

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

**Moorestown William Allen Middle School  
Health and Physical Education**

**Health Education  
*Grade 7***

**Date: February 2020**

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## **Course Description and Fundamental Concepts**

The seventh grade curriculum focuses on the social aspects of student development. nutrition, conflict and violence prevention, peer pressure, bullying, drugs and alcohol, and personal growth. Students participate in discussions and class activities that help them to make healthy decisions for their future. Individual and group projects are included.

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### Subject/Content Standards

2020 Comprehensive Health and PE Standards:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf>

*Include grade appropriate subject/content standards that will be addressed*

Unit Addressed	Standard #	Standard Description
4,5	2.1.8.PGD.1:	Explain how appropriate health care can promote personal health.
1-7	2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health
1, 3, 5	2.1.8.EH.1:	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2, 3, 5	2.1.8.EH.2:	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
1, 2	2.1.8.SSH.3:	Demonstrate communication skills that will support healthy relationships.
2, 5, 7	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.
1-3, 5	2.3.8.PS.7:	Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).
6	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.
6	2.3.8.ATD.2:	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
6	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.
3, 5, 6	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.

1, 2, 3	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
4	2.2.8.N.1:	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
4, 5	2.2.8.N.2:	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
4	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.
4, 7	2.2.8.N.4	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

### **English Companion Standards**

*List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.*

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
1, 3	<b>NJSLSA.R3</b>	<i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text</i>
1, 3	<b>NJSLSA.R6</b>	<i>Assess how point of view or purpose shapes the content and style of a text.</i>
2, 5	<b>NJSLSA.R2</b>	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
4, 7	<b>NJSLSA.R1</b>	<i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</i>
4, 6	<b>NJSLSA.R7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
4, 7	<b>RH.6-8.7</b>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

4	RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
6	RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
4, 6	RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
4, 6	NJSLSA.W 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4, 6	NJSLSA.W 7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

### 21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		<b>Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>
<b>Unit Addressed</b>	<b>Strand Letter</b>	<b>Standard Description</b>
4-6	Strand A	<b>Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
1-3, 5,6	Strand B	<b>Creativity and Innovation:</b> <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
1-7	Strand C	<b>Communication and Collaboration:</b> <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
1-3, 5	Strand D	<b>Digital Citizenship:</b> <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>

4-7	<b>Strand E</b>	<b>Research and Information Fluency:</b> <i>Students apply digital tools to gather, evaluate, and use information.</i>
1-7	<b>Strand F</b>	<b>Critical thinking, problem-solving, and decision making:</b> <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
<b>Standard 8.2 (K-5)</b>		<b>Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
1, 2, 4, 6	<b>Strand A</b>	<b>The Nature of Technology: Creativity and Innovation:</b> <i>Technology systems impact every aspect of the world in which we live.</i>
1, 3, 4	<b>Strand B</b>	<b>Technology and Society:</b> <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
1, 3	<b>Strand C</b>	<b>Design:</b> <i>The design process is a systematic approach to solving problems.</i>
4, 6	<b>Strand D</b>	<b>Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
1-3	<b>Strand E</b>	<b>Computational Thinking: Programming:</b> <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

### Career Ready Practices (Standard 9)

List appropriate units below for which CRPs will be addressed

Unit Addressed	Standard #	Standard Description
1-7	<b>CRP1</b>	<i>Act as a responsible and contributing citizen and employee.</i>
1-7	<b>CRP2</b>	<i>Apply appropriate academic and technical skills.</i>



4-7	<b>CRP3</b>	<i>Attend to personal health and financial well-being.</i>
1-4	<b>CRP4</b>	<i>Communicate clearly and effectively and with reason.</i>
1-7	<b>CRP5</b>	<i>Consider the environmental, social and economic impacts of decisions.</i>
1-3, 6	<b>CRP6</b>	<i>Demonstrate creativity and innovation.</i>
4-7	<b>CRP7</b>	<i>Employ valid and reliable research strategies.</i>
5-6	<b>CRP8</b>	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
1-3, 5-6	<b>CRP9</b>	<i>Model integrity, ethical leadership, and effective management.</i>
1, 3, 5	<b>CRP10</b>	<i>Plan education and career paths aligned to personal goals.</i>
4, 6	<b>CRP11</b>	<i>Use technology to enhance productivity.</i>
1-3	<b>CRP12</b>	<i>Work productively in teams while using cultural global competence</i>

### **Interdisciplinary Connections**

*List any other content standards addressed as well as appropriate units*

### **Visual & Performing Arts Integration (Standard 1)**

*List appropriate units below for which standards (1.1 through 1.4) may be addressed*

