

Englewood Public School District

Comprehensive Health

Grade 7

Unit: Community Wellness and Safety

Overview: In this unit students will investigate how communication and character impact community wellness. Demonstrating respect for oneself and others when communicating through technology is emphasized. Specifically, students will explore the dangers and consequences of “sexting”. Students will determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. Students will understand the need for and will implement volunteer activities to benefit a local, state, national, or world health initiative. Traffic safety and the causes and the consequences of noncompliance with the traffic safety system will also be analyzed.

Time Frame: One Marking Period

Enduring Understandings:

Social and emotional development impacts all components of wellness.

Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

Communicating through technology, such as texting and social media, should demonstrate respect for oneself and others.

Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

Essential Questions:

How can I help myself and others in my community stay healthy?

How can I demonstrate respect for myself and others?

How can I have a positive impact on my community?

How do people contribute to traffic safety?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities. 2.2.8.C.2 Analyze to what extent various cultures have	Topics Community Wellness	Students will discuss how similarities and differences in individuals affect larger communities in the lesson Circles of Friends. (NJSL SL 7.1)	Teen Health, Chapter 1, pp. 13-17; Chapter 3, pp. 44-62; Chapter 4, pp. 64-80, Glencoe, 2014	Formative Assessment: <ul style="list-style-type: none"> Do Nows Exit Tickets Student slogans and role play will be evaluated using a rubric.
	Objectives Demonstrate the use of refusal, negotiation, and assertiveness skills when	http://classroom.kidshealth.org/classroom/6to8/personal/growing/getting_along.pdf	Lesson: Circles of Friends: http://classroom.kidshealth.org/classroom/6to8/person	

responded effectively to individuals with disabilities.	responding to peer pressure, disagreements, or conflicts.		al/growing/getting_along.pdf	http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01
2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	Develop methods and strategies that will promote character development in individual, group, and team environments.	Student will role play and explore the many sides of bullying in the lesson Acting Against Bullying: http://classroom.kidshealth.org/classroom/6to8/problems/emotions/bullying.pdf	The Dangers of Sexting: https://www.teachingchannel.org/video/dangers-of-sexting	Summative Assessments: Students will identify a volunteer opportunity in the community and develop a plan to increase involvement. Plans will be evaluated using a rubric. http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01
2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.	Identify what sexting is.	In groups students will describe a scenario in which there may be bullying, harassment, or intimidation present. The students will develop a role play which will address the problem and define the solution in a positive interaction. The group will also develop slogan that promotes positive behaviors and use of words in order to build character. The slogan the students developed for their scenario will be developed into a poster or a PSA which will be presented to the class. (NJSLs SL 7.1)(NJSLs SL 7.2)(NJSLs W 7.6)(NJSLs W 7.7)(NJSLs W 7.8)	A lesson in Sexting: http://www.cyberwise.org/single-post/2016/03/21/A-Lesson-in-Sexting	
2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.	Identify that sexting is a form of bullying.		Cyberbullying and Sexting Laws in NJ: https://cyberbullying.org/exting-laws/new-jersey	Benchmark Assessment: Common Formative Assessment
2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	Understand the potential social and legal consequences of sexting.		What is Sexting Video: https://youtu.be/eO6ppWWEsE8	Alternate Assessment: <ul style="list-style-type: none">• Teacher Observation• Whole Class Discussion• Peer to Peer Discussions
2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	Identify strategies to manage sexting issues to protect themselves and others.		Lesson: Acting Against Bullying: http://classroom.kidshealth.org/classroom/6to8/problems/emotions/bullying.pdf	
2.2.8.A.1 Compare and contrast situations that require	Understand the long term impact of sexting on their digital footprint			
	Develop an understanding of using digital technologies responsibly in relationships			
	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	The teacher will lead a discussion about community resources and volunteerism using the following guiding discussion questions: 1. Why should we be familiar with useful community resources?		

support from trusted adults or health professionals.

Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

Evaluate various health products, services, and resources from different sources, including the Internet.

Investigate different opportunities available and implement a plan that motivates volunteerism.

Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2. How can we locate resources or agencies that accept volunteers?

