



# **TOMS RIVER REGIONAL SCHOOLS**

## **Physical Education/Health**

### **Health**

### **Grade 6**

Date created: August 2022  
Board Approval: 8/17/22  
Revised:

## **Philosophy, Mission and Vision**

**Philosophy:** Quality Health and Physical Education involves every student, and meets every student at his or her level of ability. The goal of our program is to provide activities where self-expression, self-confidence, and physical and mental poise can be attained through perseverance and mastery of physical, mental, and social tasks.

**Mission:** Through a sequential K-12, standards based health and physical education program, our mission is to promote lifelong learning through physical activity, exercise, & sport while supporting students in making health conscious decisions, meeting challenges, and participating in mentally positive behaviors.

**Vision:** Health and Physical Education is a comprehensive developmental program focused on the education of the whole person. Our program is an integral part of the total education process and has the same goals that give purpose to all learning experiences. The interdisciplinary nature of physical education provides opportunities for all students to achieve the knowledge, skills, and values that will develop and enhance their sense of wellness, as well as, improve their health to maximize the quality of their lives.

**Course description and/or program overview:** 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. Students will also look at the steps individuals can take to enhance their personal safety and reduce their risk of injury in public and cyber environments and in recreational and daily activities. 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. 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. Subsequently, all types of medications have benefits and potential side effects. Medications must be used appropriately. Finally, 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.

UNITS	PACING GUIDE
Personal Growth and Character Development	9 Days
Environmental and Personal Health/Nutrition	12 Days
Body Systems	12 Days
Alcohol, Tobacco, and other Drugs	10 Days

## Unit 1 Overview

### Personal Growth and Character Development

**Unit Summary:** In the “Personal Growth and Development” unit, students will learn lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

#### Enduring Understandings:

- Decision making strategies can become more difficult with conflicting interests.
- It is imperative to employ decision making strategies when the decisions become more difficult.
- Contrast bullying and cyberbullying.
- Evaluate strategies for responding to bullying.
- Demonstrate ways to care for your body.
- Practice strategies for overall wellness.

#### Essential Questions:

- What are types of bullying?
- What is the difference between conflict and bullying?
- What are decision making strategies?
- How do conflicting interests influence one’s decisions?
- What are ways to keep up with your personal hygiene
- How does hygiene promote social, emotional and physical well being

## Standards

### 2.1.8.PGD.4

Analyze the relationship between healthy behaviors and personal 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.

### 2.1.8.CHSS.1

Identify professionals at school and in the community available to assist with health conditions and emergencies, health services, life skills training and describe how they can be accessed

### 2.3.8.PS.6

Demonstrate strategies to use social media safely, legally, and respectfully

## Interdisciplinary Connections Other Cross-Curricular Opportunities *Opportunities for SEL*

### Primary Interdisciplinary Connections:

21<sup>st</sup> 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 movements 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 Life and Careers**  
21<sup>st</sup> Century Themes/Careers:

**Technology**

**21st Century Themes** include: 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

### **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 networks to discuss a resolution to a problem or issue.

8.1.12.C.1 - Develop an 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.

<p>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</p> <p>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</p>	
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<p><b>Unit Objectives:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Students will be able to use effective decision making strategies.</li> <li>● Students will be able to understand the difference between conflict and bullying.</li> <li>● Students will be able to identify all types of bullying.</li> <li>● Students will be able to identify ways to promote healthy hygiene.</li> </ul>
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<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Understanding decision making strategies can become more difficult with conflicting interests.</li> <li>● Contrast bullying and cyberbullying.</li> <li>● Evaluate strategies for responding to bullying.</li> <li>● Demonstrate ways to care for your body.</li> <li>● Practice strategies for overall wellness.</li> </ul>
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<b>Student Learning</b>	
<b>Core Instructional Materials and Resources</b>	<b>Supplemental Instructional Materials and Resources</b>
<ul style="list-style-type: none"> <li>● Glencoe Health - Red</li> </ul>	<ul style="list-style-type: none"> <li>● Computer Lab - Media Center</li> <li>● Current Articles from Newspapers &amp; Magazines</li> <li>● Health &amp; Physical Education Video Library</li> <li>● Teacher Generated Materials</li> <li>● School Resource &amp; DARE Officers</li> <li>● Glencoe.com</li> <li>● Current Health Magazine</li> <li>● School Nurse</li> <li>● Teen Health &amp; Wellness</li> <li>● Community Resources</li> <li>● Teacher Generated Resources</li> <li>● School Counselors</li> </ul>
<b>Accommodations/Modifications</b>	<b>Assessment</b>

