Board Approval Date:
Course Title: Health - Grade 7
Course Description: Students will learn that health and wellness are related to their levels of physical, mental/emotional, and social well-being. Students will gain knowledge, attitudes, and skills to make health-promoting decisions in order maintain health and wellness throughout their lifetime.

Course Sequence & Pacing

Estimated Number of Periods	Cycle 1	Estimated Number of Periods	Cycle 2
7	**Unit 1 - Emotional Health** - Your Mental and Emotional Health - Understanding Your Emotions - Managing Stress	15	**Unit 4 - The Reproductive System and The Life Cycle** - Male Reproductive System - Female Reproductive System - Infant and Child Development - Pregnancy and Childbirth - Staying Healthy as You Age
5	**Unit 2 - Mental and Emotional Disorders** - Suicide Prevention (Lifelines)		
2	**Unit 3 - Safety** - First Aid and Emergencies		
Estimated Number of Periods	**Cycle 3**		

7	**Unit 5 - Your Health and Wellness** - Making Decisions and Setting Goals - Peer Relationships		
8	**Unit 6 - Alcohol and Tobacco** - Alcohol Use and Teens - Effects of Alcohol Use - Alcoholism and Alcohol Abuse - Health Risks of Tobacco Use - Saying No to Tobacco Use		

Stage 1 Desired Results

Unit Title One: Emotional Health

Unit Summary: Good mental health is defined as the ability to accept yourself and others, adapt to and cope with emotions, and deal with problems and challenges you meet in life**.**

Unit Learning Targets

NJSLS Standards:

- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking *(CS & DT)***:**

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are emotions? • How can my thoughts, attitudes, and behaviors affect the way I feel about myself? • How can trauma affect the way a person acts in the past, present, and future? • How does keeping stress under control improve all aspects of your health? • How and where can I seek help when dealing with my emotions?	• Mental and emotional health affects a person's physical health and overall well being. • Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and quality of life. • Personal choices impact current and long term outcomes on individuals, family and society.

Students will know:	**Students will be able to:**
● Personality and self-concept are two factors that determine your emotional health. ● It is normal to experience a variety of emotions. ● Anxiety, fear, and anger are all strong emotions that can lead to defense mechanisms. ● Trauma is damage or injury to the psyche after living through an extremely distressing event. ● The difference between positive and negative stress.	● Understand good mental health includes having a positive view of yourself. ● Analyze steps you can take to build self-esteem and develop resilience. ● Understand that dealing with emotions in healthy ways is important during your teen years. ● Remember the way you express your emotions affects your mental/emotional, physical, and social health. ● Analyze how trauma can be caused by a one-time event, ongoing stress, or a commonly overlooked cause. ● Apply strategies for reducing stress and coping with stress.

Stage 2 Assessment Evidence

Summative Assessments:

- Emotion Poem with a Partner
  - Students will generate a poem with a partner that describes an emotion. Remind them that not all poetry has to rhyme.
- Photo Essay "Signs of Mental and Emotional Health."
  - Students pick a sign of having good emotional health found in the book on page 26. On an index card, the student will illustrate the sign they have chosen. For example, they could illustrate the sign, acting responsibly, with a photo of a teen helping a younger child cross the street.
- Self-discovery Journal
  - Students will create a self-discovery journal using the prompts given. Students are encouraged to write about personal concerns, and to talk to teacher, parent, or other trusted adult about issues that cause concern.
- Defense Mechanism Essay
  - Students will brainstorm about past experiences in which they used defense mechanisms. Students will use the list of defense mechanisms and write an essay describing whether or not it helped them deal with their problem.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Emotion Poem
  - Students will generate a poem on their own that describes an emotion. Remind them that not all poetry has to rhyme.
- Defense Mechanism Essay
  - Students will be given a prompt in which a defense mechanism was used. Students will use the list of defense mechanisms and write an essay describing whether or not it helped them deal with their problem.