<b>Unit Addressed</b>	<b>Standard #</b>	<b>Standard Description</b>
<b>2</b>	<b>Standard 1.1</b>	<b>The Creative Process:</b> <i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.</i>
<b>1, 4</b>	<b>Standard 1.2</b>	<b>History of the Arts and Culture:</b> <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i>
<b>1</b>	<b>Standard 1.3</b>	<b>Performing/Presenting/Producing:</b> <i>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.</i>

<b>1</b>	<b>Standard 1.4</b>	<b>Aesthetic Responses &amp; Critique Methodologies:</b> <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.</i>
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**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Week (w/Approx number of Teaching Days)</b>
<b>Communication Skills</b>	<b>1-2 (5 days)</b>
<b>Bullying</b>	<b>3-4 (5 days)</b>
<b>Values/Character Education/Decision Making</b>	<b>5-6 (5 days)</b>
<b>Digestive System/Nutrition/Eating Disorders</b>	<b>7-12 (10 days)</b>
<b>Mental/Emotional Health</b>	<b>13-14 (5 days)</b>
<b>Nicotine, Alcohol, Vaping, and other drugs.</b>	<b>15-18 (7 days)</b>
<b>Personal Growth and Development</b>	<b>19-20 (5 days)</b>

## Units Scope and Sequences

### **Unit Name: Communication Skills**

#### **Step 1 – Desired Results: What do I want my students to learn?**

##### **Standards**

[NJSLs](#) - List standards that are addressed in this unit  
2.1.8.PGD.1, 2.1.8.PGD.2, 2.1.8.PGD.3, 2.1.8.PGD.4

[NJSLs - Technology Integration Standards](#)

Strand B and Strand C

[NJSLs - College and Career Ready Practices](#)

CRP 1, CRP 4, CRP 8, CRP 12

[NJSLs - Interdisciplinary Standards](#)

1.3

##### **Unit Big Ideas:**

##### **(What Fundamental Concepts Should be Learned during this Unit?)**

- Origins of personality: Heredity, Environment - family, friends, school influences, experiences.
- Communication is based on something that conveys meaning, and it may be either verbal or nonverbal.
- Messages can be sent by various methods.

##### **Objectives**

*Students will be able to...*

Understand the importance of good communication skills.

- Use effective listening and communication techniques.
- Understand how nonverbal communication skills affect communication in the classroom, at home, and in future endeavors.
- Recognize how to express negative feelings in socially acceptable ways.
- Find ways to work with peers in challenging situations.

**Unit Name: Bullying**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

[NJSLS](#) - List standards that are addressed in this unit

2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.SSH.2

[NJSLS - Technology Integration Standards](#)

Strand D

[NJSLS - College and Career Ready Practices](#)

CRP1, CRP4, CRP9

[NJSLS - Interdisciplinary Standards](#)

1.1

**Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- Identifying the 3 main types of bullying: Direct, Indirect, and Cyberbullying
- Identify what NJ’s HIB laws are and what they mean.

**Objectives**

*Students will be able to:*

- Identify the key traits of bullying
- Recognize what is and what is not considered bullying
- Understand various reasons someone may bully.
- Importance and role of a bystander.
- Recognize ways someone can help a victim.
- Understand cyberbullying and its impact on individuals.
- Identify and understand emotional resilience and how to build resilience
- Identify the importance of reporting bullying and how to report.

**Unit Name:VALUES/CHARACTER EDUCATION/DECISION MAKING**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

[NJSLS](#) - List standards that are addressed in this unit

2.1.8.PGD.4, 2.1.8.EH.2

[NJSLS - Technology Integration Standards](#)

Strand B and Strand C

[NJSLS - College and Career Ready Practices](#)

CRP1, CRP3, CRP8, CRP9

[NJSLS - Interdisciplinary Standards](#)

(N.J.S.A. 18A:35-4.34)

**Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- Understand how our values are established.
- Recognize that values acquired from family, culture, friends and experience impact you and those around you.
- Recognizing that values can play a role in current and future decision making.
- Examine the relationship between values and behavior.
- Understand the variety of decision making techniques and the potential outcomes that may arise from those decisions.

