



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Health, Grade 7

Department: Health and Physical Education

Board Approval	Supervisor	Notes
August 2008	Candy Vasta	Born Date
August 2011	Candy Vasta	Update Standards
October 2012	Candy Vasta	Update Standards
December 2017	Christopher Amato	Update Standards
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Revisions

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Department: TOIS Health and Physical Education Course: Health Grade 7

Pacing Guide

Week	Marking Period 1	Week	Marking Period 3
1	Health and Wellness	1	Physical Education
2	Digital Technology	2	
3	The Human Body- structure & function	3	
4	The Human Body- correlation of systems	4	
5	The Human Body- care and prevention	5	
6	Drugs- vocabulary	6	
7	Drugs- classification & schedules	7	
8	Drugs- addiction	8	
9	Eating Disorders	9	
Week	Marking Period 2	Week	Marking Period 4
1	Physical Education	1	Physical Education
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	

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Core Instructional & Supplemental Materials

- Google Classroom
- Health packets for notes outline created from websites (kidshealth.com, drugfreeworld.com.)
- Kahoot (interactive trivia game), brain pop, quizzlet
- Videos, youtube videos

Time Frame	1 week
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Topic

Health and Wellness

Essential Questions

- What are the components that make up wellness? How does the health triangle fit into the 6 components of wellness?
- What influences, external and internal, our optimal growth and development?
- Who and what influences us to make lifestyle choices?
- Why are feeling towards yourself and others important for promoting a healthy lifestyle?
- How can one learn to manage their emotions to help deal with personal issues, family situations, as well as school and friend based conflicts?

Enduring Understandings

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

Alignment to Standards

NJSLS: HPE 2.1.6.A.1 2.1.6.A.2 2.1.6.E.1 2.1.6.E.3 2.1.6.B.2 2.1.6.B.3

Learning Activities & Key Concepts and Skills

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Students will understand:

- Staying healthy is a lifelong process that includes all dimensions of wellness
- How health knowledge, health choices, self-control, and self-management skills will influence wellness.
- Social and emotional development impacts all components of wellness.
- The impact of healthy behaviors and choices on personal and family values.

Assessments

Formative:

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

Summative:

- Participation
- Daily assignments
- Current events

Benchmark:

- Pre- and post- benchmark assessments
- Vocabulary quizzes
- Pair share and group projects
- Presentations

Career Education

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

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21st Century Skills

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

Interdisciplinary Connections

- English Language Arts- NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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- NJLSA.SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners in grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Technology Integration

NJSLS: 8.1 Technology Education

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Time Frame

1 week

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Topic

Digital Technology

Essential Questions

- What external influences can affect our optimal growth and development?
- What influences us to make lifestyle choices when using technology?
- Who is responsible for our safety when online and using the various apps and technology that is available to young adults?
- How can making safe, responsible choices while using any form of technology help us promote a healthy lifestyle?

Enduring Understandings

- Today's society is fast paced and demanding. We need to keep up with the ever changing world of the internet and technology and understand the rules and laws pertaining to using any electronic device for information and communication.
- Digital media is vast and proper navigation tools are needed to be successful in the technology world.
- Social skills are needed to create a productive digital community.
- Understand the importance to act responsibly when carrying out relationships over digital media.

Alignment to Standards

NJSLS: HPE 2.2.8.A.1 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.E.2

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Students will understand:

- There are laws that govern all types of social media networks.
- The use of technology can have both a positive and negative impact on one's health and wellness.
- Their responsibilities for using technology, social networks and the various apps.
- The dangers of using social media and technology and how to stay safe while online.

Assessments

Formative:

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

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Summative:

- Participation
- Daily assignments
- Current events

Benchmark:

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Career Education

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Time Frame

3 weeks

Topic

The Human Body

Essential Questions

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

Enduring Understandings

- Each cell, tissue, and organ has a specific job to help keep the body working.
- All of your body's systems work together to help keep your body in a state of homeostasis.
- All of your body's systems are connected.
- By taking care of all components of health, you are working to keep your cells, tissues, and organ healthy and working harmoniously.

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Alignment to Standards

NJSLS: HPE 2.1.8.A 2.2.8.E.1 2.2.8.E.1 2.1.8.C.2

Learning Activities & Key Concepts and Skills

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Students will understand:

- The various cells, tissues, and organs that identify with each body system and describe their functions.
- How each of the body systems are connected and help with the functions of all of the body systems.
- What will happen to the body systems and all of its parts if the body is not taken care of.

Assessments

Formative:

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

Summative:

- Participation
- Daily assignments
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Benchmark:

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Science- NJLS5.3A Living organisms are composed of cellular units that carry out the functions required for life. Cellular units are composed of molecules, which carry out biological functions.

Technology Integration

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for specific tasks. References from kids health, drug free world, and other age group appropriate sites for research.

Time Frame	3 weeks
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Topic

Drugs

Essential Questions

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

Enduring Understandings

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

Alignment to Standards

NJSLS: HPE 2.3.8.A.1 2.3.8.A.2 2.3.8.B.1 2.3.8.B.5 2.3.8.B.7 2.3.8.B.1

Learning Activities & Key Concepts and Skills

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outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations-

Students will understand:

- How the use and abuse of alcohol impacts thinking, reaction time, and behavior.
- The physical and behavioral effects of each classification of drugs.
- How the DEA schedules drugs versus the AMA's classification of drugs.
- Factors that influence the use and abuse of alcohol, tobacco, marijuana, and other drugs.
- How substance abuse affects the individual, the family and the community.
- The physical, social, and emotional indicators and stages of dependency.

Assessments

Formative:

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

Summative:

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Benchmark:

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Time Frame

1 week

Topic

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Eating Disorders

Essential Questions

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

Enduring Understandings

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

Alignment to Standards

NJSLS: HPE 2.1.6.B.1 2.1.8.B.1 2.1.8.B.2 2.1.6.C.1 2.1.8.C.32.1.8.D.1

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Students will understand:

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

Assessments

Formative:

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

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Science- NJSLS5.3B Food is required for energy and building cellular materials.

Technology Integration

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

ELL:

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

Supports for Students With IEPs:

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

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

- Follow all IEP modifications

At-Risk Students:

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

Gifted and Talented:

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

Supports for Students With 504 Plans:

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

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