzle
- FlipGrid

Resources:

Textbook: Comprehensive Health Skills for Middle School:

Unit 7, Chapter 17, Lesson 17.2

Unit 5 Chapter 12 Lesson 12.3

- Online textbook - www.g-wonlinetextbooks.com
- Online Workbook
- Companion Website
 - Vocabulary Activities
 - Videos and Animations
 - Study Materials
- Instructor Resources
 - Instructor Materials
 - Answer Keys
 - Lesson Plans
 - Instructor's Presentations for PowerPoints
 - ExamView Assessment
 - Assessment Files
- Teacher-made activities and worksheets
- Teacher generate Technology Resources and Website Activities
- Movies-videos
- Guest speakers
- Teacher generated PowerPoints
- Contemporary Health Issues – current events
- Discussion questions
- Safari Montage
- www.Kahoot.com
- www.Quizlet.com
- www.Brainpo.com
- www.Edpuzzle.com
- www.teenshealth.org
- www.learn360infobase.com
- www.youtube.com
- www.cdc.gov



Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.1 Personal and Mental Health

Core Ideas:

Personal Growth and Development (PGD):

Individual actions, genetics, and family history can play a role in an individual's personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

Community Health Services and Support (CHSS):

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

2.2 Physical Wellness

Core Ideas:

Lifetime Fitness (LF):

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Nutrition (N):

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

2.3 Safety

Core Ideas:

Health Conditions, Diseases and Medicines (HCDM):

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Performance Expectations:

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

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2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

4.0	Students will be able to: <ul style="list-style-type: none"> Analyze and design a plan to enhance their respiratory health, utilizing information to improve wellness and advocate healthy choices Apply basic first aid knowledge and skill to address respiratory emergency situations
3.0	Students will be able to: <ul style="list-style-type: none"> Acquire health promotion concepts and skills to support a healthy, active lifestyle. Identify the structure and functions of the respiratory system Assess respiratory emergency situations to determine which basic first aid procedure is needed.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify different factors that can impact their lifestyle. Show basic first aid knowledge for respiratory emergency situations
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Enrichment Worksheets and Scenario Investigations Assign leadership role in group activities. Assign outside research pertaining to the unit. Sources may include internet, additional text, and video.
Struggling Learners	<ul style="list-style-type: none"> Use L1 Differentiated Instruction Activities Locate the boldface heads in the section. Explain that the boldface heads divide the text by topic. Reading Strategy: <ul style="list-style-type: none"> > Read the boldface headings. > Predict what will be covered in the section of the text > Read the text section > Review their predictions > Refer to guided questions and comprehension questions. > Encourage use of glossary of terms and dictionary. Log new terminology in notebook for reference
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Indicators:
<p>Framework for 21st Century Learning http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf</p> <p>CREATIVITY AND INNOVATION Use a wide range of idea creation techniques such as brainstorming. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.</p> <p>CRITICAL THINKING AND PROBLEM SOLVING Analyze and evaluate major alternative points of view. Reflect critically on learning experiences and processes. Identify and ask significant questions that clarify various points of view and lead to better solutions.</p>

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Unit Title: Health-Related Fitness and Wellness

Unit Description: The students will be able to explain the physical, mental, and social benefits of physical activity. They will classify the five components of fitness and investigate ways of testing those components. They will also be able to apply these health-related fitness concepts to overall wellness and the prevention of diseases. The culmination of this unit will result in the students being able to design a fitness related plan for achieving lifelong health and wellness.

Unit Duration: 3 days

Desired Results

Standard(s):

2.1 Personal and Mental Health

Core Ideas:

Personal Growth and Development (PGD):

Responsible actions regarding behavior can impact the development and health of oneself and others.

2.2 Physical Wellness

Core Ideas:

Physical Fitness (PF):

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Lifelong Fitness (LF):

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members.

Nutrition (N):

Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Performance Expectations:

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

Understandings:

Students will understand that...

1. Being physically fit is a great strategy for improving & maintaining personal health and wellness through all stages of life.
2. There are five elements of fitness used to assess & improve your fitness level.
3. There are different exercises to improve different elements of fitness.
4. Knowing and applying the training principles of frequency, intensity, time, & type over time enhances personal fitness level, performance, and health status.

Essential Questions:

1. How does physical activity, healthy eating, and body composition relate to personal fitness and health?
2. How can a person assess their fitness level using the five elements of fitness?
3. What factors should you consider when developing a personal fitness program?

