

Original Adoption:	August 2016
Created by:	PE PLC
Revised on:	August 2019
Revised by:	PE PLC

**Toms River Regional Schools
Middle School Health
Curriculum**

Content Area: Physical Education

Course Title: Health	Grade Level: Grade 7
Nutrition	6 Days
Personal Growth	6 Days
Safety	6 Days
Social Emotional Health : interpersonal Communication	6 Days
Alcohol Tobacco and other Drugs	4 Days
Medicines	4 Days
Character Development	4 Days

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Content Area: Health

Unit Title: Nutrition

Duration 6 Days

Target Course/Grade Level: 7th grade health

Unit Summary:

Developing healthy eating habits depends upon understanding the multiple factors that influence eating habits, the nutritional requirements to maintain good health and healthy ways to manage weight.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

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

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.1.8.B.1	Analyze how culture, health status, age and eating environment influence personal eating patterns and recommend ways to improve nutritional balance.

2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain or maintain weight.
2.1.8.B.3	Design a weekly nutrition plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
2.1.8.B.4	Analyze the nutritional values of new products, supplements, and trends.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.A.6	Explain how income affects spending decisions.
9.1.8.E.3	Compare and contrast product facts versus advertising claims.
9.1.8.E.4	Prioritize personal wants and needs when making purchases.
Unit Essential Questions	Unit Enduring Understandings
1. What makes a food healthy?	There are many short and long term health benefits and risks associated with nutritional choices.

<p>2. How do you determine appropriate portion size?</p>																									
<p>Unit Objectives <i>Students will know...</i></p> <p>Influences on eating patterns, i.e. financial, cultural, family environment, age, metabolism, health status, available public assistance, nutritional knowledge</p> <p>Healthy weight management strategies Nutritional balance/imbalance Eating disorders – anorexia, bulimia</p> <p>Food guide plate Portion size, food labels</p> <p>Benefits of healthy eating, i.e. risk reduction for specific health conditions</p> <p>Common Vocabulary:</p> <table border="0"> <tr> <td>Nutrients</td> <td>Water</td> </tr> <tr> <td>(High) Cholesterol</td> <td>Calcium</td> </tr> <tr> <td>Proteins</td> <td>Minerals</td> </tr> <tr> <td>Carbohydrates</td> <td>Metabolism</td> </tr> <tr> <td>Anorexia</td> <td>Bulimia</td> </tr> <tr> <td>Eating disorder</td> <td>Calorie</td> </tr> <tr> <td>Osteoporosis</td> <td>Fiber</td> </tr> <tr> <td>High blood pressure</td> <td>Vitamins</td> </tr> <tr> <td>Low blood sugar</td> <td>Calcium</td> </tr> <tr> <td>Nutritional balance</td> <td></td> </tr> <tr> <td>Body Mass Index</td> <td></td> </tr> <tr> <td>Nutritional imbalance</td> <td></td> </tr> </table>	Nutrients	Water	(High) Cholesterol	Calcium	Proteins	Minerals	Carbohydrates	Metabolism	Anorexia	Bulimia	Eating disorder	Calorie	Osteoporosis	Fiber	High blood pressure	Vitamins	Low blood sugar	Calcium	Nutritional balance		Body Mass Index		Nutritional imbalance		<p>Unit Objectives <i>Students will be able to...</i></p> <p>Identify positive and negative influences on eating patterns.</p> <p>Recommend ways to improve nutritional balance. Explain healthy ways to gain, lose, or maintain weight. Explain the benefits of nutritional balance and the consequences of nutritional imbalance. Compare/contrast anorexia and bulimia.</p> <p>Use the food guide plate as a guideline for determining healthy meals. Examine meals from families with differing resources and lifestyles other cultures. Read food labels to determine nutritional value and appropriate portion size.</p> <p>Identify health conditions for which nutritional balance can reduce personal risk.</p> <p>Identify ways technology has positively and negatively impacted communication skills.</p>
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% Daily Value Serving/portion size Food Guide Plate Fats (saturated, unsaturated)	
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**Toms River Regional Schools
Evidence of Learning**

<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Teacher Observation ● Homework ● Class Participation ● Skill Performance ● Open-ended Questions ● Self and Peer Assessments ● Specific Skill Assessment Rubrics ● Notebook ● Discussions ● Written Assessments ● Preparation ● Q&A

