TOWNSHIP OF UNION PUBLIC SCHOOLS

Grade 7
Health

Adopted
September 19th, 2023

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit 1

Unit Title: – Personal Growth and Development

Grade level: Grade 7   **Timeframe: 14 Days**

Rationale

Personal Growth and Development will focus on the emotional, sexual, and personal health of the students. Students will be expected to learn the importance of emotional health and the impact it has on the whole student. The students will examine emotional management strategies and coping skills. The students will analyze the relationship between healthy behaviors and personal health as well as ways to promote a healthy lifestyle. The students will analyze healthy sexual relationships and the different relationships that can occur in society.

Focus Questions

How can improving social skills contribute to one's overall wellness?

Why is it important to recognize healthy and unhealthy relationships?

What makes communication effective?

Why is it important to learn how to manage stress and anxiety?

How does having positive self-esteem contribute to one's quality of life and future?

 How can one benefit by being open to new ideas?

What is the importance of lifelong learning?

Why is it important to have a sense of meaning and purpose in life?

 How can you stay true to your values and beliefs?

Standards (Taught and Assessed):

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. COMMUNITY HEALTH SERVICES AND SUPPORT

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

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

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

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

Highlighted Career Ready Practices and 21st Century Themes/Skills

Social-Emotional Learning Competencies

Self Awareness
Self Management
Social Awareness
Responsible Decision Making
Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

	GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk: Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Wellness	Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness. Investigate different case scenarios and how food choices/supplements impact total well-being. Evaluate the impact of marketing techniques of new nutritional products and supplements. Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one's physical, social, emotional wellness.	Role play scenarios Teacher observation Responses to worksheet tasks Forced choice activities Game activities Case studies Concept mapping Small group work	**Activities:** Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifetime. Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements. Have students write a fictional story about how to adjust to a new situation.	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction,

	Examine how personal assets and protective factors support healthy, social and emotional development			and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed
Social	Examine how personal assets and protective factors support healthy, Social and emotional development Make recommendations to resolve your body responds to incidences of school and community, stress, conflict, violence, harassment, gang violence, discrimination, and bullying.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialog ues Written Responses Journals	**Activity:** Have students write a fictional story about how to adjust to a new situation.	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios

				At Risk:Individualized as needed IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed
Mental and Physical Healthy	Examine how personal assets and protective factors support healthy social and emotional development. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. Determine factors that influence food choices and eating patterns.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses Journals	**Activity:** "I am special" Review positive characteristics traits. Students can create personal Poems about themselves regarding their self-esteem. Time to shop "using a flier from a local grocery store. Students will create a meal either breakfast, lunch, or dinner which must include all components of the food pyramid. Their budget is $10.00 Identifying the benefits of exercise, students will pick one benefit to promote and create an advertisement for exercise and or/ fitness.	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Unit 2

Unit Title: Emotional Wellness-Alcohol, Tobacco, and Other Drugs

Grade level: Grade 7   Timeframe: 10 Days

Rationale

Emotional health is an essential component of the well rounded students. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learning. Student learning will center around student emotional behavior, moods, emotions and decision making. Lessons on Alcohol, Tobacco, and other Drugs and how they play a role in emotional health will be a focus in this unit.

Focus Questions

Why is it crucial for someone to use medicines responsibly?

Standards

Standards (Taught and Assessed):

2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.

2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

Social-Emotional Learning Competencies
    Self Awareness
    Self Management
    Social Awareness
    Responsible Decision Making
    Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Drugs and Medicines	Medicines must be used correctly in order to be safe and have maximum benefit. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. There are common indicators, stages and influencing factors of chemical dependency. Compare and contrast short and long term effects and the potential for abuse of commonly used over-the· counter and prescription medicines and herbal and medicinal supplements, and long-term effects and the potential for abuse of commonly used over-the counter and prescription medicines and herbal and medicinal supplements. Explain the system of drug classification and why it is useful in preventing substance abuse.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	**Activities:** How do I determine whether or not a medication will be effective? Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? How do I make the "right" decisions in the face of peer, media and other pressures? Why does one person become an addict and another does not? Drug Refusal skills worksheet	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed

	Have students work in pairs to classify drugs and help prevent substance abuse.		