Assessment Evidence

Performance Tasks:

- Summarize the potential short-term & long-term physical, social, & emotional benefits of regular physical activity.
- Define & explain the five elements of fitness and identify ways they can help you assess and improve your fitness level.
- Analyze how healthy eating patterns throughout life can reduce the risk of heart disease & high cholesterol, cancer, osteoporosis, & other health conditions.
- Describe ways to achieve a healthy body composition through healthy eating & physical activity.
- Understand the difference between aerobic & anaerobic exercise and distinguish which common exercises measures each of the fitness categories.
- Summarize the key guidelines for children, teens and adults as outlined in the “Physical Activity Guidelines for Americans” and describe ways you can fit more physical activity into your daily life.
- Calculate target heart rate zone and estimated exertion scale 1-10.
- Apply training principles to establish a progression of activity that will improve each component of fitness.
- List factors to consider when developing a personal fitness program

Other Evidence:

- Informal Checks/ for Understanding: Accuracy and thoroughness of student notes, study guides, and worksheets will demonstrate informal evidence of concept(s) processing.
- Formative Assessment: Lesson closure monitoring levels of understanding via on-going student Exit Slips, Do Nows, Worksheets, Guiding Questions and Peer Interactive Assessment (pair & share).
- Teacher Observation/ Student Discussion: Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students’ contributions to critical questioning.
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- Writing Prompts: In-class writing tasks on specific health topics will be evaluated for a formal/informal assessment of each student’s comprehension of the topic.
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- Quizlet
- Brain pop
- Learn 360
- Safari Montage
- Unified Classroom
- Office 365
- Edpuzzle
- FlipGrid

Resources:

Textbook: Comprehensive Health Skills for Middle School:

Unit 3 Chapter 7 Lesson 7.1, 7.2, 7.3, 7.4

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- Online Workbook
- Companion Website
 - Vocabulary Activities
 - Videos and Animations
 - Study Materials
- Instructor Resources
 - Instructor Materials
 - Answer Keys
 - Lesson Plans
 - Instructor's Presentations for PowerPoints
 - ExamView Assessment
 - Assessment Files
- Teacher-made activities and worksheets
- Teacher generate Technology Resources and Website Activities
- Movies-videos
- Guest speakers
- Teacher generated PowerPoints
- Contemporary Health Issues – current events
- Discussion questions
- Safari Montage
- www.Kahoot.com
- www.Quizlet.com
- www.Brainpo.com
- www.Edpuzzle.com
- www.teenshealth.org
- www.learn360infobase.com
- www.youtube.com
- www.cdc.gov

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

4.0	Students will be able to:
	<ul style="list-style-type: none"> Analyze and design a fitness plan to enhance their individual level of health & fitness, while also utilizing the information to make healthy lifestyle choices.
3.0	Students will be able to:

	<ul style="list-style-type: none"> • Acquire health promotion concepts and skills to support a healthy, active lifestyle. • The short-term and long-term physical, social, and emotional benefits of regular physical activity • Explain the five elements of fitness and how they can help improve their fitness level • Recognize the influence of body composition on fitness • Analyze how healthy eating patterns throughout life can reduce the risk of heart disease, high cholesterol, cancer, osteoporosis, and other health conditions • Describe ways to achieve a healthy body composition through healthy eating and physical activity
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify different factors that can impact their lifestyle. • An awareness of some health factors that impact their lifestyle
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • Enrichment Worksheets and Scenario Investigations • Assign leadership role in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and video.
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	<p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Math

- Analyze the relationship between the dependent and independent variables using tables and graphs and relating this to an equation resulting from a real-world problem that shows a change in a relationship between two variables.
- Summarize numerical data sets in relation to their content. .
- Develop understanding of statistical variability.

Integration of 21st Century Skills

Indicators:

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

CREATIVITY AND INNOVATION Use a wide range of idea creation techniques such as brainstorming. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

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SOCIAL AND CROSS-CULTURAL SKILLS Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY Set and meet goals, even in the face of obstacles and competing pressures.

LEADERSHIP AND RESPONSIBILITY Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

Unit Title: The Use and Abuse of Alcohol, Tobacco and other Drugs

Unit Description: The students will identify the various classifications of drugs and the addictive substances in them. They will assess short-term/long-term health-related consequences of drug use on major organs of the body as well as its mental/emotional & social impact on a person's life. They will develop the knowledge and skills that influence healthy behaviors as it relates to drug use and abuse.

Unit Duration: 11 days

Desired Results

Standard(s)

2.3 Safety

Core Ideas:

Personal Safety (PS):

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

Alcohol, Tobacco and Other Drugs (ATD):

The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

Dependency, Substance Disorder and Treatment (DSDT):

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Performance Exptations:

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).

2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).

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.

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.

Understandings:

Students will be able to understand...

1. Compare & contrast how the effects of alcohol, tobacco, and other drugs vary in different people.
2. Decisions made under the influence of Alcohol/drugs can lead to the potential for illness, injury, disease, and risky health decisions.
3. 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,
4. Medicines come in a variety of forms, are used for numerous reasons, and should be taken only as directed in order to be safe and effective.
5. Each drug classification will have a different effect on a person both physically & behaviorally.