<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observation ● Discussions, Class Participation ● Notebook ● Writing Tasks ● Tests & Quizzes ● Projects & Presentations ● Unit Common Assessment

<p>Benchmark</p> <ul style="list-style-type: none"> ● Quarterly ● SGO

<p>Alternative</p> <ul style="list-style-type: none"> ● Oral Testing ● Adapted Version of Written Assessment

Modifications

<p>Special Ed</p> <ul style="list-style-type: none"> ● Teacher Tutoring

- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com
- Follow All IEP Modifications/504 Plan

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
- Student may recheck test before submitting for grading
- Repeat and clarify directions as needed
- Extended time on class tests, as deemed necessary by the teacher
- Bathroom passes, as needed
- Preferential seating
- Check for understanding of directions
- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
- Encourage student to attend Homework Habitat

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary.
- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
- Cooperative learning
- Modified assignments
- Differentiated instruction

At-risk

- MTSS
- Parent Phone Calls
- Provide Incentives – Daily/Weekly for Positive Participation/Behavior
- Completed Study Guides
- Extra Help

Gifted & Talented

- Differential Instruction
- Individual Long Term Projects

Resources

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teen Health – Course 2 Glencoe Publishing
- Computer Lab - Media Center
- Current Articles from Newspapers & Magazines
- Health & Physical Education Video Library
- Teacher Generated Materials
- School Resource & DARE Officers
- Glencoe.com
- Current Health Magazine
- School Nurse
- Teen Health & Wellness
- Community Resources
- Video – Super Size Me (7th)
- Cyberbully, CNN #Being 13, Susan Boyle, Amanda Todd
- Natural High.com
- Teacher Generated Resources
- School Counselors
- You Tube (Both)
- 15 and Pregnant (8th)
- Drug Free World.org (8th)
- Pinterest

Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Personal Growth and Development

Duration 6 Days

Target Course/Grade Level: 7th grade health

Unit Summary:

Personal wellness requires attention to the physical, social and emotional dimensions. Environment, heredity and technology impact wellness at each life stage. Individuals must be savvy consumers able to evaluate marketing methods for health and beauty products.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

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1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

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9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

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9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

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Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
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2.1.8.A.1.	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.A.2.	Compare and contrast the impacts of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3.	Relate advances in technology to maintain and improving personal health.
2.1.8.A.4.	Determine the impact of marketing techniques on the sale of personal hygiene products, practices and services commonly used.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment and heredity on the physical, social and emotional changes that occur during puberty.
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.E.2	Analyze the role of digital media in sales and marketing and in delivering cultural,

	political and other societal messages.
9.1.8.E.3	Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.
9.1.8.E.4	Determine the undesired consequences of unethical uses of media.
9.2.8.E.7	Recognize the techniques and effects of deceptive advertising.
9.1.8.A.6	Explain how income affects spending decisions.
9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
9.1.8.C.3	Compare and contrast debt and credit management strategies.
9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
<p>Unit Essential Questions</p> <p>What are the consequences (especially unforeseen) of our choices in terms of wellness?</p> <p>What causes optimal growth and development?</p> <p>Where do I go to access information about good health and fitness services?</p>	<p>Unit Enduring Understandings</p> <p>Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</p> <p>An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</p> <p>There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</p>
<p>Unit Objectives <i>Students will know...</i></p> <p>Wellness triangle Health Wellness</p> <p>Life stages, i.e. infancy, childhood, adolescence, adulthood</p> <p>Factors impacting personal growth and development in each life stage</p> <p>Impact of technological/medical advances on health</p> <p>Puberty</p> <p>Body systems</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Identify the parts of the wellness triangle (physical, social, emotional/mental). Assess and apply health data to enhance wellness.</p> <p>Identify the stages of life.</p> <p>Compare and contrast the impacts of genetics, family history, personal health practices and environments.</p> <p>Identify technological/medical advances that improve wellness and/or increase lifespan, i.e. vaccines, neonatal care, prosthetics, glasses, hearing aids, transplants, heart surgeries, etc.</p> <p>Explain the physical, social and emotional changes that occur. Analyze the influence of hormones, nutrition, environment and heredity.</p> <p>Identify the major functions of the endocrine and reproductive systems.</p>