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Timeframe*
2.1.8.EH.2	Explain what mental and emotional health is. Find similarities between self-concept and self-esteem.	• *Check the Emotional Barometer* • *Foldable Study Organizer for Self-Concept and Self-Esteem.* • *Photo Essay "Signs of Mental and Emotional Health."* • *Class Personality Collage*	*3 Periods*
2.1.8.EH.2	Understand the importance of learning to deal with emotions in a healthy way.	• *Emotional Y-Pie Chart* • *Emotion T-Chart with Class Y-Pies* • *Emotion Poem with a Partner*	*2 Periods*
2.1.8.EH.2	Understand Defense Mechanisms	• *Defense Mechanisms Essay*	*1 Period*
2.1.8.EH.1 **2.1.8.EH.2**	Managing Stress and Being Resilient	• *Self-discovery Journal*	*1 Period*

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*
McGraw-Hill Teen Health *Module: Emotional Health* - Lesson: Your Mental and Emotional Health - Lesson: Understanding your emotions	Students have an online log-in to the textbook.

- Lesson: Managing Stress	
Grade Level Teacher Edition Google Classroom	Relevant videos/articles that are level appropriate
Relevant videos/articles that are level appropriate	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
    - Note Taking Options
- Use of prompts
  - Emotional Y-Pie Chart
  - Emotion T-Chart with Class Y-Pies
- Testing accommodations
  - Defense Mechanism Essay

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration
- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study

- Defense Mechanism Essay
- Higher-order thinking skills
  - Emotional Y-Chart
- Student-driven instruction
  - Self -Discovery Journal
- Real-world problems and scenarios
  - Defense Mechanism Essay

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
  - Note Taking Options
  - Emotion T-Chart with Class Y-Pies
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - Self-discovery Journal With Prompts
- Think-pair-share
  - Turn and Talk in class
- Cooperative learning groups
  - Emotion Poem with a Partner

Stage 1 Desired Results
Unit Two: Mental and Emotional Disorders
Unit Summary: This unit introduces students to the standards of Social and Emotional Health. It builds upon student understanding of positive lifestyle choices and focuses on mental health and suicide.

Unit Learning Targets	
NJSLS 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 (e.g., academics, family, personal relationships, finances, celebrations, violence). ● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. ● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. ● 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). ● 2.1.8.CHSS.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. ● 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. ● 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. ● 2.3.8.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).	
Interdisciplinary Connections	
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.	
Computer Science & Design Thinking *(CS & DT)***:** ● 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.	
Interdisciplinary Connections ELA, Math, VPA, etc: ● RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
Climate Change:	
Holocaust & Amistad:	
Unit Essential Questions:	**Unit Enduring Understandings:**

• How do you identify the warning signs of someone who is suicidal? • How are depression and suicide linked?	• Relevant facts about suicide, including warning signs, can help to provide assistance before an attempt takes place. • The long-lasting impact suicide has on those who knew the person who has committed suicide. i.e. fault and responsibility. • Depression can cause suicide.
Students will know: • How to identify suicide warning signs. • How to respond to a person in need. • Depression symptoms and the link to suicide. • Demonstrating positive attitudes about interventions can help in seeking assistance. • How to identify resources, their response, and be able to name one helpful adult. • How to manage conflict and implement resolution strategies. • There are interrelationships of emotional, intellectual, physical, and social health in adolescence. • Healthy and unhealthy behaviors impact personal health. • Steps to help someone who is suicidal. • The effects can suicide have on people left behind.	**Students will be able to:** • Describe the warning signs of suicide. • Demonstrate how they would respond to a person in need. • Analyze the relationship between healthy behaviors and personal health. • Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. • Demonstrate effective conflict management or resolution strategies. • Describe how to maintain a positive attitude about intervention and help-seeking behaviors. • Identify helpful resources and how helpful adults will respond. • Demonstrate positive attitudes about intervention and help-seeking behaviors.