<p>(ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p><b>(All forms must be identified)</b></p>
<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● Teacher Tutoring</li> <li>● Peer Tutoring</li> <li>● Cooperative Learning Groups</li> <li>● Modified Assignments</li> <li>● Differentiated Instruction</li> <li>● Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com</li> <li>● Follow All IEP Modifications/504 Plan</li> </ul> <p><b>504</b></p> <ul style="list-style-type: none"> <li>● Provide benchmarks for long term projects</li> <li>● Communicate with parents if work isn't completed</li> <li>● Weekly report</li> <li>● Guidance will meet the first week of school</li> <li>● Student may recheck test before submitting for grading</li> <li>● Repeat and clarify directions as needed</li> <li>● Extended time on class tests, as deemed necessary by the teacher</li> <li>● Bathroom passes, as needed</li> <li>● Preferential seating</li> <li>● Check for understanding of directions</li> <li>● Encourage student to use agenda book to record homework assignments</li> <li>● Access to the nurse, as needed</li> <li>● Provide cues to redirect attention</li> <li>● Support organizational strategies and skill development</li> <li>● Encourage student to attend Homework Habitat</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● 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 dictionaries.</li> <li>● Adaptation of time</li> <li>● Number of items reduced</li> <li>● Support/skill/participation levels</li> <li>● Alternate ways of demonstrating competency</li> <li>● Teacher/peer tutoring</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Skill Performance</li> <li>● Open-ended Questions</li> <li>● Self and Peer Assessments</li> <li>● Specific Skill Assessment Rubrics</li> <li>● Notebook</li> <li>● Discussions</li> <li>● Written Assessments</li> <li>● Preparation</li> <li>● Q&amp;A</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussions, Class Participation</li> <li>● Notebook</li> <li>● Writing Tasks</li> <li>● Tests &amp; Quizzes</li> <li>● Projects &amp; Presentations</li> <li>● Unit Common Assessment</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Quarterly</li> <li>● SGO</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Oral Testing</li> <li>● Adapted Version of Written Assessment</li> </ul>

- 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

**Unit 2 Overview  
Personal Health**

**Unit Summary:** In the environmental and personal health unit, students will learn about nutrition and human health factors. Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

**Enduring Understandings:**

- Leading a healthy lifestyle can influence my overall health.
- Individual actions, genetics, and family history can play a role in an individual’s personal health
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- The environment can impact personal health and safety in different ways.
- Federal and State Laws protect people’s health and the environment.

**Essential Questions:**



- How do genetics influence our health?
- How does leading a healthy lifestyle affect my health?
- What are ways we can help in promoting climate change?
- What are different ways that students can care for their emotional and social health?
- What skills/tools are necessary for students to make healthy decisions?
- How can peers impact decisions in positive and negative ways?
- How does different types of pollution affect the environment?
- How is your health influenced by the environment in which you live?
- How do Federal and State Laws help protect the environment?
- What strategies can an individual use to conserve energy and natural resources to promote greener living?

### Standards

- 2.2.8.N.1 Analyze how culture, health status, age and access to healthy foods can influence personal eating habits
- 2.2.8.N.2 Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- 2.2.8.N.4 Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.3.8.HCDM.1 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

### Interdisciplinary Connections

Other Cross-Curricular Opportunities  
*Opportunities for SEL*

#### Primary Interdisciplinary Connections:

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#### 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.

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1.1.2.A.3 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.4 Use improvisation to discover new movements to fulfill the intent of the choreography.