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Informal Observations/Dialogues Written Responses	

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Unit 3

Unit Title: Social and Sexual Health

Grade level: Grade 7	Timeframe: 11 Days

Rationale

Social and Sexual Health will focus on age appropriate information about reproduction and offspring. The goal is to lay the foundation for social and sexual health in future grades. The importance of expressing feelings, thoughts, and emotions will also be major components of this section. Students will also develop an understanding for personal safety and proper use of technology.

Focus Questions

Why is it important to use technology and media in a responsible manner?

Standards

Standards (Taught and Assessed):

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

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. 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.

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

Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

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.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

Social-Emotional Learning Competencies

Self Awareness
Self Management
Social Awareness
Responsible Decision Making
Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Unit Summative Skill Assessment	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.
	GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
	At risk: Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Understand the importance of Personal Safety in regards to relationships, technology and society.	Define first aid and explain the role it plays in emergency situations. Explain the importance of being of service to others in a time of need. Explain the methods of handling first aid for a range of common minor emergencies. Explain the importance of developing first aid skills. ● Identify the roles of public safety groups and how to access each for help.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	**Activities:** Identify incidents requiring first aid. Role Play with certain first aid issues and assess the needs. Create a TV ad that encourages proper technology use. Make a poster informing the public of what to do in an emergency. Create a pamphlet to educate others about proper behavior and treatment of others.	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking

	Explain the value of assertive strategies when asking for help in an emergency. Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards. Demonstrate a sense of connection and responsibility to others by taking safety precautions.			skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.

Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	**At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Math Language Arts Science Art Music	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Unit 4 Community Health Skills/ LEAD

Unit Title: Community Health Skills/LEAD

Grade level: Grade 7   Timeframe: 10 Days

Rationale

Community Health Services and Support will serve as an important unit to inform students of emergency situations, resources, feelings, health professionals and different organizations that will support citizens in the time of need. They will also learn about laws, rights, and services that will affect a student and their life.

The LEAD Program in Grade 7 uses interactive games, role-play, visual aids, and fun activities to teach and reinforce the social emotional skills students need to build pro-social relationships and make healthy choices. Students learn to set reachable goals, make responsible decisions, identify and manage their emotions, communicate effectively, and apply these skills to resolve conflicts peacefully, manage anger, and respond to bullying peacefully.

Focus Questions

What skills and characteristics will lead to a successful person?

Do you have certain characteristics that make you successful?

What are certain ideas that lead to your social health and a successful life?

Standards (Taught and Assessed):

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

Highlighted Career Ready Practices and 21st Century Themes/Skills

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.
 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability.

Social-Emotional Learning Competencies
> Self Awareness
> Self Management
> Social Awareness
> Responsible Decision Making
> Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Summative Skill Assessment	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Setting Reachable Goals	Students learn how to set and reach personal goals. Students also learn to recognize and manage potential obstacles that can get in the way of reaching a goal.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals	**Activities:** Goal Setting Steps Goal Setting Criteria Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent

		Examinations of Student Work		study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed
Making Responsible Decisions	Students learn to plan their actions, evaluate their choices, and problem solve using the steps for responsible decision making. Students also examine how goals, peers, media, and family influence decisions.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Decision Making Model Understanding Consequences Predicting Positive and Negative Consequences Personal Responsibility Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction,

				and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed
Identifying and Managing Emotions`	Students learn to recognize and manage their emotions using healthy strategies. Students analyze how emotions and self- awareness influence decision making. Students also learn to discern the emotions of others and demonstrate care and respect for self and others.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Identify Intense Emotions Physical Signals of Emotions Emotion Management Strategies Impact of Emotions on Decisions Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios

				At Risk:Individualized as needed IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed
Effective Communication	Students learn and apply effective communication skills to handle conflict peacefully, share feelings and ideas with others, and enhance cooperation in order to maintain positive relationships. Students also analyze how perceptions and emotions can influence communication.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Elements of Communication Non-Verbal Communication Differentiate Assertive, Aggressive, and Passive Communication Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. GT: Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios At Risk:Individualized as needed IEP/504 Modifications/ Accommodations as stated in IEP. Individualize as needed

Bonding and Relationships	Students learn and apply peer refusal strategies and peer selection skills to promote healthy bonding and connectedness. Students identify the benefits of belonging to positive peer groups as well as the effects of associating with negative peer groups.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Empathy Peer Refusal Strategies Assertiveness and Peer Refusal Benefits of Positive Peer Groups Understanding Influence Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed

Respect for Self and Others	Students consider their own strengths and weaknesses and study their effects on their sense of self. Students explore the relationship between confidence and self-respect and their effect on emotions, attitudes, and behavior. Students explore the benefits of individual differences in building rewarding, long term relationships.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Positive Self Talk Celebrating Differences Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed
Conflict Resolution	Students compare the potential consequences of handling conflict in healthy ways and learn to recognize conflict as an opportunity to learn about oneself and to	In-class assignments Think, pair, share Homework	Listening with Respect Cooperation Consequences of various Approaches to Conflict	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a

	listen respectfully to different points of view. Students also demonstrate cooperation as an approach to resolving conflict.	Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed
Anger Management	Students identify healthy, effective anger management techniques. Students describe the role of personal responsibility in a peaceful response to anger provoking situations. Students also demonstrate how to reframe self-talk to reduce anger and differentiate the actions that can escalate and deescalate a conflict.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review	Anger Management Strategies Personal Responsibility De-escalation Strategies Identify Resources for Support Interactive games Role-play Visual aids	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual

		Informal Observations/ Dialogues Written Responses Journals Examinations of Student Work	Cooperative learning activities	learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:** Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed
Identifying and Managing Bullying Situations	Students identify bullying behaviors and examine several motivations for bullying. Students also demonstrate healthy solutions for targets and witnesses to respond to bullying behavior and healthy alternatives to bullying behavior. Students differentiate snitching and reporting.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues	Bullying Behavior Defined Snitching vs. Reporting Benefits of Reporting Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the

		Written Responses Journals Examinations of Student Work		curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed
Peer Violence	Students identify the negative influences of media representations of violence. Students apply critical thinking and media literacy skills to interpret depictions of violence in the media. Students also recall the skills learned in the course through a comprehensive course review.	In-class assignments Think, pair, share Homework Class discussions Do Now Peer Review Informal Observations/ Dialogues Written Responses Journals	Identify Behaviors that Escalate Conflict Warning Signs for Violence Consequences of Violence Identify Resources for Support Interactive games Role-play Visual aids Cooperative learning activities	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. Pre-teaching of vocabulary and concepts, visual learning, including graphic organizers. **GT:** Provide enrichment activities to expand upon the curriculum. Adjust the pace of lessons, curriculum compacting, inquiry based instruction, Independent study, Higher-order thinking

		Examinations of Student Work		skills, interest-based content, student-driven instruction, and Real-world problems and scenarios **At Risk:**Individualized as needed **IEP/504** Modifications/ Accommodations as stated in IEP. Individualize as needed

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
District Grade Level Created	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Formative Assessments

Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
In-class assignments Think, pair, share Homework	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed

Class discussions Do Now Peer Review Informal Observations/Dialogues Written Responses	**IEP/504:** Modifications/ Accommodations as stated in IEP

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Open ended questions Exit Tickets Peer Assessments Self-Assessment/Reflection Portfolios Tests and quizzes Projects Research Projects Presentations Essays	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Math Language Arts Science Art Music	**ELL:**Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. **GT:**Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. **At risk:**Individualized as needed **IEP/504:** Modifications/ Accommodations as stated in IEP

N.J.S.A. 18A:35-4.7. Parent's statement of conflict with conscience

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.