Essential Questions:

1. What is the impact of the use and abuse of alcohol/tobacco/ drugs on the incidence of illness, injuries, and disease, the increase of risky behaviors, and the likelihood of harm to one's health?
2. Why is there a strong relationship between individuals who abuse drugs and increased intentional & unintentional health risk behaviors?
3. What are different treatment options for a person addicted to alcohol/tobacco/drugs?
4. What are some positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, & supplements?
5. Why do different drugs affect a person's physical, mental, and social health in different ways?

Assessment Evidence

Performance Tasks:

- Explain the different types of tobacco products and the harmful ingredients found within.
- Investigate the relationship between tobacco use and health problems and diseases that can occur in the following systems: Respiratory, Digestive, Nervous, Excretory, Circulatory.
- Explain how a person can become addicted to nicotine.
- Explain the rights of nonsmokers and describe the consequences of second-hand/passive smoking.
- Access information about groups that promote a tobacco-free lifestyle.
- Explain the cost of smoking to society & how tobacco strains the health care system.
- Investigate how the short-term and long-term use and abuse of alcohol contributes to illness such as cancer, liver disease, heart disease, and injury.
- Analyze how the use & abuse of alcohol impacts thinking, reaction time, and behavior.
- Describe the difference between drug abuse and misuse.
- Compare and contrast the physical and behavioral effects of each classification of drugs and how it affects one's overall wellness.
- Describe reasons why drug use is especially harmful to the developing brain of the adolescent.
- Research the laws of marijuana and the consequences of marijuana use even for medical purposes.
- Advocate for drug-free schools.
- Discuss how the use of drugs influences a person's decision-making ability and places one at risk for unhealthy situations.
- Identify reasons why teens use tobacco, alcohol and other drugs.
- Describe reasons to be drug free and practice refusal skills to stay drug free.
- Analyze the indicators of addiction to drugs.

Other Evidence:

- Informal Checks/ for Understanding: Accuracy and thoroughness of student notes, study guides, and worksheets will demonstrate informal evidence of concept(s) processing.
- Formative Assessment: Lesson closure monitoring levels of understanding via on-going student Exit Slips, Do Nows, Worksheets, Guiding Questions and Peer Interactive Assessment (pair & share).
- Teacher Observation/ Student Discussion: Informal evidence of concept processing and skill development will be made through teacher observation of the frequency and sophistication of students' contributions to critical questioning.
- Teacher Created Quiz/Test: Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- Writing Prompts: In-class writing tasks on specific health topics will be evaluated for a formal/informal assessment of each student's comprehension of the topic.
- Teacher Created Project: Culminating project.
- Homework
- Classwork

- Identify stages of dependency for substance abuse and apply decision-making skills to help someone get help.
- Describe how substance abuse affects the individual's overall wellness, family, & community.

Benchmark

Formal Written Assessments

Final Exam

Learning Plan

Learning Activities:

Health Education

- 21st Century Skills
- Textbook activities
- Textbook worksheets
- Teacher generated worksheets and review sheets
- PowerPoint Presentations
- Note taking
- Group discussions
- Small group work
- Pair & Share Activities
- Review Games
- Kahoot
- Quizlet
- Brain pop
- Learn 360
- Safari Montage
- Unified Classroom
- Office 365
- Edpuzzle
- FlipGrid

Resources:

Textbook: Comprehensive Health Skills for Middle School Units

- Online textbook - www.g-wonlinetextbooks.com
- Online Workbook
- Companion Website
 - Vocabulary Activities
 - Videos and Animations
 - Study Materials
- Instructor Resources
 - Instructor Materials
 - Answer Keys
 - Lesson Plans
 - Instructor's Presentations for PowerPoints
 - ExamView Assessment
 - Assessment Files

- Teacher-made activities and worksheets
- Teacher generate Technology Resources and Website Activities
- Movies-videos
- Guest speakers
- Teacher generated PowerPoints
- Contemporary Health Issues – current events
- Discussion questions
- Safari Montage
- www.Kahoot.com
- www.Quizlet.com
- www.Brainpo.com
- www.Edpuzzle.com
- www.teenshealth.org
- www.learn360infobase.com
- www.youtube.com
- www.cdc.gov

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

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4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the relationship between individuals who abuse drugs and the increased intentional and unintentional health-risks behaviors. • Analyze how the short-term and long-term drug use and abuse contributes to increased health-risk to the body systems as well as overall health and wellness.
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1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • Enrichment Worksheets and Scenario Investigations • Assign leadership role in group activities. • Assign outside research pertaining to the unit. Sources may include internet, additional text, and video.
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