

Ocean Academy Charter School
Curriculum Guide
Grade 7 - Health



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Health Education Curriculum	
Content Area: Health Education	
Course Title: Health Education	Grade Level: 7th
Unit 1: Personal Growth and Development	About 5 days
Unit 2: Emotional Health	About 3 days
Unit 3: Social and Sexual Health	About 3 days
Unit 4: Community Health Services and Support	About 2 days
Unit 5: Nutrition	About 5 days
Unit 6: Personal Safety	About 3 days
Unit 7: Alcohol, Tobacco, and Other Drugs Dependency, Substance Disorder, and Treatment	About 5 days
Course Introduction:	
<p>The Grade 7 Health curriculum provides students with the knowledge and skills needed to make informed decisions that support their physical, emotional, and social well-being. This course emphasizes the development of healthy habits, prevention of illness and injury, and the reduction of health-related risk behaviors.</p> <p>Students will explore a variety of interconnected health topics, including personal hygiene, mental and emotional wellness, and the development of respectful relationships. The curriculum also covers family and community health, environmental health, and consumer health awareness. In addition, students will learn about disease prevention and control, injury prevention and care, and the short- and long-term effects of substance use and abuse.</p>	

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Through discussions, real-life scenarios, and collaborative activities, students will build their understanding of sexuality education, responsible decision-making, and how to access health-related resources. The course is designed to empower students to take charge of their health and contribute positively to their families and communities.

OCEAN ACADEMY CHARTER SCHOOL
Unit 1 Overview

Content Area: Health Education

Unit 1 Title: Personal Growth and Development

Duration: 5days

Target Course/Grade Level: Grade 7

Unit 1 Introduction/Focus:

[NJDOE Comprehensive Health and Physical Education](#)

Disciplinary Concepts for CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist

in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Unit 1 Focus	
Practices for Comprehensive Health and Physical Education	
Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly

Unit 1 Focus Standards [NJDOE Comprehensive Health and Physical Education](#)

Disciplinary Concepts
 Personal Growth and Development (PGD)
 Emotional Health (EH)
 Health Conditions, Diseases and Medicines (HCDM)

Core Ideas	Performance Expectations
Individual actions, genetics, and family history can play a role in an individual's personal health.	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
Personal hygiene and self-help skills promote healthy habits.	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Unit 1 Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science [NJSLs ELA](#) Below are examples only.

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Unit 1 Computer Science and Design Thinking (Standard 8)

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
<ul style="list-style-type: none"> Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Unit 1 Career Readiness, Life Literacies, and Key Skills Standards 9.1, 9.2, and 9.4

Disciplinary Concepts

Career Awareness and Planning (CAP)

Critical Thinking and Problem-solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual's strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>

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<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. 	<p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>
<p>Unit 1 Evidence of Student Learning</p>	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Computers/Chromebooks Rubric scoring tests/projects Media presentations 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> Teacher Observation Teacher Checklist Verbal question and answer Self-Evaluation of performance and progress Quizzes/tests <p>Summative</p> <ul style="list-style-type: none"> Student participation Rubric Scoring

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	<ul style="list-style-type: none"> ● Performance Test (skills) <p>Benchmark</p> <ul style="list-style-type: none"> ● Baseline SGO ● Mid-year SGO ● End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> ● End of unit student project
<p>Unit 1 Knowledge and Skills</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What decisions can I make now to maintain my personal health and prevent illness? ● How do hygiene habits support lifelong health and disease prevention? ● In what ways do the male and female reproductive systems function differently? ● How can understanding ovulation, fertilization, and the menstrual cycle help me make informed health choices? ● How does family health history influence my overall wellness? ● Why is it important to care for the reproductive system as part of personal health? 	
<p>Content</p>	<p>Skills</p>
<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Practicing good hygiene daily is a simple but essential part of protecting personal and public health. ● The male and female reproductive systems have distinct parts and functions, and understanding them is important for health awareness. ● Healthy behaviors and informed decision-making play a key role in maintaining reproductive and overall health. ● Ovulation, fertilization, and the menstrual cycle are natural biological processes that help students understand human development. ● Family genetics and health history can influence personal wellness and guide preventive care choices. 	<p>Learning Targets: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify and explain key functions of the male and female reproductive systems. ● Describe how ovulation, fertilization, and the menstrual cycle occur and relate to reproductive health. ● Demonstrate an understanding of hygiene practices and their role in preventing illness. ● Evaluate how personal decisions impact reproductive and overall health. ● Discuss how genetics and family health history can affect individual wellness. ● Recognize and communicate the importance of maintaining daily hygiene routines. ● Identify common health concerns related to the reproductive system and how to care for them. ● Create a strategy to promote good hygiene in their school or community.