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

**21st Century Life and Careers**

**Technology**

**21<sup>st</sup> Century Themes/Careers:**

**21<sup>st</sup> Century Themes** include: 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.
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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using

**Technology Standards:**

- 8.1.P.A.6 Use an input device to select an item and navigate the screen
- 8.1.P.A.7 Navigate the basic functions of a browser.
- 8.1.P.A.8 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.9 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.10 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.

cultural global competence

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

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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

### **Unit Objectives:**

*Students will...*

- Students will be able to recall the six types of nutrients and explain the importance of a healthy diet.
- Students will be able to understand the differences between eating disorders
- Students will be able to understand their impact on climate change

### **Skills:**

- Summarize recommendations from the MyPlate food guidance system.
- Describe how poor nutrition can impact health.
- Identify the different types of eating disorders.
- Identify ways that climate change can affect personal health.

<b>Student Learning</b>	
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<p><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk,) <i>Each group must be listed separately</i></p>	<p><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p>Special Education</p> <ul style="list-style-type: none"> <li>● Teacher Tutoring</li> <li>● Peer Tutoring</li> <li>● Cooperative Learning Groups</li> <li>● Modified Assignments</li> <li>● Differentiated Instruction</li> <li>● Response to Intervention (RTI)</li> <li>● Follow All IEP Modifications/504 Plan</li> </ul> <p><b>504</b></p> <ul style="list-style-type: none"> <li>● Provide benchmarks for long term projects</li> <li>● Communicate with parents if work isn't completed</li> <li>● Weekly report</li> <li>● Guidance will meet the first week of school</li> <li>● Student may recheck test before submitting for grading</li> <li>● Repeat and clarify directions as needed</li> <li>● Extended time on class tests, as deemed necessary by the teacher</li> <li>● Bathroom passes, as needed</li> <li>● Preferential seating</li> <li>● Check for understanding of directions</li> <li>● Encourage student to use agenda book to record</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Skill Performance</li> <li>● Open-ended Questions</li> <li>● Self and Peer Assessments</li> <li>● Specific Skill Assessment Rubrics</li> <li>● Notebook</li> <li>● Discussions</li> <li>● Written Assessments</li> <li>● Preparation</li> <li>● Q&amp;A</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussions, Class Participation</li> <li>● Notebook</li> <li>● Writing Tasks</li> <li>● Tests &amp; Quizzes</li> <li>● Projects &amp; Presentations</li> <li>● Unit Common Assessment</li> </ul> <p><b>Benchmark</b></p>

<ul style="list-style-type: none"> <li>homework assignments</li> <li>● Access to the nurse, as needed</li> <li>● Provide cues to redirect attention</li> <li>● Support organizational strategies and skill development</li> <li>● Encourage student to attend Homework Habitat</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Adaptation of time</li> <li>● Number of items reduced</li> <li>● Support/skill/participation levels</li> <li>● Alternate ways of demonstrating competency</li> <li>● Teacher/peer tutoring</li> <li>● Cooperative learning</li> <li>● Modified assignments</li> <li>● Differentiated instruction</li> </ul> <p><b>At-risk</b></p> <ul style="list-style-type: none"> <li>● MTSS</li> <li>● Parent Phone Calls</li> <li>● Provide Incentives – Daily/Weekly for Positive Participation/Behavior</li> <li>● Completed Study Guides</li> <li>● Extra Help</li> </ul> <p><b>Gifted &amp; Talented</b></p> <ul style="list-style-type: none"> <li>● Differentiated Instruction</li> <li>● Individual Long Term Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Oral Testing Options</li> <li>● Adapted Version of Written Assessment</li> </ul>
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### Unit 3 Overview

#### Body Systems

**Unit Summary:** The body systems unit pertains to keeping your body healthy and understanding the changes (all body systems) that occur throughout puberty. It encompasses the human condition: who we are, how we grow or evolve, from infancy through advanced age. This unit will cover cardiovascular, respiratory, endocrine, and the male and female reproductive systems. In this unit, students will learn the importance of it. They will also learn the diseases that can occur in body systems.