<p>Marketing techniques for hygiene products Ads show atypical results Promise “quick fix” or “miracle” results Use touched-up photos or “beautiful people” Use celebrity spokesperson Digital media</p> <p>Impact/consequences of health choices on personal and family wellness</p> <p>Decision making, goal setting</p> <p>Individual uniqueness</p> <p>Common Vocabulary:</p> <p>Heredity Puberty Adolescence Hormones Reproduction Genetics Endocrine system Nutrition Life stages (4) Media Reproductive system Hygiene Decision making Marketing techniques Deceptive advertising Environment Male and female reproductive parts Wellness triangle (social, physical, and emotional/mental health)</p>	<p>Identify the parts of the male and female reproductive systems. Explain appropriate hygiene habits.</p> <p>Identify marketing strategies used to sell products. Recognize deceptive advertising. Identify explicit and implicit messages. Evaluate health products, services and resources.</p> <p>Identify personal health choices that impact self and others, i.e. second-hand smoke, teen pregnancy, drunk driving, obesity, etc.</p> <p>Predict outcomes of health/lifestyle choice.</p> <p>Explain the influence of heredity, environment, and social experiences on individual uniqueness. Explain how the family unit impacts character development.</p> <p>Identify ways technology has positively and negatively impacted communication skills.</p>
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Formative Assessment

- Teacher Observation
- Homework
- Class Participation
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
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- Written Assessments
- Preparation
- Q&A

Summative Assessments

- Teacher Observation
- Discussions, Class Participation
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- Projects & Presentations
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Benchmark

- Quarterly
- SGO

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications**Special Ed**

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com
- Follow All IEP Modifications/504 Plan

504

- Provide benchmarks for long term projects
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- MTSS
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- Differential Instruction
- Individual Long Term Projects

Resources**Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher**

Resources:

- Teen Health – Course 2 Glencoe Publishing
- Computer Lab - Media Center
- Current Articles from Newspapers & Magazines
- Health & Physical Education Video Library
- Teacher Generated Materials
- School Resource & DARE Officers
- Glencoe.com
- Current Health Magazine
- School Nurse
- Teen Health & Wellness
- Community Resources
- Video – Super Size Me (7th)
- Cyberbully, CNN #Being 13, Susan Boyle, Amanda Todd
- Natural High.com
- Teacher Generated Resources
- School Counselors
- You Tube (Both)
- 15 and Pregnant (8th)
- Drug Free World.org (8th)
- Pinterest

Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Safety

Duration 6 Days

Target Course/Grade Level: 7th grade health

Unit Summary:

Individuals can take steps to enhance their personal safety and reduce their risk of injury in public and cyber environments and in recreational and daily activities.

Primary Interdisciplinary Connections:

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9.1.8.D.5 Explain the economic principle of supply and demand.

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8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

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Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
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2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce <u>intentional and unintentional</u> injury to self and others.
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
2.1.8.D.3	Analyze the causes and consequences of non-compliance with the <u>traffic safety</u> system.
2.1.8.D.4	Demonstrate First Aid procedures including victim and situation assessment, Basic Life Support, the care of bleeding and wounds, burns, fractures, shock and poisoning.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security and cyber ethics.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
9.1.8.B.7	Construct a budget to save for long-term, short-term, and charitable goals.
9.1.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
<p>Unit Essential Questions</p> <p>What is the difference between healthy and unhealthy risks?</p> <p>Why do we sometimes take risks that can cause harm to ourselves or others?</p>	<p>Unit Enduring Understandings</p> <p>Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p>
<p>Unit Objectives <i>Students will know...</i></p> <p>Degrees of risk - Healthy vs. unhealthy risks</p> <p>Personal safety and preventative behaviors In the home - cooking, babysitting, etc. In public places - parks, malls, stadiums, rest stops, etc. In the woods - camping, hiking, prevention of Lyme's disease, etc. In the water - boating, swimming, etc.</p> <p>On the roads - biking, walking, adhering to the traffic safety system, etc.</p> <p>On the Internet - cyber safety, cyber bullying, cyber security, cyber ethics</p> <p>Short and long term impacts of injury Victim and situation assessment</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Identify healthy and unhealthy risks. Identify strategies to reduce intentional and unintentional injury.</p> <p>Describe behaviors that promote personal safety in a variety of situations.</p> <p>Analyze the causes and consequences of noncompliance with traffic safety system.</p> <p>Describe behaviors that promote personal safety and responsibility on the Internet. Describe consequences of being irresponsible on the Internet (predators; loss of privacy, friends; loss of website privileges; disciplinary consequences in school/home; police involvement; denied college acceptance; loss of job opportunities, etc.)</p> <p>Explain short and long term impacts of injury.</p> <p>Assess situations and victims to determine appropriate response, i.e. choking, hypothermia, heat exhaustion.</p>