Stage 2 Assessment Evidence

Formative Assessments:

- Teacher observation

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Time frame*
2.1.8.PGD.1 **2.1.8.PGD.2** **2.1.8.EH.1** **2.1.8.EH.2** **2.1.8.SSH.6** **2.1.8.CHSS.1** **2.1.8.CHSS.4** **2.1.8.CHSS.6** **2.1.8.CHSS.8** **2.3.8.PS.1**	Explain the reasons for participating in a unit on suicide. Identify possible personal reactions involving a peer's suicidal behavior. Explain the ways in which our feelings about suicide influence our actions. Identify basic facts about suicide.	• *Warning Signs and FACTS handout* • *What would you do?* • *T/F Questionnaire*	*2 Period*
2.1.8.PGD.1 **2.1.8.PGD.2** **2.1.8.EH.1** **2.1.8.EH.2** **2.1.8.SSH.6** **2.1.8.CHSS.1** **2.1.8.CHSS.4** **2.1.8.CHSS.6** **2.1.8.CHSS.8** **2.3.8.PS.1**	Identify specific warning signs of suicide in themselves and others. Organize warning signs around the FACTS acronym. Explain the three basic suicide intervention steps.	• *DVD Scenarios* • *FACTS Handout* • *Discussion Topics*	*1 Period*

	Describe how to ask someone about suicide.		
2.1.8.PGD.1 **2.1.8.PGD.2** **2.1.8.EH.1** **2.1.8.EH.2** **2.1.8.SSH.6** **2.1.8.CHSS.1** **2.1.8.CHSS.4** **2.1.8.CHSS.6** **2.1.8.CHSS.8** **2.3.8.PS.1**	Describe how to implement the steps of a successful peer intervention. Define traits of helpful people. Identify school resources and procedures for responding to suicidal students.	• *DVD One Life Saved* • *Discussion and Question Handout* • *Create a list of Helpful People*	*1 Period*
2.1.8.PGD.1 **2.1.8.PGD.2** **2.1.8.EH.1** **2.1.8.EH.2** **2.1.8.SSH.6** **2.1.8.CHSS.1** **2.1.8.CHSS.4** **2.1.8.CHSS.6** **2.1.8.CHSS.8** **2.3.8.PS.1**	Demonstrate the ability to help a troubled friend through scripted role plays. Demonstrate a willingness to help themselves or a troubled friend by signing a help-seeking pledge. Explain the purpose of the Lifelines card.	• *Help-Seeking Pledge Handout* • *Role-Playing and Handout Questions* • *Suicide Prevention Pamphlet*	*1 Period*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Lifelines Suicide Prevention and Unit Plans	
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of prompts
  - Graphic Organizers
- Testing accommodations
  - Chapter Assessment

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration
- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
  - Role Plays
- Real-world problems and scenarios
  - Scenarios

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Think-pair-share
  - Turn and Talk in class

Stage 1 Desired Results

Unit Three: Safety

Unit Summary: Knowing how to administer hand-only CPR can save a person's life in an emergency.

Unit Learning Targets

NJSLS Standards:

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.3.8.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

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking ***(****CS & DT****)*****:**

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc: ● RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
Climate Change:	
Holocaust & Amistad:	
Unit Essential Questions: ● Why is it important to have a basic understanding of CPR? ● Can a person still perform CPR if they are not trained? ● What lifestyle behaviors could cause a person to go into cardiac arrest?	**Unit Enduring Understandings:** ● Hand-Only CPR is for older children and adults who have stopped breathing. ● All organs need oxygen-rich blood to work properly. ● Cardiopulmonary Resuscitation (CPR) is a first-aid procedure to restore breathing and circulation.
Students will know: ● Part of being a good citizen is being able to take care of one's fellow citizens in an emergency such as cardiac arrest. ● When a person is in cardiac arrest. ● Good Samaritan Laws are in place to protect people helping or providing care during an emergency.	**Students will be able to:** ● Understand the importance of having a basic understanding of hands-only CPR. ● Explore the signals of cardiac arrest. ● Perform chest compressions on a mannequin.

Stage 2 Assessment Evidence

Summative Assessments:

- CPR Persuasive Essay
  - Students will write a persuasive paragraph that encourages others to learn to take a first-aid and CPR class. Students will be encouraged to include statistical data and facts in their paragraph.