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<ul style="list-style-type: none"> ● Personal hygiene is a long-term responsibility that helps prevent the spread of disease and supports self-care. 	
Unit 1 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Daily Quick Writes ● Reading chapter in book ● Guided Note taking and discussions ● Worksheet completion and review ● Male/female diagrams ● Discussions questions ● Assessments 	<ul style="list-style-type: none"> ● https://www.cdc.gov ● https://www.youtube.com ● Teacher made worksheets ● Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 1 Suggested Options for Differentiation	
<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity ➤ Follow all IEP accommodations and modifications <hr/> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> ➤ Offer extended time and flexible deadlines for projects, essays, or assessments ➤ Provide access to assistive technology and tools as outlined in the 504 plan ➤ Offer alternative seating or location for independent or group work when needed ➤ Allow oral responses or alternate project formats in place of written work ➤ Break larger projects into smaller, manageable checkpoints <hr/> <p>Students at Risk of Failure</p> <ul style="list-style-type: none"> ➤ Provide structured outlines and templates for written assignments or projects ➤ Break lessons into smaller, sequential parts with clear learning goals 	

- Use frequent progress monitoring and feedback to reinforce learning
- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
- Reduce the number of test items or modify question formats without altering standards

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Unit 1 Core Instructional and Supplemental Materials Examples are for Personal Health

- Chromebooks
- Online Resources
- YouTube Video
- Discovery Education

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning
<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Progression/ regression of students' skills

OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview

Content Area: Health Education

Unit 2 Title: Emotional Health
Duration: 3 Days

Target Course/Grade Level: Grade 7

Unit 2 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

In this unit, students will explore the importance of emotional health and how it connects to their overall well-being. Emotional health, one of the key parts of the health triangle, plays a vital role in how individuals think, feel, and behave. Students will learn how to identify and understand their emotions, express their feelings in healthy ways, and recognize how emotions influence their thoughts and actions.

The unit will also introduce students to the concept of mental health and how it affects their relationships and ability to cope with everyday challenges. Through class discussions and interactive activities, students will discover helpful techniques for managing stress, such as breathing exercises, physical activity, talking to a trusted adult, and setting realistic goals. They will also examine the difference between helpful and harmful coping strategies, learning how to make healthier choices during difficult times.

By the end of the unit, students will be able to describe the impact of their environment on emotional well-being, explain how to recognize when they or someone else needs help, and identify resources that support mental and emotional health. Students will walk away with a deeper understanding of how emotional health supports respect for self and others and why caring for their mental health is just as important as caring for their physical health.

Unit 2 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly

Unit 2 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts
Emotional Health (EH)

Core Ideas	Performance Expectations
Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.	<ul style="list-style-type: none"> ● 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).

	<ul style="list-style-type: none"> 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
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Unit 2 Primary Interdisciplinary Connections [NJSLs](#) [ELA](#)

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Unit 2 [Computer Science and Design Thinking](#) [NJSLs](#)

Disciplinary Concepts

[Ethics and Culture \(EC\)](#)

[Interactions of Technology and Humans \(ITH\)](#)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political,

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development of new technological products, processes, and systems.	social, and cultural issues
<u>Unit 2 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual’s strengths, lifestyle goals, choices, and interests affect employment and income 	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful 	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>
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Unit 2 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Google Slides Computers/Chromebooks Rubric scoring tests/projects Media presentations YouTube Discovery Education 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> Teacher Observation Teacher Exit Tickets Verbal question & answer Written question & answer Self-evaluation of performance and progress Reflections/Journal Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> Student participation Rubric score Final Exam Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> Baseline SGO Mid-year SGO End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> End of unit project options... present with a partner, create a video, options on who stars in the video
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Unit 2 Knowledge and Skills

<p>Essential Questions:</p> <ul style="list-style-type: none"> What are effective ways to express and manage my emotions? How do emotions influence my thoughts and behaviors? Why is mental health important for healthy relationships and overall well-being? How can I recognize both helpful and harmful coping strategies? Who can I turn to when I need support for emotional or mental health concerns?
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<ul style="list-style-type: none"> • What steps can I take to reduce stress in my daily life? 	
Content	Skills
<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Emotional health is a crucial component of overall well-being and is interconnected with physical and social health. • A safe and supportive environment encourages respect for oneself and others. • Stress is a normal part of life, and managing it effectively requires learning healthy coping skills. • Recognizing when to seek help and knowing who to talk to are important steps in maintaining mental and emotional health. • Emotions impact feelings and can influence decision-making and interactions with others. • Both positive and negative coping strategies exist, and making thoughtful choices promotes emotional resilience. 	<p>Learning Targets: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> • Explain the relationship between emotions, feelings, and mental health. • Identify and demonstrate a variety of healthy stress-management and coping techniques. • Recognize signs of emotional distress in themselves and others. • Describe the characteristics of a supportive environment that promotes mental and emotional well-being. • List trusted individuals and resources available for emotional and mental health support. • Reflect on how emotional health affects social interactions and personal decision-making.
Unit 2 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> • Stress management activities • Meditation/relaxation tips • Resiliency Lessons • Health Triangle Lesson • Conflict Resolution Activity 	<ul style="list-style-type: none"> • www.youtube.com • https://www.cdc.gov • https://www.cdc.gov/populationhealth/well-being/ • www.shapeamerica.org • Human Kinetics- Lesson Planning for Skills-Based Health Education
Unit 2 Suggested Options for Differentiation	
<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice 	

- Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
- Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
- Allow extended time for projects, assessments, and in-class activities
- Provide small-group reteaching sessions and frequent comprehension checks
- Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
- Modify physical health activities when necessary, ensuring safety and inclusivity
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
- Provide access to assistive technology and tools as outlined in the 504 plan
- Offer alternative seating or location for independent or group work when needed
- Allow oral responses or alternate project formats in place of written work
- Break larger projects into smaller, manageable checkpoints

