

7th Grade Health

Unit Title: Mental, Emotional, & Social Health

Stage 1: Desired Results

Standards & Indicators:

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.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.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate 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.

Career Readiness, Life Literacies and Key Skills

<u>Standard</u>	<u>Performance Expectations</u>	<u>Core Ideas</u>
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.	An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Central Idea/Enduring Understanding:

- Self-esteem is essential for positive personal and professional relationships.
- Awareness of one's mental and emotional health contributes to a productive life experience.
- Awareness of mental and emotional well-being and community resources allows one to make effective decisions that promote social and emotional health throughout the lifespan.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- Advocacy for personal, family, community, and global health can influence and

Essential/Guiding Question:

- What are the benefits of high self-esteem, and what are some ways to improve it?
- What is the difference between mental and emotional health?
- How can mental and emotional problems affect your life and what are some warning signs?
- Where can you locate resources and treatments for mental and emotional disorders?

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change the interaction of people and their health. • Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	
<u>Content:</u> • Mental and emotional health • Understanding self-esteem and ways to improve. • Stress management. • Signs and symptoms of depression. • Getting help for mental and emotional disorders. • Refusal skills • Decision Making Process • Peer Pressure • Preventing and stopping bullying ◦ Physical ◦ Verbal Self-esteem/goal related video: Believe in Yourself https://youtu.be/AjZ0KbJcav0	<u>Skills(Objectives):</u> • Describe signs of mental and emotional health, influence on personality, how resilience affects mental and emotional health, and how to show empathy. • Explain self-concept and self-esteem. Explain the benefits of high self-esteem and how to improve self-esteem. • Describe sources of stress. The body's reaction to stress and effective ways to avoid and manage stress. • Identify different types of emotions, how to handle emotions, and how to express emotions healthily.
<u>Interdisciplinary Connections:</u> Science: Biology Language Arts: persuasive writing; informational process writing (slides; brochures, etc.) Math: statistics related to suicide and mental disorders affecting teens	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> • Formative Assessments ◦ Do Now ◦ Polling ◦ Exit Tickets ◦ Quizzes • Project-Based Assessment • Summative Assessments	<u>Other Evidence:</u> • Think-Pair-Share • Group and Cooperative Work • Teacher Observations • Health Journals/iPads
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Days 1-2: Introducing Mental, Emotional, and Social Health. Making your Health Triangle. What is Wellness, and how to Achieve Wellness • Compare and contrast mental, emotional, and social health. Days 3-4: Health Influences, Health Risk Factors/Risky Behaviors, and Building Health Skills, Decision Making and Goal Setting Days 5-6: What shapes your character, character traits, Communication (types), Good Communication Skills	<u>Resources:</u> McGraw-Hill Teen Health Series Modules 0, 1, 3, 4, 5 Days 1-2: PowerPoint introducing mental, emotional, and social health. • Ways of Improvement. Students will write three ways to improve mental health, social health, and emotional health. Healthgov: Adolescent Health https://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health Days 3-4: Health Influences, Health Risk Factors/Risky Behaviors, Decision Making, and Goal Setting

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Days 7-8: Peer/Family relationships, Peer Pressure		Days 5-6: What shapes your Character, Character Traits, Communication types, and skills	
Days 9-10: Emotional Health • Your Mental/Emotional Health • Understanding Your Emotions • Managing Stress • Coping Techniques Days 11-12: Mental/Emotional Disorders • Mental and Emotional Disorders • Suicide Prevention • Signs and Symptoms • Help for Mental and Emotional Disorders		Days 7-8: Peer/ Family Relationships, Peer Pressure	
		Days 9-10: Emotional Health • Stress: write down ten things that cause them to get stressed. ◦ Students will write down five ways to manage their stress in a healthy way (i.e., music, exercise, sleep, etc.) • Students will research depression and review reliable data about adolescents, depression, and types of treatments. Days 11-12: PowerPoint introducing Mental/ Emotional Disorders	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Project-based learning to advance higher-order thinking. Compare/contrast mental, emotional, and social health Analyze information to debate the effects of various types of social media on self-esteem. Evaluate and rank stress prevention strategies from least to most effective Debate team recommendations of various Decision-Making Process scenarios to determine best outcome. Evaluate most effective S.T.O.P. strategies using group scenarios. Create anti-bullying campaign posters Use Google Classroom to promote shared group projects	Project-based learning to advance higher-order thinking Use Google Classroom to promote shared group projects Analyze information to debate the effects of various types of social media on self-esteem. Evaluate and rank stress prevention strategies from least to most effective Debate team recommendations of various Decision-Making Process scenarios to determine best outcome. Evaluate most effective S.T.O.P. strategies using group scenarios. Create anti-bullying campaign posters	Project-based learning to advance higher-order thinking Analyze information to debate the effects of various types of social media on self-esteem. Evaluate and rank stress prevention strategies from least to most effective Debate team recommendations of various Decision-Making Process scenarios to determine best outcome. Evaluate most effective S.T.O.P. strategies using group scenarios. Create anti-bullying campaign posters Use Google Classroom to promote shared group projects; can be accessed from home for review.	Project-based learning to advance higher-order thinking Analyze information to debate the effects of various types of social media on self-esteem. Evaluate and rank stress prevention strategies from least to most effective Debate team recommendations of various Decision-Making Process scenarios to determine best outcome. Evaluate most effective S.T.O.P. strategies using group scenarios. Create anti-bullying campaign posters Use Google Classroom to promote shared group projects; can be accessed from home for review. Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are

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			not limited to, the following: • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Unit Title: Tobacco, Alcohol, & Other Drugs