Formative Assessments:

- CPR Peer Assessment
  - Students will work in groups and use a checklist to assess their peers when performing CPR on the mannequins in class.

Alternative Assessments:

- CPR Persuasive Essay

- Students will make a list of reasons that encourage others to learn to take a first-aid and CPR class. Students will be encouraged to include statistical data and facts in their paragraph.

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation***	***Timeframe***
2.1.8.CHSS.1 **2.3.8.HCDM.2**	Understanding that being a good citizen is being able to take care of one's fellow citizens in an emergency such a cardiac arrest. Explore reasons and signs why a person might go into cardiac arrest. Perform chest compressions.	• *CPR Article* • *CPR YouTube Videos* • *CPR Persuasive Essay* • *Hand-Only CPR Practice*	*2 Periods*

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*
<u>McGraw-Hill Teen Health</u> *Module: Safety* - Lesson: First Aid and Emergencies	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats

- McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
    - Note Taking Options
- Use of prompts
  - Relevant Videos
- Testing accommodations
  - CPR Persuasive Essay

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration
- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
  - CPR Persuasive Essay
- Higher-order thinking skills
  - CPR Persuasive Essay
- Student-driven instruction
  - CPR Persuasive Essay
- Real-world problems and scenarios
  - CPR Persuasive Essay

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options

- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - CPR Persuasive Essay
- Think-pair-share
  - Peer Assessed CPR Compressions
- Cooperative learning groups
  - Peer Assessed CPR Compressions

Stage 1 Desired Results

Unit Four: The Reproductive System and The Life Cycle

Unit Summary: The male and female reproductive systems have respective functions that mature during the teen years and can then create new life. Each new life passes through several life stages in their lifetime.

Unit Learning Targets

NJSLS Standards:

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking *(CS & DT)***:**

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● Are the changes my body is going through normal? ● Is it normal if my body is not going through some of these changes? ● How can I keep my reproductive system healthy? ● What questions should I ask during a physical exam? ● How do I cope with mood changes?	● The form and function of the endocrine system. ● The female reproductive system matures during the teen years, and can then create new life. ● The purpose of the male reproductive organs is to protect, store, and help move sperm. ● Practicing good health skills will allow you to remain healthy throughout your lifetime.
Students will know:	**Students will be able to:**
● Form and function of the endocrine system. ● Functions of the male and female reproductive systems. ● The male and female reproductive systems have the ability to create new life after puberty.	● Explore the relationship of the endocrine system and its relation to the male and female reproductive systems. ● Understand the importance of the male and female reproductive systems in terms of procreating.

● The parts of the male and female reproductive systems. ● The life stages from conception to late adulthood.	● Analyze how the male and female reproductive systems work together to create new life. ● Understand although physically capable of creating new life after puberty, there are mental/emotional and social aspects to consider when engaging in sexual activity. ● Explore the different life stages from conception to late adulthood.

Stage 2 Assessment Evidence

Summative Assessments:

- Endocrine Poster Assignment
  - Students will work with a partner to create a google slide on an assigned endocrine gland.
- Puberty Venn Diagram
  - Students will work with a peer to create a venn diagram of the differences and similarities of the male and female reproductive systems.
- Chapter Assessment
  - Students will complete a chapter assessment.
- Life Stages Scrapbook
  - Students will create a scrapbook that outlines a fictional character's lifetime through each lifestage.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Endocrine Poster Assignment
  - Students will work alone to create a google slide on an assigned endocrine gland.
- Puberty Venn Diagram
  - Students will work alone to create a venn diagram of the differences and similarities of the male and female reproductive systems.
- Chapter Assessment
  - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Time frame*
2.1.8.SSH.1	Form and function of the Endocrine System.	• *Endocrine Gland Poster Assignment*	*2 Periods*
2.1.8.PGD.2	Puberty: Differences and similarities between male and female.	• *Puberty Venn Diagram* • *Relevant Videos*	*3 Periods*
2.1.8.PP.1 **2.1.8.PP.2** **2.1.8.PP.3** **2.1.8.SSH.10**	The male and female reproductive systems work together to create new life.	• *Conception to Birth Gallery Walk* • *Relevant Video* • *Analyzing Inherited Traits* • *Chapter Assessment*	*4 Periods*
2.1.8.PGD.1	Each human being passes through several stages throughout their lifetime.	• *Life Stages Scrapbook*	*6 Periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
<u>McGraw-Hill Teen Health</u> *Module: Sexual Feelings and Relationships* - Lesson: Male Reproductive System - Lesson: Female Reproductive System - Lesson: Pregnancy and Childbirth	Students have an online log-in to the textbook.