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
- Break lessons into smaller, sequential parts with clear learning goals
- Use frequent progress monitoring and feedback to reinforce learning
- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
- Reduce the number of test items or modify question formats without altering standards

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks

- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Music
- Sex Education Workbook
- Glencoe Textbook
- YouTube
- Discovery Education

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others

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- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development

OCEAN ACADEMY CHARTER SCHOOL

Unit 3 Overview

Content Area: Health Education

Unit 3 Title: Social and Sexual Health

Duration: 3 days

Target Course/Grade Level: Grade 7

Unit 3 Introduction/Focus:

[NJDOE Comprehensive Health and Physical Education](#)

In this unit, students will explore the importance of inclusivity and respect for diversity in gender expression and sexual orientation. Understanding these differences helps create a welcoming and supportive environment where everyone feels valued and accepted. Through this exploration, students will learn how schools and communities can promote dignity and respect for all individuals, regardless of their identities or orientations.

The unit also focuses on how relationships are shaped by many factors, including individual behaviors and cultural influences. Students will examine different types of relationships: friendships, romantic, and sexual and learn to identify characteristics of healthy versus unhealthy relationships. They will develop communication skills that support respectful and positive interactions, and explore how culture and family experiences influence how people cope with change and difficult situations.

Finally, students will gain knowledge about making healthy decisions related to sexual activity. They will learn about consent, the impact of factors like self-esteem and substance use on decision-making, and different methods of contraception and safer sex. By the end of the unit, students will be equipped with the understanding and skills needed to foster inclusive environments, build healthy relationships, and make responsible choices about their sexual health.

Unit 3 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness- Healthy habits and behaviors are created by personal learning experiences,

knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity, Equity and Inclusion in accordance with N.J.S.A. 18A:35-4.36a o Evidence of integration within appropriate place(s) in the K-12 curriculum, providing instruction on diversity and inclusion that highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance (N.J.S.A. 18A:35-4.36a);

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The

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<p>State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services</p>	
<p>Practices for Comprehensive Health and Physical Education</p>	
<p>Relationship</p>	<p>Self -Awareness</p>
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly
<p>Unit 3 Focus Standards CHPE-NJSLS</p>	
<p>Disciplinary Concepts Social and Sexual Health (SSH)</p>	
<p>Core Ideas</p>	<p>Performance Expectations</p>
<p>Inclusive schools and communities are accepting of all people and make them feel welcome and included. 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community</p> <p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p>	<p>2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</p>
	<p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of genders, gender identities, gender expressions, and sexual orientation in the school community.</p>
	<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p>

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	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.
There are factors that contribute to making healthy decisions about sex.	2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
	2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
	2.1.8.SSH.9: Define vaginal, oral, and anal sex. (Sexual Contact as related to STI, understanding consent and personal safety)
	2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom)
	2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
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.	2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.	2.3.8.HCDM.6: Explain how the immune system fights disease. • 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Unit 3 Career Readiness, Life Literacies, and Key Skills

Disciplinary Concepts

Career Awareness and Planning (CAP)
Critical Thinking and Problem Solving (CT)
Global and Cultural Awareness (GCA)
Technology Literacy (TL)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual’s strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>

Unit 3 Evidence of Student Learning	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Google Classroom ● Google Forms ● Google Docs ● Google Slides ● Computers/Chromebooks ● Rubric scoring tests/projects ● Media presentations ● YouTube ● Discovery Education 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/Journal - Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit project options... present with a partner, create a video, options on who stars in the video
Unit 3 Knowledge and Skills	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I promote respect and dignity for all gender expressions and orientations in my community? ● What are the key differences between gender expression and sexual orientation? ● How do individual behaviors and external factors shape relationships in different settings? ● What are the characteristics of healthy versus unhealthy relationships? ● What influences the choices people make about sexual activity? ● How can culture and family experiences affect how people handle challenges and changes? 	
Content	Skills
<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Inclusive communities and schools help all individuals feel welcomed 	<p>Learning Targets: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Define and differentiate between gender expression and sexual orientation.

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<p>and respected regardless of gender identity or sexual orientation.</p> <ul style="list-style-type: none"> ● Relationships are influenced by a complex mix of personal behaviors, societal factors, and cultural backgrounds. ● Healthy communication skills are essential for resolving conflict and maintaining positive relationships. ● Making informed and respectful decisions about sex involves understanding consent, contraception, and personal readiness. ● Cultural differences shape how families and individuals cope with crisis, trauma, and change. ● Recognizing the differences between various types of relationships helps in making safe and respectful choices. 	<ul style="list-style-type: none"> ● Develop a plan to promote respect and dignity for all people within their school community. ● Identify and apply communication skills that support healthy and respectful relationships. ● Analyze and compare friendships, romantic relationships, and sexual relationships, noting their similarities and differences. ● Explain the importance of consent and identify factors that influence the ability to give or perceive consent. ● Describe effective contraception methods and how to reduce risks of unintended pregnancy and sexually transmitted infections. ● Examine how culture influences family coping strategies during difficult situations. ● Identify factors that influence decisions about engaging in sexual behaviors.
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Unit 3 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Powerpoint Presentations ● Guided Notes ● Group Discussions ● Group Project Assignments 	<ul style="list-style-type: none"> ● http://www.njahperd.org ● https://www.cdc.gov/ ● https://www.shapeamerica.org ● https://www.youtube.com ● Human Kinetics- Lesson Planning for Skills-Based Health Education