**Objectives**

*Students will be able to...*

- Identify individual specific values based on importance.
- Assess if their specific value was established through family, friend, culture, or experience.
- Explain how values may change over time with age.
- Identify various ways to problem-solve common conflicts.
- Understand the responsible decision making model and why it is important.
- Evaluate and apply various decision making techniques an reflect on past decision making scenarios

**Unit Name: DIGESTIVE SYSTEM / NUTRITION / EATING HABITS**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

[NJSLS](#) - List standards that are addressed in this unit

2.2.8.N.1, 2.2.8.N.2, 2.2.8.N.3, 2.2.8.N.4

[NJSLS - Technology Integration Standards](#)

Strands: A, B, C, E

[NJSLS - College and Career Ready Practices](#)

CRP3, CRP7, CRP11

[NJSLS - Interdisciplinary Standards](#)

NJSLSA.R7, RH.6-8.7, RST.6-8.3

**Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- **Identify ways in which we get energy through food**
- **Identify the consumption, breakdown, absorption, and delivery of calories and nutrients throughout the body**
- **Understand problems and diseases associated with the digestive system**

**Objectives**

*Students will be able to...*

- **Identify mechanical vs. chemical digestion**
- **Identify the differences between sources of energy/calories (Carbohydrates, Protein, Fat)**
- **Understand how nutrients are delivered throughout the body**
- **Analyze how different nutrients affect our bodies in various ways**

**Unit Name: MENTAL HEALTH**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

[NJSLs](#)

2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.SSH.6, 2.1.8.CHSS.8

[NJSLs - Technology Integration Standards](#)

*Strand C, Stand F*

[NJSLs - College and Career Ready Practices](#)

*CRP4, CRP8, CRP11*

[NJSLs - Interdisciplinary Standards](#)

*RH.6-8.7*

*RST.6-8.7*

**Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- **Understanding how mental and emotional health are essential aspects of life.**
- **The importance of maintaining balance with regard to emotional health.**
- **Mental health is a state of being and everyone falls somewhere on a continuum.**

**Objectives**

*Students will be able to...*

- **Identify the domains of health and relate them to everyday living.**
- **Understand that personality is an individual's total make-up, is complex and capable of change**
- **Realize that problems are common to all people. How we respond to these problems is important to personality development.**
- **Identify how people who failed to develop positive problem solving techniques may resort to crutches; one of which may lead to addiction.**
- **How problem solving includes making intelligent (logical) evaluations of peer-group standards**



**Unit Name: ALCOHOL/NICOTINE**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

[NJSLs](#) - List standards that are addressed in this unit

- 2.1.8.SSH.8:
- 2.3.8.ATD.1:
- 2.3.8.ATD.2:
- 2.3.8.ATD.3:
- 2.3.8.ATD.4:
- 2.3.8.DSDT.1:
- 2.3.8.DSDT.3:
- 2.3.8.DSDT.4:

[NJSLs - Technology Integration Standards](#)

Strand C and Strand E

[NJSLs - College and Career Ready Practices](#)

CRP3, CRP7

[NJSLs - Interdisciplinary Standards](#)

1.1, 1.3

NJSLSA.R7

RST.6-8.3

NJSLSA.W1

NJSLSA.W7

**Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- **Students will understand the difference between Over-The-Counter (OTC) and Prescription drugs, which will include ideas such as use, misuse, and abuse.**
- **Students will identify and recognize the various ways that drugs can enter the body**
- **Students will describe and analyze the dangers associated with drug use.**

**Objectives**

*Students will be able to...*

- **Understand the difference between use, misuse, and abuse.**
- **Identify OTC drugs vs. Prescription Drugs, and understand the differences between the two.**
- **Compare and Contrast the various ways that drugs enter your body and the difference in effect that each provides.**
- **Identify similarities and differences between vaping and smoking and how nicotine is absorbed into the body.**
- **Recognize peer pressure and apply refusal skills to maintain a healthy lifestyle.**

**Unit Name: PERSONAL GROWTH AND DEVELOPMENT**

**Step 1 – Desired Results: What do I want my students to learn?**

**Standards**

[NJSLs](#) - List standards that are addressed in this unit

2.1.8.PGD.1

2.1.8.PGD.2

2.1.8.PGD.3

2.1.8.PGD.4

[NJSLs - Technology Integration Standards](#)

Strand C, Strand D, Strand F

[NJSLs - College and Career Ready Practices](#)

CRP1, CRP4, CRP3, CRP5, CRP9, CRP10

[NJSLs - Interdisciplinary Standards](#)

NJSLSA.W1

**Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- Analyze how hormones, nutrition, and environment can influence physical, social, and emotional changes that occur during puberty.
- How an individual's health at different life stage is dependent on heredity, environmental factors and lifestyle choices.

**Objectives**

*Students will be able to...*

- Describe the stages of puberty for both genders.
- Discuss the differences in puberty between males and females.
- Understand how genetics and heredity are different from the environment in their effects on puberty.

Please contact content supervisor for any questions.