- Lesson: Infant and Child Development - Lesson: Staying Healthy as You Age	
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
    - Note Taking Options
- Use of prompts
  - Endocrine Gland Poster
  - Puberty Venn Diagram
- Testing accommodations
  - Chapter Assessment

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration
- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
  - Endocrine Gland Poster
- Higher-order thinking skills
  - Endocrine Gland Poster
- Student-driven instruction
  - Puberty Venn Diagram
- Real-world problems and scenarios
  - Analyzing Inherited Traits

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
  - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - Venn Diagram with Partner
- Think-pair-share
  - Turn and Talk in class
- Cooperative learning groups
  - Venn Diagram with a Partner

Stage 1 Desired Results

Unit Five: Making Decisions, Setting Goals, and Peer Relationships

Unit Summary: All of your decisions and relationships can have a positive or negative effect on your physical, mental, and social health.

Unit Learning Targets

NJSLS Standards:

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 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.
- 2.1.8.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● What steps should I take when making a decision? ● How do setting and achieving goals help us? ● How might priorities, changing abilities, and responsibilities influence setting health goals? ● What are the qualities of a good friend? ● What is the difference between negative and positive peer pressure?	● All decisions have consequences that can positively or negatively affect your health. ● Goals can be short-term or long-term. ● Making healthy decisions shows that you respect yourself and your health.
Students will know:	**Students will be able to:**
● The decision making process. ● Goal setting is a process of working towards something you want to accomplish.	● Understand that our decisions have consequences. ● Practice putting a plan in place for a short-term or long-term goal.

• How to strengthen friendships. • Examples of negative peer pressure.	• Explore how strong relationships will have a positive effect on your physical, mental, and social health. • Understand your peer group is made up of people who are close in age and have things in common with you. • Analyze how peer pressure can affect you in different ways.

Stage 2 Assessment Evidence

Summative Assessments:

- Goal Poster Assignment
  - Students will create a poster illustrating a plan to achieve a short-term or long-term goal.
- Chapter Assessment
  - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
  - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Time frame*
2.1.8.PGD.4	Understanding the pros and cons when making a decision. Understanding that asking for help when making a decision is a helpful tool.	• *Prized Possession* • *Join The Club* • *Decision Making Group Activity*	*3 Periods*

	It is important to gather information before making an important decision.		
2.1.8.PGD.4	Understanding that short-term and long-term goals need a plan.	• *Goal Setting Poster*	*2 Periods*
2.1.8.PGD.4 **2.3.8.ATD.5** **2.1.8.SSH.3** **2.1.8.SSH.4**	There is positive and negative peer pressure. It is important to make strong peer relationships.	• *Peer Pressure T-Diagram* • *Compromise Scenarios* • *Chapter Assessment*	*3 Period*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
<u>McGraw-Hill Teen Health</u> *Module: Your Health and Wellness/Social Health* - Lesson: Making Decisions and Setting Goals - Lesson: Peer Relationships	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

Accommodations and Modifications: Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
    - Note Taking Options
- Use of prompts
  - Peer Pressure T-Diagram
  - Goal Poster
- Testing accommodations
  - Chapter Assessment

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration
- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
  - Goal Poster
- Higher-order thinking skills
  - Goal Poster
- Student-driven instruction
  - Peer-Pressure T-Diagram
- Real-world problems and scenarios
  - Compromise Scenarios

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
  - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - Compromise Scenarios with Partner
- Think-pair-share
  - Turn and Talk in class
- Cooperative learning groups
  - Compromise Scenarios with a Partner

Stage 1 Desired Results

Unit Six: Alcohol and Tobacco

Unit Summary: Alcohol and tobacco use have serious consequences on your health. It is important to have strategies to resist the strong influences around tobacco use.