Unit 3 Suggested Options for Differentiation

<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials

- Modify physical health activities when necessary, ensuring safety and inclusivity
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Students with 504 Plans

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 - Encourage cross-curricular connections (science, technology, physical education, social studies)
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 - Encourage the use of native language resources at home to support health learning in English
-

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices

- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Discovery Education
- YouTube
- Teacher made worksheets
- Teacher made project

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

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- Demonstrate an awareness of the expectations for social interactions in a variety of settings

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- Develop, implement and model effective problem solving and critical thinking skills

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- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

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- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

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OCEAN ACADEMY CHARTER SCHOOL
Unit 4 Overview

Content Area: Health Education

Unit 4 Title: Community Health Services and Support

Duration: 2 Days

Target Course/Grade Level: Grade 7

Unit 4 Introduction/Focus:

NJDOE Comprehensive Health and Physical Education

In this unit, students will explore how understanding and accessing community resources can help address health issues at personal, family, and community levels. They will learn that health literacy, the ability to find, understand, and use health information, is essential in identifying solutions to health challenges. By becoming familiar with a variety of support systems and professionals available locally, students will gain confidence in seeking help when needed and in helping others do the same.

The unit also emphasizes the importance of advocacy and how individuals and groups can influence positive change in health policies and practices, both locally and globally. Students will develop skills to create and share advocacy plans, working collaboratively to address important health concerns, including those related to environmental changes like climate.

Additionally, students will examine the different ways people respond to difficult situations

based on their unique capacities, and they will identify sources of support within their community for mental and emotional well-being. Through this exploration, students will better understand how laws and resources protect young people's health and rights, particularly in sensitive areas such as sexual health and safety. This knowledge will empower students to make informed decisions and promote health and wellness for themselves and others.

Unit 4 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

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Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and

reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being

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<p>relationships</p> <ul style="list-style-type: none"> ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly
<p>Unit 4 Focus Standards CHPE-NJSLS</p>	
<p>Disciplinary Concepts Community Health Services and Support (CHSS)</p>	
<p>Core Ideas</p>	<p>Performance Expectations</p>
<p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p>	<p>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).</p> <p>2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. (Police Presentation)</p> <p>2.1.8.CHSS.3: Identify the state and federal laws related to minors’ access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</p> <p>2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources</p>

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<p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p>	<p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p>
<p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<p>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. (Mindfulness Sessions)</p>

Unit 4 Primary Interdisciplinary Connections [NJSLs ELA](#)

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Unit 4 [Computer Science and Design Thinking NJSLs](#)

Disciplinary Concepts
Ethics and Culture (EC)

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Interactions of Technology and Humans (ITH)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
<u>Unit 4 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts	
Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual's strengths, lifestyle goals, choices, and interests affect employment and income 	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why 	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues

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possible solutions for solving problems were or were not successful	and analyze the factors that led to a positive or negative outcome.
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>

Unit 4 Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
<ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Google Slides Computers/Chromebooks Rubric scoring tests/projects Media presentations YouTube Discovery Education Kahoot 	<p>Formative:</p> <ul style="list-style-type: none"> Teacher Observation Teacher Exit Tickets Verbal question & answer Written question & answer Self-evaluation of performance and progress Reflections/ Journal Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> Student participation Rubric score Final Exam Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> Baseline SGO Mid-year SGO End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> End of unit project options... present with a partner, create a video, options

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	on who stars in the video
Unit 4 Knowledge and Skills	
Essential Questions: <ul style="list-style-type: none"> • How do different people respond to health challenges based on their abilities and experiences? • Where can I find community resources to support health and well-being? • What is the importance of health literacy in solving health problems? • How can advocacy influence personal, family, community, and global health? • How can individuals become more aware of the tools and supports available to promote health? 	
Content	Skills
Enduring Understandings: <i>Students will know...</i> <ul style="list-style-type: none"> • Various community resources exist to support individuals' physical, mental, and emotional health. • Health literacy plays a crucial role in identifying and applying effective solutions to health issues. • Advocacy can bring meaningful improvements in health environments at many levels, from local to global. • People's capacities to handle health challenges differ, influencing their choices and actions. • Accessing and using diverse health resources strengthens community wellness. 	Learning Targets: <i>Students will be able to..</i> <ul style="list-style-type: none"> • Explain how to find and utilize school and community professionals who assist with health emergencies, sexual health, and life skills training. • Identify laws related to minors' rights, including consent to healthcare, confidentiality, and protections against exploitation and abuse. • Locate reliable sources of information about STIs, HIV prevention, and available treatment options. • Recognize trusted individuals and organizations that provide support for those facing harassment, abuse, or trafficking. • Work with peers to design strategies addressing health issues influenced by climate change. • Create and share an advocacy plan aimed at promoting health in their community or school. • Evaluate situations that might cause emotional distress and identify local agencies or individuals who can offer help.
Unit 4 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> • Powerpoint 	<ul style="list-style-type: none"> • http://www.njahperd.org

- Group Discussion
- Student/Teacher Discussion
- Guided Notes
- Visual Aids/Charts

- <https://www.shapeamerica.org>
- <https://cdc.gov>
- Human Kinetics- Lesson Planning for Skills-Based Health Education