**Enduring Understandings:**

- Different systems of the body work together to make our body function..
- Understand the importance of a healthy circulatory system.
- Understand the function of the respiratory system

**Essential Questions:**

- How do the circulatory and respiratory systems work together?
- What are ways the endocrine system helps other body systems?
- Why is it important to take care of all of the systems of our body?

**Standards**

2.3.8.HCDM.6

Explain how the immune system fights disease.

2.1.8.PGD.1

Explain how appropriate health care can promote personal health.

2.1.8.PGD.2

Analyze how genetics and family history can impact personal health.

2.1.8.PGD.4

Analyze the relationship between healthy behaviors and personal health.

**Interdisciplinary Connections**

Other Cross-Curricular Opportunities

*Opportunities for SEL*

**Primary Interdisciplinary Connections:**

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- 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

**Unit Objectives:**

*Students will...*

- Students will be able to identify the roles of different body systems and their role in supporting health.
- Students will be able to explain the relationship between the circulatory and respiratory system.
- Students will be able to explain how all systems work together in supporting the body.
- Students will be able to explain the role of hormones on the body.

**Skills:**

- Explain how different elements of the human body work together.
- Describe the importance of a healthy circulatory system, respiratory system, and endocrine system.

**Student Learning**

**Core Instructional Materials and Resources**

**Supplemental Instructional Materials and**



<ul style="list-style-type: none"> <li>● Glencoe Health - Red</li> </ul>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Computer Lab - Media Center</li> <li>● Current Articles from Newspapers &amp; Magazines</li> <li>● Health &amp; Physical Education Video Library</li> <li>● Teacher Generated Materials</li> <li>● School Resource &amp; DARE Officers</li> <li>● Glencoe.com</li> <li>● Current Health Magazine</li> <li>● School Nurse</li> <li>● Teen Health &amp; Wellness</li> <li>● Community Resources</li> <li>● Teacher Generated Resources</li> <li>● School Counselors</li> </ul>
<p style="text-align: center;"><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;"><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p>Special Education</p> <ul style="list-style-type: none"> <li>● Teacher Tutoring</li> <li>● Peer Tutoring</li> <li>● Cooperative Learning Groups</li> <li>● Modified Assignments</li> <li>● Differentiated Instruction</li> <li>● Response to Intervention (RTI) www.help4teachers.com and www.docstoc.com</li> <li>● Follow All IEP Modifications/504 Plan</li> </ul> <p><b>504</b></p> <ul style="list-style-type: none"> <li>● Provide benchmarks for long term projects</li> <li>● Communicate with parents if work isn't completed</li> <li>● Weekly report</li> <li>● Guidance will meet the first week of school</li> <li>● Student may recheck test before submitting for grading</li> <li>● Repeat and clarify directions as needed</li> <li>● Extended time on class tests, as deemed necessary by the teacher</li> <li>● Bathroom passes, as needed</li> <li>● Preferential seating</li> <li>● Check for understanding of directions</li> </ul>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Skill Performance</li> <li>● Open-ended Questions</li> <li>● Self and Peer Assessments</li> <li>● Specific Skill Assessment Rubrics</li> <li>● Notebook</li> <li>● Discussions</li> <li>● Written Assessments</li> <li>● Preparation</li> <li>● Q&amp;A</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussions, Class Participation</li> <li>● Notebook</li> <li>● Writing Tasks</li> <li>● Tests &amp; Quizzes</li> <li>● Projects &amp; Presentations</li> <li>● Unit Common Assessment</li> </ul> <p><b>Benchmark</b></p>

- 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 dictionaries.
- 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

- Quarterly
- SGO

**Alternative**

- Oral Testing
- Adapted Version of Written Assessment

**Unit 4 Overview**  
**Alcohol, Tobacco, and Other Drugs**

**Unit Summary:** In the Alcohol, Tobacco, and Other Drugs unit students will learn that these can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drug use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally.

Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

**Enduring Understandings:**

- Identify various forms of tobacco products.
- Assess the effects of nicotine on the body.
- Explain the health risks of cigarettes, vaping devices, and smokeless tobacco.
- Identify skills someone can use to prevent tobacco and alcohol use.
- Identify ways to find help for alcohol and drug addiction.

**Essential Questions:**

- What are ways to use tobacco?
- What are some negative health consequences of using tobacco products?
- What are the types of alcohol?
- What are the consequences of underage drinking and overall alcohol consumption?
- What are the consequences of utilizing illegal drugs?

**Standards**

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.

2.3.8.DSDT.1

Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

**Interdisciplinary Connections**  
Other Cross-Curricular Opportunities  
*Opportunities for SEL*

**Primary Interdisciplinary Connections:**

21<sup>st</sup> 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.7 Identify the elements of dance in planned and improvised dance sequences.

1.1.2.A.8 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.6 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

<b>21st Century Life and Careers</b>	<b>Technology</b>
<p><b>21<sup>st</sup> Century Themes/Careers:</b></p> <p><b>21st Century Themes</b> include: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication.</p> <p>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.</p> <ul style="list-style-type: none"> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial</li> </ul>	<p><b>Technology Standards:</b></p> <p>8.1.P.A.16 Use an input device to select an item and navigate the screen</p> <p>8.1.P.A.17 Navigate the basic functions of a browser.</p> <p>8.1.P.A.18 Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.P.A.19 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).</p> <p>8.1.P.A.20 Demonstrate the ability to access and use resources on a computing device.</p> <p>8.1.12.A.3 - Collaborate in social network to discuss a resolution to a problem or issue.</p> <p>8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts and present ideas for feedback through</p>

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

social media or in an online community.

### Unit Objectives:

- Students will be able to recall the harmful effects of tobacco products and vaping.
- Students will be able to identify how the tobacco companies are still involved in vaping.
- Students will be able to identify the different types of alcohol.
- Students will be able to identify the harmful effects of excessive alcohol consumption.
- Students will be able to identify the signs and symptoms of alcoholism
- Students will be able to identify the signs and symptoms of drug abuse

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**Skills:**

- Recall the different variations of tobacco and nicotine products
- Understand why vaping still gives money to big tobacco
- List the harmful effects of tobacco and nicotine products
- Explain the health risks of cigarettes, vaping devices, and smokeless tobacco.
- Understand how alcohol and tobacco can be addictive.
- Recall the ways to find help for alcohol and drug addiction locally and globally.

<b>Student Learning</b>	
<b>Core Instructional Materials and Resources</b>	<b>Supplemental Instructional Materials and Resources</b>
<ul style="list-style-type: none"> <li>● Glencoe Health - Red</li> </ul>	<ul style="list-style-type: none"> <li>● Computer Lab - Media Center</li> <li>● Current Articles from Newspapers &amp; Magazines</li> <li>● Health &amp; Physical Education Video Library</li> <li>● Teacher Generated Materials</li> <li>● School Resource &amp; DARE Officers</li> <li>● Glencoe.com</li> <li>● Current Health Magazine</li> <li>● School Nurse</li> <li>● Teen Health &amp; Wellness</li> <li>● Community Resources</li> <li>● Teacher Generated Resources</li> <li>● School Counselors</li> <li>● Catch My Breath</li> </ul>
<p><b>Accommodations/Modifications</b> (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p><b>Assessment</b> <b>(All forms must be identified)</b></p>
<p>Special Education</p> <ul style="list-style-type: none"> <li>● Teacher Tutoring</li> <li>● Peer Tutoring</li> <li>● Cooperative Learning Groups</li> <li>● Modified Assignments</li> <li>● Differentiated Instruction</li> <li>● Response to Intervention (RTI)</li> </ul> <p>www.help4teachers.com and www.docstoc.com</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Skill Performance</li> <li>● Open-ended Questions</li> <li>● Self and Peer Assessments</li> <li>● Specific Skill Assessment Rubrics</li> <li>● Notebook</li> </ul>

- 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 dictionaries.
- 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

- 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

**Gifted & Talented**

- Differential Instruction
- Individual Long Term Projects

Pending BOE Approval