Unit Learning Targets

NJSLS 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.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking *(CS & DT)***:**

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
● How can using alcohol and tobacco impact a person's life? ● What are the effects of alcohol and tobacco abuse on society? ● How might someone refuse alcohol and tobacco if offered by a peer?	● All decisions have consequences that can positively or negatively affect your health. ● Alcohol and tobacco can have short-term or long-term effects on a person's health. ● Making healthy decisions shows that you respect yourself and your health.
Students will know:	**Students will be able to:**
● Alcohol affects speech, memory, coordination, reaction time, and judgment . ● Alcoholism is an addiction to alcohol, and a person can seek treatment through a number of different agencies/organizations, such as Alcoholics Anonymous.	● Describe the health risks of smoking. ● Identify the health impacts on non-smokers with exposure to smoke. ● Describe the connection between the use of alcohol and disease. ● Identify situations in which alcohol can influence decision-making abilities.

● Smoking can cause diseases such as cancer, heart disease, and emphysema . ● Using alcohol, tobacco, and other drugs will not help people avoid their problems	● Analyze ways to "say no" in a peer pressured situation.

Stage 2 Assessment Evidence

Summative Assessments:

- Analyzing Alcohol Promotions
  - Students will create a google slide analyzing an alcohol advertisement and how it can persuade consumers to buy it.
- Letter to a Drunk Driver
  - Students will write a letter to a drunk driver persuading them why they should not drink and drive.
- Anti-Tobacco Messages vs. Pro-Tobacco Messages
  - Students will work with a partner to find an advertisement and they will analyze the advertisement.
- Chapter Assessment
  - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
  - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Time frame*
2.3.8.ATD.5 **2.3.8.DSDT.1**	Understand how advertising makes alcohol look glamorous.	● *Brainstorm different brands and types of alcohol.* ● *Analyzing Alcohol Promotions*	*1 Periods*

2.3.8.ATD.1 **2.3.8.ATD.2** **2.3.8.ATD.3** **2.3.8.ATD.4** **2.3.8.ATD.5** **2.3.8.DSDT.1** **2.3.8.DSDT.3** **2.3.8.DSDT.4**	Understanding the short-term and long-term effects associated with alcohol. Understanding how alcohol can impair physical performance to complete everyday tasks.	• *Alcohol Graphic Organizer* • *Impaired Activities* • *Letter to a Drunk Driver*	*3 Periods*
2.3.8.ATD.1 **2.3.8.ATD.2** **2.3.8.ATD.3** **2.3.8.ATD.4** **2.3.8.ATD.5** **2.3.8.DSDT.1** **2.3.8.DSDT.3** **2.3.8.DSDT.4**	Understanding the short-term and long-term effects associated with tobacco. Understand the short-term and long-term effects associated with vaping.	• *Anti-Tobacco Messages vs. Pro-Tobacco Messages* • *Tobacco Graphic Organizer* • *Post-it Notes on Vaping* • *Vaping Misconceptions Group Activity*	*4 Period*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
<u>McGraw-Hill Teen Health</u> *Module: Alcohol* *Module: Tobacco*	Students have an online log-in to the textbook.
Project Alert	Online Resource

Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

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- Use of prompts
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- Higher-order thinking skills

- Letter to a Drunk Driver
- Student-driven instruction
  - Letter to a Drunk Driver
- Real-world problems and scenarios
  - Letter to a Drunk Driver

Specific Strategies and Practices that Support English Language Learners:

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  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - Anti-Tobacco Messages vs. Pro-Tobacco Messages with a Partner
- Think-pair-share
  - Turn and Talk in class
- Cooperative learning groups
  - Anti-Tobacco Messages vs. Pro-Tobacco Messages with a Partner