<p>Basic first aid</p> <p>Common Vocabulary:</p> <p>Victim assessment C.P.R. Situation assessment Wound Rescue breathing Predator First Aid Injury Healthy/unhealthy risk Fracture Traffic safety rules Poison Control Center Healthy risk 1/2/3 degree burns Lyme's disease Hypothermia Heat exhaustion Cyber ethics Cyber bullying Cyber security</p>	<p>Explain basic first aid procedures for bleeding, burns, wounds, poisoning, shock and fractures.</p> <p>Identify ways technology has positively and negatively impacted communication skills.</p>
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Toms River Regional Schools
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- Summative Assessments**
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 - Writing Tasks
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 - Unit Common Assessment

Benchmark

- Quarterly
- SGO

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications**Special Ed**

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com
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504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
- Weekly report
- Guidance will meet the first week of school
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- Encourage student to use agenda book to record homework assignments
- Access to the nurse, as needed
- Provide cues to redirect attention
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- Encourage student to attend Homework Habitat

ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary.

- Adaptation of time
- Number of items reduced
- Support/skill/participation levels
- Alternate ways of demonstrating competency
- Teacher/peer tutoring
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At-risk

- MTSS
- Parent Phone Calls
- Provide Incentives – Daily/Weekly for Positive Participation/Behavior
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resources

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Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Social and Emotional Health, Interpersonal Communication

Duration 6 Days

Target Course/Grade Level: 7th grade health

Unit Summary:

Social and emotional health is impacted by internal and external factors. Individuals and communities can take steps to manage stress, prevent conflict, communicate effectively and cope with change.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

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1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

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

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

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

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8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.1.8.E.1	Analyze how personal assets, resiliency and protective factors support healthy social and emotional health.

2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and to prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders and bipolar disorders) on physical, social and emotional well being.
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2	Demonstrate refusal, negotiation and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security,

	and cyber ethics.
8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
9.1.8.A.6	Explain how income affects spending decisions.
9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
9.1.8.E.3	Compare and contrast product facts versus advertising claims.
9.1.8.E.4	Prioritize personal wants and needs when making purchases.
9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.
9.1.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
<p>Unit Essential Questions</p> <p>How can you learn to like yourself and others?</p> <p>How do I learn to stand for and communicate my beliefs to others without alienating them?</p>	<p>Unit Enduring Understandings</p> <p>Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.</p> <p>Effective communication skills enhance a person’s ability to express and defend their beliefs.</p>
<p>Unit Objectives <i>Students will know...</i></p> <p>Factors that support healthy development</p> <p>Wellness triangle</p> <p>Stress</p> <p>Conflict/bullying/harassment/vandalism Tolerance Empathy</p> <p>Coping with crisis or change Culture Adrenaline Coping skills</p> <p>Communication skills Body language Tact</p> <p>Listening skills</p> <p>Common Vocabulary:</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Describe how personal assets, resiliency, and protective factors support healthy development.</p> <p>Explain the wellness triangle.</p> <p>Describe the causes of, responses to, and healthy management of stress.</p> <p>Determine the effectiveness of home, school and community efforts to address social and emotional health and to prevent conflict.</p> <p>Compare/contrast stress management strategies Explain how culture influences how families/groups cope with crisis or change.</p> <p>Compare and contrast verbal and nonverbal communication strategies. Describe/demonstrate refusal, negotiation and assertiveness skills.</p> <p>Describe/demonstrate active and reflective listening skills.</p>

Resiliency Bullying Adrenaline Coping skills Wellness triangle Compromise Personal assets Protective factors Refusal skills Assertiveness skills Reflective listening Prejudice Hate crime Verbal/nonverbal communication skills	Stress Empathy Vandalism Tolerance Body language Conflict Harassment Victim Tact Negotiation skills Active listening Mediation	Identify ways technology has positively and negatively impacted communication skills.
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**Toms River Regional Schools
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Modifications**Special Ed**

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- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary.
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- MTSS
- Parent Phone Calls
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Gifted & Talented

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Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Alcohol, Tobacco and Other Drugs

Duration 6 Days

Target Course/Grade Level: 7th grade health

Unit Summary:

The misuse and abuse of alcohol, tobacco and other drugs has negative impacts on individuals, families and communities. Students will be educated on both these effects and why some people still choose to use/misuse substances.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

