



TOMS RIVER REGIONAL SCHOOLS

Physical Education/Health

Health

Grade 7

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

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	10 Days
Personal Health	11 Days
Body Systems	10 Days
Family Life, Human Growth Reproduction (Opt-Out)	8 Days
Alcohol, Tobacco, and other Drugs	6 Days

Unit 1 Overview

Personal Growth and Character Development

Unit Summary: Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems). 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:

Identify ways to assess mental and emotional health.
Understand differences between healthy vs. unhealthy relationships with others.
Explain effective ways to deal with both positive and negative peer pressures.

Essential Questions:

What strategies can you use to assess your mental and emotional health?
What are some characteristics that can help you build and maintain healthy relationships with others and enhance your own health?
What strategies are effective at dealing with peer pressure? Are these the same for both positive and negative peer pressure?

Standards

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.EH.1:
Compare and contrast stress management strategies that are used to address various types of stress induced situations (eg. academics, family, personal relationships, finances, celebrations, violence)
2.1.8.EH.2:
Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and

change.

2.1.8.CHSS.8:

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

2.2.8.PF.1:

Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.3.8.PS.1:

Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence)

2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

2.3.8.PS.7:

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

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

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 Life and Careers

21st Century Themes/Careers:

21st Century Themes include: critical thinking,

Technology

Technology Standards:

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

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

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.

<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>	

<p>Unit Objectives:</p> <ul style="list-style-type: none"> ● Benefits of overall wellness (social, emotional, and physical health) ● Identifying types of stress ● Identifying healthy relationships (friendships and dating) ● Safe dating tips

<p>Skills:</p> <ul style="list-style-type: none"> ● Identify positive and negative peer pressures ● Recognize benefits of social, emotional, and physical health ● Understand types of stress and how to manage stress ● Compare and contrast various types of relationships ● Recognize the difference between a healthy and unhealthy relationship
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Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>Glencoe Health Books - Blue</p>	<ul style="list-style-type: none"> ● 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 ● Teacher Generated Resources ● School Counselors

<p style="text-align: center;">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;">Assessment (All forms must be identified)</p>
<p>Special Education</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 <p>504</p> <ul style="list-style-type: none"> ● 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 <p>ELL</p> <ul style="list-style-type: none"> ● 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 	<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

- 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

**Unit 2 Overview
Personal Health**

Unit Summary: Developing an overall healthy personal life includes caring for your body, being aware of personal safety, and understanding family health. Eating habits depend upon understanding the multiple factors that influence eating habits, the nutritional requirements to maintain good health and healthy ways to manage weight. Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness, disease, or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. Family health requires an understanding of how each reproductive system works.

Enduring Understandings:

- Explain how the structures of the digestive system digest food and promote health
- Identify six types of nutrients
- Explain the roles of each nutrient in the body
- Explain how to perform CPR
- Explain how to prevent illness or injury from potentially hazardous products.

Essential Questions:

What is the role of the digestive system in keeping our body healthy?

How do nutrients play a part in keeping our body healthy?

How do you perform CPR and other first aid maneuvers?

How does the digestive system work within the body?

What are the disorders of the digestive system?

Standards

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

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.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition)

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors

2.3.8.HCDM.6: Explain how the immune system fights disease.

2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

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

Interdisciplinary Connections

Other Cross-Curricular Opportunities

Opportunities for SEL

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success.

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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.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

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- 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

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.
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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:

- Digestive System
- Nutrition and its role in the digestive system
- Food labels and MyPlate
- Diabetes, Heart Disease, and Obesity
- CPR/AED
- Heimlich Maneuver - Injury Treatment/Types of Injuries
- Communicable and Noncommunicable Diseases
- Prevention of communicable and Noncommunicable Diseases

Skills:

Understand the digestive system and its importance in the body

Understand ways to eat healthy and how nutrition impacts the digestive system

Recognize various diseases that can come from unhealthy eating and ways to prevent them

Understand how to perform CPR, the Heimlich Maneuver, and how to use an AED

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> ● Glencoe Health Books - Blue 	<ul style="list-style-type: none"> ● 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 ● Teacher Generated Resources ● School Counselors
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- 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
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At-risk

- MTSS
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Benchmark

- Quarterly
- SGO

Alternative

- Oral Testing
- Adapted Version of Written Assessment

**Unit 3 Overview
Body Systems**

Unit Summary: Developing an understanding of how the skeletal system and muscular system coincide will result in a better understanding of overall wellness. The skeletal system makes up the structure of our body. Knowing how each bone connects and allows for different types of movement will benefit comprehension. Development of a plan to promote healthy bone development, and issues/diseases that can occur in the skeletal system. The muscular system supports the skeletal system. Knowing how muscles grow and support the body will promote an overall understanding of how the body moves and works.

Enduring Understandings:

Explain how different elements of the human body work together

Summarize the importance of a strong skeletal system

Describe how the muscular system enables movement and prevents injury

Essential Questions:

How do your bones and muscles work together?

How many bones are in the skeletal system?

What are the various shapes of bones?

What are the various types of muscles?

What are ways to prevent injury?