Unit 4 Suggested Options for Differentiation

Special Education

- Break down abstract or sensitive health topics into smaller, concrete steps with guided practice
- Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
- Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
- Allow extended time for projects, assessments, and in-class activities
- Provide small-group reteaching sessions and frequent comprehension checks
- Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
- Modify physical health activities when necessary, ensuring safety and inclusivity
- Follow all IEP accommodations and modifications

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
- Provide access to assistive technology and tools as outlined in the 504 plan
- Offer alternative seating or location for independent or group work when needed
- Allow oral responses or alternate project formats in place of written work
- Break larger projects into smaller, manageable checkpoints

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
- Break lessons into smaller, sequential parts with clear learning goals
- Use frequent progress monitoring and feedback to reinforce learning
- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
- Reduce the number of test items or modify question formats without altering standards

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking

- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Discovery Education
- YouTube

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

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- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development

OCEAN ACADEMY CHARTER SCHOOL	
Unit 5 Overview	
Content Area: Health Education	
Unit 5 Title: Nutrition	Duration: 5 Days
Target Course/Grade Level: Grade 7	
Unit 5 Introduction/Focus:	
<u>NJDOE Comprehensive Health and Physical Education</u>	

This unit focuses on helping students understand the importance of healthy behaviors and their relationship to maintaining a healthy weight. Students will explore the factors that influence their food choices and learn how to design balanced nutritional plans that support their overall well-being. Through examining the impact of nutrition on mental, physical, and emotional health, students will gain insights into how healthy eating contributes to better performance in daily activities.

Students will also assess their own nutritional health and learn to recognize healthy versus unhealthy foods. By understanding both the short-term and long-term effects of healthy eating, they will be encouraged to start adopting positive eating habits early in life. This unit aims to empower students to make informed food choices that enhance their health and quality of life.

Unit 5 Disciplinary Concepts CHPE

•2.1 Personal and Mental Health

Personal Growth and Development-

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Emotional Health-

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

•2.2 Physical Wellness

Movement skills and concepts- Include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures).

Physical Fitness- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self

expression, social interaction, and enjoying movement in a safe and healthy environment.

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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Practices for Comprehensive Health and Physical Education	
Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly
Unit 5 Focus Standards CHPE-NJSLS	
Disciplinary Concepts: Nutrition	
Core Ideas	Performance Expectations
<p>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p>	<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)</p>
<p>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)).</p>	<p>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</p>
Unit 5 Primary Interdisciplinary Connections NJSLS_ELA	

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Unit 5 Computer Science and Design Thinking NJSL

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> • Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> • Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues

Unit 5 Career Readiness, Life Literacies, and Key Skills

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Disciplinary Concepts Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual’s strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful 	<p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a</p>

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<p>presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p>real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>
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Unit 5 Evidence of Student Learning
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<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Google Classroom ● Google Forms ● Google Docs ● Google Slides ● Computers/Chromebooks ● Rubric scoring tests/projects ● Media presentations ● YouTube ● Discovery Education ● Kahoot 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/ Journal - Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit project options... present with a partner, create a video, options on who stars in the video
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Unit 6 Knowledge and Skills

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is starting a healthy eating lifestyle important at this stage in life? ● How does healthy eating influence mental, physical, and emotional well-being? ● What are the immediate and long-term benefits of maintaining a balanced diet? ● What factors affect how people make choices about their meals? ● How would I evaluate my own nutritional health on a scale from 1 to 10?

Content	Skills
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<p>Enduring Understandings: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Choosing nutritious foods supports overall 	<p>Learning Targets: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Recognize the difference between
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<p>wellness and helps maintain a healthy weight.</p> <ul style="list-style-type: none"> ● Various personal, social, and environmental factors influence meal choices. ● Balanced eating habits positively impact physical health, mental clarity, and emotional stability. ● Regular assessment of personal nutrition can guide healthier lifestyle decisions. ● Healthy eating habits developed early can lead to long-lasting benefits. 	<p>healthy and unhealthy food options.</p> <ul style="list-style-type: none"> ● Create a personalized meal plan that promotes a healthy lifestyle and supports their well-being. ● Identify behaviors that contribute to maintaining a healthy weight. ● Evaluate their current nutritional habits and determine areas for improvement. ● Explain how nutritious eating affects their body, mind, and emotions.
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Unit 5 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Make a meal plan ● Kahoot ● Pamphlet/Poster on the benefits of healthy eating (Persuasive) ● Assessment of current nutrition and at least one goal to aim for ● Analyze Food Labels - Get to Know Nutrition Facts ● Diet & Nutrition Activity Workbook Worksheets 	<ul style="list-style-type: none"> ● http://www.njahperd.org ● https://www.nj.gov/education ● https://www.myplate.gov/ ● https://kahoot.com/ ● Human Kinetics- Lesson Planning for Skills-Based Health Education

Unit 5 Suggested Options for Differentiation

<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity ➤ Follow all IEP accommodations and modifications <hr/> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> ➤ Offer extended time and flexible deadlines for projects, essays, or assessments ➤ Provide access to assistive technology and tools as outlined in the 504 plan

- Offer alternative seating or location for independent or group work when needed
- Allow oral responses or alternate project formats in place of written work
- Break larger projects into smaller, manageable checkpoints