3. How can we find resources with which we are not familiar?

4. How can we identify resources that meet a particular need for the community?

5. How could volunteering at one of these agencies or resources improve our community overall?

6. What questions would we ask when contacting the resource?

7. How can we help others who might not know about these useful resources?

8. Are there other helpful resources you can think of that we didn't name today?

9. Did you learn about resources you were not familiar with before the lesson? (NJSLS SL7.1)(NJSLS SL 7.2)

Students will identify volunteer opportunities in their communities and come up with strategies to increase awareness and volunteerism

Newsela Text Sets:

<https://newsela.com/text-sets/231679>

The Power of Volunteering in Community:

<https://youtu.be/aS-mAz34NA0>

Youtube Video on benefits of volunteering:

<https://youtu.be/DuD8Rd61q18>

Volunteering at Immigration Center:

<https://newsela.com/read/donations-volunteers-surge-at-border/id/44582/>

Police Officers helping to feed the Hungry:

<https://newsela.com/read/starving-kids/id/6470/>

Youtube Video Volunteering at Animal Shelter:

<https://youtu.be/vUEvPwtm7oU>

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2.1.8.D.2 Describe effective personal

Topics

Traffic Safety

Students will read articles and complete lessons on Bike Safety;

<http://classroom.kidshealth.org>

Teen Health, Chapter 20, pp. 466-498, Glencoe, 2014

Formative Assessment:

- Do Nows
- Exit Tickets

<p>protection strategies used in public places and what to do when one's safety is compromised.</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system; traffic safety system.</p>	<p>Objectives</p> <p>Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>Analyze the causes and the consequences of noncompliance with the traffic safety system.</p>	<p>rg/classroom/6to8/personal/safety/bike_safety.pdf to introduce the topic of traffic safety.(RST 6-8.1)</p> <p>Students will identify different areas within the community that they consider to be a safety hazard. Students will also identify how they can be positive or negative influences on these possible safety hazards. The class will discuss what they feel contributes to the reasons why they are problem areas. (Extension: An invited guest speaker, such as a local police officer, can address the concerns and help identify the causes and solutions.) (NJSLS SL 7.1)(NJSLS SL 7.2)</p> <p>Students will create a public safety social media campaign addressing one of the previously identified problem areas. The campaign should include the reason for concern, the traffic or safety laws or procedures behind it as well as a possible solution that falls within the traffic safety and pedestrian rules, and possible consequences for not complying. (NJSLS W</p>	<p>Articles and Lessons: Bike Safety:</p> <p>http://classroom.kidshealth.org/classroom/6to8/personal/safety/bike_safety.pdf</p>	<p>Public safety posters will be evaluated using a rubric. http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01</p> <p>Summative Assessments: Students will create a public safety social media campaign addressing one of the previously identified problem areas. The campaign should include the reason for concern, the traffic or safety laws or procedures behind it as well as a possible solution that falls within the traffic safety and pedestrian rules, and possible consequences for not complying.</p> <p>Alternate Assessment:</p> <ul style="list-style-type: none"> • Peer Assessment • Reflection Journal • Portfolios
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Key Vocabulary:

Interpersonal Communication – The process that we use to communicate our ideas, thoughts, and feelings to another person.

Adherence – Attachment or commitment to a person, cause, or belief.

Noncompliance – Failure or refusal to comply, as with a law, regulation, or term of a contract.

Code of Conduct – An agreement of rules of behavior for the members of that group or organization.

Resiliency – The power or ability to return to the original form, position, after begin bent, compressed, or stretched.

Volunteerism – The policy or practice of volunteering one's time or talents for charitable, educational or other worthwhile endeavor.

Traffic Safety System – The methods and measures used to prevent road users from being injured.

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners

- Pre-Teach Vocabulary
- Students will share information about families in their culture
- Speak and display terminology
- Teacher modeling
- Peer modeling

Special Education

- Utilize modifications & accommodations delineated in the student's IEP
- Work with paraprofessional
- Previewing information/materials
- Provide helpful visual, auditory, and tactile

At-Risk

- Use visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Provide extended time
- Previewing

Gifted and Talented

- Students will present research to a different audience
- Students will support peers as needed
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills

<ul style="list-style-type: none"> • Develop and post routines • Label classroom materials • Word walls • Using advance organizers • Brainstorming/webbing • Modeling • Employing KWL Chart • Predicting • Pre-Teaching or Reviewing 	<p>reinforcement of ideas.</p> <ul style="list-style-type: none"> • Peer Support • Provide extended time • Solidify and refine concepts through repetition. • Learner will work at own pace • Give shorter assignments/more frequently 	<p>information/materials</p> <ul style="list-style-type: none"> • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RI.7.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RST 6-8.1 Cite specific textual evidence to support analysis of science and technical texts

Writing:

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of Technology Standards NJSL 8:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.