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RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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

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- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
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2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
2.3.8.B.4	Compare and contrast smoking laws in NJ with other states and countries.
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
9.1.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
<p>Unit Essential Questions</p> <p>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</p>	<p>Unit Enduring Understandings</p> <p>Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</p>

<p>How do I make the “right” decisions in the face of peer, media and other pressure?</p>																							
<p>Unit Objectives <i>Students will know...</i></p> <p>Effects of alcohol and tobacco use/abuse</p> <p>Effects of tobacco use on the aging process</p> <p>NJ smoking laws</p> <p>Second hand / passive smoking</p> <p>Inhalant drug use</p> <p>Factors contributing to decisions to use/abuse substances known to be harmful</p> <p>Refusal strategies</p> <p>Common Vocabulary:</p> <table border="0"> <tr> <td>Alcohol</td> <td>Stimulant</td> </tr> <tr> <td>Cirrhosis</td> <td>Intoxicated</td> </tr> <tr> <td>Alcoholism</td> <td>Drug abuse</td> </tr> <tr> <td>Reaction time</td> <td>Addiction</td> </tr> <tr> <td>Refusal strategies</td> <td>Cilia</td> </tr> <tr> <td>Peer pressure</td> <td>Tolerance</td> </tr> <tr> <td>Inhalant</td> <td>Nicotine</td> </tr> <tr> <td>Emphysema</td> <td></td> </tr> <tr> <td>Second-hand/passive smoking</td> <td></td> </tr> <tr> <td>Sudden sniffing syndrome</td> <td></td> </tr> <tr> <td>NJ smoking laws</td> <td></td> </tr> </table>	Alcohol	Stimulant	Cirrhosis	Intoxicated	Alcoholism	Drug abuse	Reaction time	Addiction	Refusal strategies	Cilia	Peer pressure	Tolerance	Inhalant	Nicotine	Emphysema		Second-hand/passive smoking		Sudden sniffing syndrome		NJ smoking laws		<p>Unit Objectives <i>Students will be able to...</i></p> <p>Describe how the use of alcohol impacts thinking, reaction time, and behavior. Explain how alcohol and tobacco use/abuse contributes to cancer, heart disease, liver disease, respiratory disease, stroke, and injuries.</p> <p>Explain how tobacco effects the aging process.</p> <p>Compare/contrast NJ smoking laws with other states/countries.</p> <p>Describe the impact of second hand smoke.</p> <p>Describe the health risks associated with inhalant drug use.</p> <p>Explain why people choose to use/abuse substances known to be harmful.</p> <p>Describe strategies to resist pressure to use/abuse substances.</p> <p>Identify ways technology has positively and negatively impacted communication skills.</p>
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Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Medicines

Duration 4 Days

Target Course/Grade Level: 7th grade health

Unit Summary:

All types of medications have benefits and potential side effects. Medications must be used appropriately.

Primary Interdisciplinary Connections:

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- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
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9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

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

Technology Connections: Understand and use technology systems, select and use applications effectively and productively, and exhibit digital citizenship by practicing safe, legal, and responsible use of information and technology.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop and innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through social media or in an online community.

For further clarification refer to NJ Student Learning Standards at <http://www.state.nj.us/education/cccs/>

Learning Targets

Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
Unit Essential Questions How do I determine whether or not a medication will be effective?	Unit Enduring Understandings Medicines must be used correctly in order to be safe and have the maximum benefit.

Unit Objectives*Students will know...*

Over-the-counter (OTC) medicines
 Commonly used types: Pain, cough and cold, diarrheal, allergy
 Forms:
 Pill, liquid, cream
 Generic vs. name brand
 Infant, child, adult dosages

Prescription and OTC medicines
 Safe practices:
 Take only what is prescribed/instructed
 Take only for the length of time prescribed/instructed
 Take only under an adult or doctor's supervision
 Do not mix medications
 Do not take meds prescribed to others
 Do not take after the expiration date
 Store in a safe place

Side effects
 Tolerance
 Addiction
 Withdrawal
 Drowsiness
 Diminished thinking / motor skills
 Danger of overdose

Common Vocabulary:

Prescription	Drug
Medicine	Generic
Addiction	OTC Dependence
Dosage	
Tolerance	Overdose
Side effect	Drowsiness
Expiration date	Withdrawal
Therapeutic effects	
Diminished thinking/motor skills	

Unit Objectives*Students will be able to...*

Compare and contrast commonly used OTCs.