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
- Break lessons into smaller, sequential parts with clear learning goals
- Use frequent progress monitoring and feedback to reinforce learning
- Pair with peer mentors or study buddies for accountability and review
- Provide access to supplemental resources (videos, simplified texts, interactive online practice)
- Reduce the number of test items or modify question formats without altering standards

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
- Encourage participation in debates, simulations, and problem-based learning activities
- Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
- Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
- Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
- Encourage cross-curricular connections (science, technology, physical education, social studies)

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work
- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)

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- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Nutrition labels
- My Plate
- Diet & Nutrition Activity Workbook
- Discovery Education
- Kahoot

Teacher Notes: Give plenty of support and feedback during the final project development

OCEAN ACADEMY CHARTER SCHOOL
Unit 6 Overview

Content Area: Health Education

Unit 6 Title: Personal Safety
Duration: 3 Days

Target Course/Grade Level: Grade 7

Unit 6 Introduction/Focus:

[NJDOE Comprehensive Health and Physical Education](#)

This unit focuses on helping students recognize and respond to dating violence and understanding the importance of being responsible digital citizens. Students will explore how to identify risk factors in various situations and learn strategies to reduce negative impacts on themselves and others. They will also examine different forms of sexual and interpersonal violence, understanding their effects on mental and sexual health.

In addition, students will develop skills to maintain healthy behaviors and build positive interpersonal relationships. The unit highlights the critical role of consent and the laws designed to protect individuals from harm. It also addresses the influence of technology and social media on relationships, emphasizing the importance of digital safety in today's connected world. Through this learning, students will gain the knowledge and tools needed to make safe, respectful choices and support themselves and others in maintaining healthy, violence-free interactions.

Unit 6 Disciplinary Concepts CHPE

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable

or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services

Practices for Comprehensive Health and Physical Education

Relationship

Self -Awareness

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<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly
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Unit 6 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts
Personal Safety (PS)

Core Ideas	Performance Expectations
<p>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.</p>	<p>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)</p>
<p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p>	<p>2.3.8.PS.2: Define sexual consent and sexual agency.</p> <p>2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p> <p>2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p>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).</p>
<p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</p>

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	2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
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.	2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

Unit 6 Primary Interdisciplinary Connections [NJSLs ELA](#)

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, 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, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Unit 6 [Computer Science and Design Thinking NJSLs](#)

Disciplinary Concepts

[Ethics and Culture \(EC\)](#)

[Interactions of Technology and Humans \(ITH\)](#)

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Effects of Technology on the Natural World (ETW)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
<u>Unit 6 Career Readiness, Life Literacies, and Key Skills</u>	
Disciplinary Concepts	
Career Awareness and Planning (CAP) Critical Thinking and Problem Solving (CT) Global and Cultural Awareness (GCA) Technology Literacy (TL)	
Core Ideas	Performance Expectations
<ul style="list-style-type: none"> An individual's strengths, lifestyle goals, choices, and interests affect employment and income 	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why 	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues

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<p>possible solutions for solving problems were or were not successful</p>	<p>and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>

Unit 6 Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Docs Google Slides Computers/Chromebooks Rubric scoring tests/projects Media presentations YouTube Discovery Education Kahoot 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> Teacher Observation Teacher Exit Tickets Verbal question & answer Written question & answer Self-evaluation of performance and progress Reflections/ Journal Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> Student participation Rubric score Final Exam Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> Baseline SGO Mid-year SGO End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> End of unit project options... present with a partner, create a video, options
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	on who stars in the video
Unit 6 Knowledge and Skills	
Essential Questions: <ul style="list-style-type: none"> • What behaviors and warning signs can help me recognize unhealthy or risky situations? • How do sexual and interpersonal violence affect individuals emotionally and physically? • In what ways does digital communication impact the quality and safety of relationships? • How can understanding and practicing consent protect people in their relationships? • What tools and actions can I use to foster healthy and respectful interactions? 	
Content	Skills
Enduring Understandings: <i>Students will know...</i> <ul style="list-style-type: none"> • Laws and social norms exist to protect individuals from sexual and interpersonal violence. • Technology can both support and challenge healthy relationship building and communication. • Being able to identify unsafe or harmful behaviors is critical to personal safety. • Respectful relationships depend on clear communication, consent, and healthy choices. • Developing strong personal boundaries and coping skills helps maintain emotional and physical well-being. 	Learning Targets: <i>Students will be able to..</i> <ul style="list-style-type: none"> • Recognize signs and factors that may contribute to dating violence, including digital risks like sexting or cyberbullying. • Explain the effects of sexual violence on mental and physical health and identify related legal protections. • Analyze the role technology and social media play in shaping relationships and safety concerns. • Practice decision-making and communication strategies to create and maintain respectful relationships. • Identify resources and supports available for individuals experiencing interpersonal violence or digital safety issues.
Unit 6 Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> • Evaluate sample social media posts & make connections/improvements to own personal media • Design persuasive project to educate peers about dangers of technology • Powerpoint • Group Discussions • Guided Notes 	<ul style="list-style-type: none"> • https://www.youtube.com • https://childnet.com
Unit 6 Suggested Options for Differentiation	