Standards

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors

Interdisciplinary Connections

Other Cross-Curricular Opportunities

Opportunities for SEL

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- problems and persevere in solving them.
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Unit Objectives:

- Defining anatomical names for bones
- Importance of keeping skeletal system healthy
- Defining anatomical names for muscles
- Importance of keeping muscular system healthy

Skills:

- Summarize the anatomical names for bones in the body
- Summarize the anatomical names of muscles in the body
- Explain how different elements of the human body work together
- Summarize the importance of a strong skeletal system
- Describe how the muscular system enables movement and prevents injury

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Student Learning	
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<p>Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p>Assessment (All forms must be identified)</p>
<p>Special Education</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 <p>504</p> <ul style="list-style-type: none"> ● 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 	<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

<p>necessary by the teacher</p> <ul style="list-style-type: none"> ● 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 <p>ELL</p> <ul style="list-style-type: none"> ● 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 <p>At-risk</p> <ul style="list-style-type: none"> ● MTSS ● Parent Phone Calls ● Provide Incentives – Daily/Weekly for Positive Participation/Behavior ● Completed Study Guides ● Extra Help <p>Gifted & Talented</p> <ul style="list-style-type: none"> ● Differential Instruction ● Individual Long Term Projects 	<ul style="list-style-type: none"> ● 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
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Unit 4 Overview (Opt-Out)
Family Life/Human Growth and Development

Unit Summary: Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your

body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. 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:

Puberty is part of adolescence when the reproductive system becomes mature.

Many physical changes happen to males and females during puberty.

Mental changes occur during puberty.

Describe the male and female reproductive systems

Essential Questions:

What are the changes that occur in males and females during puberty and adolescence?

What are the functions of the male and female reproductive systems?

What role do hormones play in the male and female reproductive system?

Standards

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and natural variations that exist in human bodies.

2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

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.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.

21st Century Life and Careers

21st Century Themes/Careers:

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.

Technology

Technology Standards:

8.1.P.A.16 Use an input device to select an item and navigate the screen

8.1.P.A.17 Navigate the basic functions of a browser.

8.1.P.A.18 Use digital devices to create stories with pictures, numbers, letters and words.

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).

8.1.P.A.20 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.

- 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

Unit Objectives:

- Compare the changes that males and females go through during puberty?
- Explain how your mental abilities change during adolescence
- List the major categories of adolescent risk behavior
- Identify social and emotional changes that occur during adolescence

- Explain how additional responsibility prepare teens for adulthood
- Identify the parts and function of the male and female reproductive system.
- Identify the male and female hormones.

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>Glencoe Health Books - Blue</p>	<ul style="list-style-type: none"> ● 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 ● Teacher Generated Resources ● School Counselors
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- 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
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- MTSS
- Parent Phone Calls
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- Differential Instruction
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Benchmark

- Quarterly
- SGO

Alternative

- Oral Testing
- Adapted Version of Written Assessment

Unit 5 Overview

Alcohol, Tobacco, and Other Drugs

Unit Summary: Alcohol, other drugs and tobacco 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 drugs 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:

Summarize how alcohol use can increase the risk of developing an alcohol use disorder
Analyze the effects of alcohol on the brain
Explain the mental, social, and legal consequences of drinking
Demonstrate methods of preventing alcohol use
Identify various forms of tobacco products
Assess the hazardous effects of nicotine on the body
Explain the health risks of cigarettes, vaping devices, and smokeless tobacco
Identify commonly abused drugs
Explain the short and long term effects of drugs on the brain and body
Identify mental, social, and legal consequences of drug abuse
Explain strategies for preventing medication and drug abuse
Explain how you can help someone with a substance use disorder

Essential Questions:

- **Recall the health risk of using tobacco and vaping products**
- **Compare and Contrast the differences between vaping and tobacco products**
- **How does alcohol affect the brain?**
- **Recall diseases linked to alcohol, tobacco, and other drug use**
- **What is addiction**
- **List treatments and resources for those dealing with drug addiction.**

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.

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Other Cross-Curricular Opportunities
Opportunities for SEL

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Technology

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8.1.P.A.23 Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.24 Use basic technology terms in the proper context in conversation with peers and

develop in their students. They are practices that have been linked to increase college, career, and life success.

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teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

8.1.P.A.25 Demonstrate the ability to access and use resources on a computing device.

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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.

Unit Objectives:

- What are the effects of using tobacco and vaping products
- What are the long and short term effects of alcohol use
- Identifying health conditions from both alcohol and tobacco use
- Identify illegal drugs and the misuse of prescription drugs.

Skills:

- Explain the health risks of cigarettes, vaping devices, and smokeless tobacco
- Identify commonly abused drugs
- Explain the short and long term effects of drugs on the brain and body
- Identify mental, social, and legal consequences of drug abuse
- Explain strategies for preventing medication and drug abuse
- Summarize how alcohol use can increase the risk of developing an alcohol use disorder
- Analyze the effects of alcohol on the brain
- Explain the mental, social, and legal consequences of drinking
- Demonstrate methods of preventing alcohol use

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www.help4teachers.com and www.docstoc.com
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504

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- Teacher Observation
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Pending BOE Approval