Describe safe practices for using OTC and prescription medicines.
 Compare and contrast adult and adolescent abuse of medicines and the consequences.
 Explain why the therapeutic effects and potential risks of commonly use OTCs, prescriptions, and herbal and medicinal supplements vary in different individuals (age, weight, height, gender, other medications, etc.)

Describe potential side effects for commonly used medicines.
 Identify ways technology has impacted the use of medicines.

Identify ways technology has positively and negatively impacted communication skills.

Formative Assessment

- Teacher Observation
- Homework
- Class Participation
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments
- Specific Skill Assessment Rubrics
- Notebook
- Discussions
- Written Assessments
- Preparation
- Q&A

Summative Assessments

- Teacher Observation
- Discussions, Class Participation
- Notebook
- Writing Tasks
- Tests & Quizzes
- Projects & Presentations
- Unit Common Assessment

Benchmark

- Quarterly
- SGO

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Modifications**Special Ed**

- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com
- Follow All IEP Modifications/504 Plan

504

- Provide benchmarks for long term projects
- Communicate with parents if work isn't completed
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- Access to the nurse, as needed
- Provide cues to redirect attention
- Support organizational strategies and skill development
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ELL

- ELD standards 1-5 and complementary strands addressing the need to interact with and support understanding of grade-level words and expressions, native language texts and native language to English dictionary.
- Adaptation of time
- Number of items reduced
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resources

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- Natural High.com
- Teacher Generated Resources
- School Counselors
- You Tube (Both)
- 15 and Pregnant (8th)
- Drug Free World.org (8th)
- Pinterest

Teacher Notes:

Toms River Regional Schools

Unit Overview

Content Area: Health

Unit Title: Character Development

Duration 4 Days

Target Course/Grade Level: 7th grade health

Unit Summary:

Character development is influenced by the family unit and local community. Individuals and groups develop and adhere to codes of conduct. Learning refusal, negotiation and assertiveness skills helps students respond to peer pressure and conflicts.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Career 9.1 Strands A-D, including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as core components of each unit. Infused in each unit are connections to the Common Core Standards in mathematics, language arts literacy and technology, including web apps, databases, Google Docs, and teacher/team websites.

Language Arts Standards

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Science Standards

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Studies Standards

6.1.P.A.a Demonstrate an understanding of rules by following most classroom routines.

Mathematics Standards

6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Visual and Performing Art Standards

1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

21st Century Themes/Careers:

21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.

Students will also be exposed to Career Ready Practices which describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

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

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
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Student Learning Standards:

CPI #	Cumulative Progress Indicator (CPI)
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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 responded effectively to individuals with disabilities.
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.
2.2.8.A.2	Demonstrate refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.4.8.A.2	Explain how the family unit impacts character development.
9.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.
9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
<p>Unit Essential Questions</p> <p>How are character and health related? What aspects of our character can be changed?</p> <p>To what extent do outside influences shape values?</p>	<p>Unit Enduring Understandings</p> <p>Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</p> <p>Character is who you are when no one is looking.</p>
<p>Unit Objectives <i>Students will know...</i></p> <p>Core values</p> <p>Role models - Someone in your life vs. someone famous Character vs. talent</p> <p>Strategies to enhance character development</p> <p>Treatment of those with disabilities</p> <p>Codes of conduct</p> <p>Common Vocabulary:</p> <p>Character Core values Role model Peer pressure Community service Ethics</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p>Describe personal core values. Explain how behavior reveals true core values.</p> <p>Compare and contrast the characters and core values of various role models. Identify role models for important core values.</p> <p>Analyze strategies to enhance character development in individual, group and team activities. Explain how the family unit impacts character development.</p> <p>Analyze to what extent various cultures have responded effectively to those with disabilities.</p> <p>Analyze personal and group adherence to the school's code of conduct. Model appropriate online behavior regarding cyber safety, cyber bullying, cyber security, and cyber ethics. Determine an individual's responsibility for personal actions and contributions to group activities. Demonstrate refusal, negotiation and assertiveness skills Model leadership skills.</p> <p>Identify ways technology has positively and negatively impacted communication skills.</p>

Trustworthy	Fair	
Responsible	Integrity	
Citizenship	Respect	
Codes of conduct	Caring	
Inclusion	Disability	

Toms River Regional Schools
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