Special Education

- Break down abstract or sensitive health topics into smaller, concrete steps with guided practice
 - Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention)
 - Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks
 - Allow extended time for projects, assessments, and in-class activities
 - Provide small-group reteaching sessions and frequent comprehension checks
 - Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials
 - Modify physical health activities when necessary, ensuring safety and inclusivity
 - Follow all IEP accommodations and modifications
-

Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
 - Provide access to assistive technology and tools as outlined in the 504 plan
 - Offer alternative seating or location for independent or group work when needed
 - Allow oral responses or alternate project formats in place of written work
 - Break larger projects into smaller, manageable checkpoints
-

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
 - Break lessons into smaller, sequential parts with clear learning goals
 - Use frequent progress monitoring and feedback to reinforce learning
 - Pair with peer mentors or study buddies for accountability and review
 - Provide access to supplemental resources (videos, simplified texts, interactive online practice)
 - Reduce the number of test items or modify question formats without altering standards
-

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
 - Encourage participation in debates, simulations, and problem-based learning activities
 - Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
 - Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
 - Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
 - Encourage cross-curricular connections (science, technology, physical education, social studies)
-

Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
- Provide sentence frames and word banks for discussions and written tasks
- Pair with bilingual peers or language buddies for collaborative work

- Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
- Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
- Encourage the use of native language resources at home to support health learning in English

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)
- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Teacher Made Worksheets
- Dating Violence Worksheets
- Be Safe Be Smart Online

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others

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- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development

OCEAN ACADEMY CHARTER SCHOOL
Unit 7 Overview

Content Area: Health Education

**Unit 7 Title: Alcohol, Tobacco and Other Drugs
Dependency, Substance and
Treatment**

Duration: 5 days

Target Course/Grade Level: Grade 7

Unit 7 Introduction/Focus:

[NJDOE Comprehensive Health and Physical Education](#)

This unit explores the impact of drugs and alcohol on individuals, families, and communities, while encouraging students to make informed and healthy decisions. Students will examine the short-term and long-term effects of drug use, including its impact on physical, mental, and emotional health. The curriculum also highlights the connection between substance abuse and

decision-making, illness, risky behaviors, and addiction.

Students will learn to differentiate between over-the-counter medications, prescription drugs, and illegal substances, and will evaluate how misuse and abuse of these substances can lead to serious consequences. This unit also introduces the concept of addiction and the stages that lead to dependency, as well as treatment options and recovery pathways. Students will be encouraged to assess real-world scenarios, use refusal skills in social situations, and understand the rewards of living a drug-free lifestyle.

Additionally, the unit will cover the role of support services available in schools and communities to help individuals and families affected by substance use. By the end of the unit, students will be more equipped to identify harmful substances, understand their effects, avoid risky situations, and seek help when needed.

Unit 7 Disciplinary Concepts CHPE

•2.3 Safety

Health Conditions, Diseases and Medicines-

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

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LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

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Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

Practices for Comprehensive Health and Physical Education

Relationship	Self -Awareness
<ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict 	<ul style="list-style-type: none"> ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle ● Making decisions ● Managing-self ● Setting goals ● Using technology tools responsibly

Unit 7 Focus Standards [CHPE-NJSLS](#)

Disciplinary Concepts
Alcohol, Tobacco, and Other Drugs (ATD)
Dependency, Substance Disorder, and Treatment (DSDT)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> ● The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. 	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.

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	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.
<ul style="list-style-type: none"> 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 	<p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>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.</p>
<ul style="list-style-type: none"> The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. 	<p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>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</p>

Unit 7 Primary Interdisciplinary Connections [NJSLs ELA](#)

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, 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, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Unit 7 Computer Science and Design Thinking NJSLS

Disciplinary Concepts

Ethics and Culture (EC)

Interactions of Technology and Humans (ITH)

Effects of Technology on the Natural World (ETW)

Core Ideas	Performance Expectations
<ul style="list-style-type: none"> Technological disparities have consequences for public health and prosperity. 	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies
<ul style="list-style-type: none"> Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems. 	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
Unit 7 <u>Career Readiness, Life Literacies, and Key Skills</u>	

Disciplinary Concepts

Career Awareness and Planning (CAP)

Critical Thinking and Problem Solving (CT)

Global and Cultural Awareness (GCA)

Technology Literacy (TL)

Core Ideas	Performance Expectations

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<ul style="list-style-type: none"> An individual’s strengths, lifestyle goals, choices, and interests affect employment and income 	<p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
<ul style="list-style-type: none"> Multiple solutions often exist to solve a problem. 	<p>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
<ul style="list-style-type: none"> An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful 	<p>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p>
<ul style="list-style-type: none"> Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 	<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>
<ul style="list-style-type: none"> Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 	<p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p>
<p>Unit 7 Evidence of Student Learning</p>	
<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> Google Classroom 	<p>Other Assessments</p> <p>Formative:</p>

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<ul style="list-style-type: none"> ● Google Forms ● Google Docs ● Google Slides ● Computers/Chromebooks ● Rubric scoring tests/projects ● Media presentations ● YouTube ● Discovery Education ● Kahoot 	<ul style="list-style-type: none"> - Teacher Observation - Teacher Exit Tickets - Verbal question & answer - Written question & answer - Self-evaluation of performance and progress - Reflections/Journal - Class Discussion <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Final Exam - Final Project of teaching the class, rubric provided <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative</p> <ul style="list-style-type: none"> - End of unit project options... present with a partner, create a video, options on who stars in the video
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Unit 7 Knowledge and Skills

Essential Questions:

- How does drug and alcohol use affect individuals physically, mentally, socially, and emotionally?
- What are some strategies I can use to avoid drug use or pressure from others?
- What are the differences between prescription, over-the-counter, and illegal drugs?
- How does addiction develop, and what does the process of recovery look like?
- What services or resources are available for individuals and families affected by substance abuse?
- What are the consequences of misusing or abusing common medications or substances?
- Why is it important to understand the short- and long-term effects of substance use?

Content

Skills

Enduring Understandings:

Students will know...

- Misusing drugs and alcohol can lead to serious health, emotional, and social consequences.

Learning Targets:

Students will be able to..

- Compare and interpret labels on prescription and over-the-counter medications.

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<ul style="list-style-type: none"> ● The ability to recognize risk and use refusal skills is key to staying drug-free. ● Addiction is a progressive condition that affects both individuals and families. ● Knowing the difference between types of substances helps in making safer choices. ● Decision-making skills play a critical role in avoiding risky behaviors. ● Effective treatment and recovery options exist and can support individuals in overcoming addiction. ● Community and school resources are available to support substance abuse prevention and recovery. 	<ul style="list-style-type: none"> ● Recognize various types of drugs, including commonly abused substances, and describe their effects. ● Explain the physical, emotional, and social consequences of drug and alcohol use. ● Describe the stages of addiction and explain how addiction can impact relationships and decision-making. ● Identify how injected drug use increases risk for diseases such as HIV/AIDS and hepatitis. ● Practice refusal skills through role-play to resist peer pressure in real-life situations. ● List potential side effects and risks associated with different drugs. ● Research and evaluate local and national treatment options and support services for substance abuse.
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Unit 7 Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Project Based Learning ● Partner teaching with a peer ● Chromebooks ● Group Discussions ● Guided Notes 	<ul style="list-style-type: none"> ● https://www.cdc.gov ● https://www.youtube.com ● https://www.kidshealth.org

Unit 7 Suggested Options for Differentiation

<p>Special Education</p> <ul style="list-style-type: none"> ➤ Break down abstract or sensitive health topics into smaller, concrete steps with guided practice ➤ Provide graphic organizers, study guides, and guided notes for complex concepts (e.g., nutrition, human development, substance abuse prevention) ➤ Offer alternative assessments (presentations, projects, visuals) in place of lengthy written tasks ➤ Allow extended time for projects, assessments, and in-class activities ➤ Provide small-group reteaching sessions and frequent comprehension checks ➤ Use assistive technology (text-to-speech, speech-to-text, visual supports) to increase access to materials ➤ Modify physical health activities when necessary, ensuring safety and inclusivity
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- Follow all IEP accommodations and modifications
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Students with 504 Plans

- Offer extended time and flexible deadlines for projects, essays, or assessments
 - Provide access to assistive technology and tools as outlined in the 504 plan
 - Offer alternative seating or location for independent or group work when needed
 - Allow oral responses or alternate project formats in place of written work
 - Break larger projects into smaller, manageable checkpoints
-

Students at Risk of Failure

- Provide structured outlines and templates for written assignments or projects
 - Break lessons into smaller, sequential parts with clear learning goals
 - Use frequent progress monitoring and feedback to reinforce learning
 - Pair with peer mentors or study buddies for accountability and review
 - Provide access to supplemental resources (videos, simplified texts, interactive online practice)
 - Reduce the number of test items or modify question formats without altering standards
-

Gifted and Talented

- Offer opportunities for independent research or long-term projects in areas such as community health, mental wellness, or global health issues
 - Encourage participation in debates, simulations, and problem-based learning activities
 - Provide leadership roles in health campaigns, peer mentoring, or collaborative projects
 - Differentiate assignments to allow for deeper analysis, synthesis, and evaluation (e.g., designing a school health initiative)
 - Use higher-order questioning (evaluate, justify, critique, propose solutions) to challenge thinking
 - Encourage cross-curricular connections (science, technology, physical education, social studies)
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Multilingual Learners (MLs)

- Pre-teach and reinforce specialized health vocabulary (nutrition, safety, anatomy, decision-making terms) with visuals and real-world examples
 - Provide sentence frames and word banks for discussions and written tasks
 - Pair with bilingual peers or language buddies for collaborative work
 - Allow oral presentations, visual projects, or demonstrations as alternatives to writing-intensive tasks
 - Supplement instruction with visuals, multimedia, and hands-on activities to clarify abstract concepts
 - Encourage the use of native language resources at home to support health learning in English
-

Diversity and Inclusion

- Incorporate diverse cultural perspectives on health, nutrition, family roles, and wellness practices
- Provide alternative assignments when topics conflict with cultural or religious beliefs (e.g., human development, diet)

- Display inclusive materials that reflect varied student identities and family structures
- Foster respectful discussions on sensitive topics (mental health, puberty, peer pressure, substance use)
- Encourage family engagement in projects (e.g., creating a family wellness plan)
- Ensure classroom routines and expectations promote a safe and supportive environment where all voices are valued

Core Instructional and Supplemental Materials

- Chromebooks
- Teacher Made Resources
- Discovery Education
- YouTube
- Kahoot

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>

Teacher Notes:

- Give plenty of support and feedback during the final project development