Stage 1: Desired Results

Standards & Indicators:

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.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

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.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option	Multiple solutions often exist to solve a problem

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9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
<u>Central Idea/Enduring Understanding:</u> • Awareness of how drug abuse affects one's central nervous system and overall health can lead to improved decision making and refusal skill development. • Awareness of how alcohol affects one's central nervous system and overall health can lead to improved decision-making and refusal skill development. • Awareness of how tobacco affects one's overall health and economics can lead to improved decision-making and refusal skill development. • Awareness of criminalization of addictive or poor decision-making behaviors such as drunk driving, illegal substance abuse, and underage drinking can promote effective refusal skills and positive alternatives throughout one's lifetime. • The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. • A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment), and a wide variety of treatment options are available depending on the needs of the individual. • The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.		<u>Essential/Guiding Question:</u> How does a drug affect the Central Nervous System (CNS)? What are some long-term and short-term effects from drug use? What are some reasons adolescents use and abuse drugs? How does alcohol affect decision-making and relationships? What makes tobacco addictive and what are the health costs to the smoker and non-smoker? What are some positive alternatives to drug use? How can drug use lead to crime?
<u>Content:</u> • Understand the dangers of inhalants • Tobacco ◦ How tobacco affects the body ◦ Tobacco use among teens ◦ How to say no to tobacco use ◦ Respiratory system • Alcohol ◦ Alcohol use and abuse among teens ◦ Nervous system ◦ Alcohol use in the media ◦ Short-term and long-term effects • Inhalants ◦ What are inhalants? ◦ How inhalants affect the body ◦ Effects after using • Marijuana ◦ Facts about marijuana ◦ The effects on the brain ◦ What is in marijuana		<u>Skills(Objectives):</u> • Describe how to find proof of alcohol by volume (ABV) in an alcoholic beverage. • Explain the dangers of prescription and illegal drugs. • Compare and contrast "medical marijuana" and "recreational marijuana". • Explain the effects of different prescription and illegal drugs on the body and developing brain of the adolescent. • Identify reasons to be drug-free.

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- Difference between recreational and medical use

Interdisciplinary Connections:

Science: Biology

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Math: compare and contrast percentages related to addiction statistics based on local, state and national data.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessments
 - Do Now
 - Polling
 - Exit Tickets
 - Quizzes
- Project-Based Assessment
- Summative Assessments

Other Evidence:

- Think-Pair-Share
- Group and Cooperative Work
- Teacher Observations
- Health Journals/iPads

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Days 1-2: Introduction to Tobacco, Health Risks, Costs of Tobacco

What is tobacco and the dangers?

- What is in tobacco?
- How does tobacco affect your mental, social, and physical health as well as personal finances?
- Why do teens use tobacco products?

Days 3-4: Alcohol Use amongst Teens, Effects of Alcohol, Alcoholism and Abuse

- The effects of use.
- How to find proof and alcohol by volume (ABV).
- How is one serving of wine, beer, and hard liquor considered the same?

Days 5-6: Drug Use and Abuse, Types of Drugs, Staying Drug Free

What is a drug?

- Cover drug classifications.
- Compare and contrast drug classifications.

Days 7-8: Types of Medicine, Using Medicine Correctly, Medicine Misuse

Days 9-10: What is marijuana, vaping, and inhalants?

- What are the dangers of using marijuana, vapes, and inhalants?
- Why can these be considered "gateway drugs?"
- Why do teens use and abuse these drugs?

Resources:

McGraw-Hill Teen Health Series

Module 13, 14, 15, 16

Days 1-2: Introduction to Tobacco, Health Risks, Costs of Tobacco

CDC's States' Tobacco Activities Tracking Evaluation (STATE) System <http://www.cdc.gov/statesystem/>

- Activity regarding costs of tobacco products

Days 3-4: Alcohol Use amongst Teens, Effects of Alcohol, Alcoholism and Abuse

PowerPoint about alcohol

- Dangers of alcohol use, teen alcohol abuse.

<http://www.cdc.gov/alcohol/fact-sheets/underage-drinking.htm>

Days 5-6: Drug Use and Abuse, Types of Drugs, Staying Drug Free

PowerPoint about drugs

- "What Type of Drug is It?" worksheet.
 - Students will get a list of drugs and organize the drugs with the correct classification by reading the effects.
 - Use the Decision Making Process to refuse drugs.
- Drugfreeworld.org
- Drug classifications research worksheet
- Truth about Drugs video/ worksheet

Days 7-8: Types of Medicine, Using Medicine Correctly, Medicine Misuse

- Students will know types of medicine, examples, and what illness/disease they help.
- Dangers of medicine misuse, and why people become addicted.

Days 9-10: What is Marijuana, Vaping, and Inhalants?

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	PowerPoint about marijuana • YouTube: Truth About Marijuana https://www.youtube.com/watch?v=IHX7zQrBEG8 • Debate: Should recreational marijuana be legal in New Jersey? • Students will conduct research to either support legalization or keep it illegal. PowerPoint about Inhalants YouTube: Truth About Inhalants • Inhalants research. Students will research inhalants and use Google Sheets to collect statistics and make graphs about inhalant use among teens. https://www.drugabuse.gov/drugs-abuse/inhalants PowerPoint about Vaping • Students will research vaping and record statistics about teen use of vaping.		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Project-based learning to advance higher-order thinking strategies: Explain classifications of drugs. Compare and contrast various inhalants. Research and debate the merits of increasing tobacco sales from 18 to 21. Analyze current CDC alcohol-related vehicular data to create a public health campaign poster on Glogster. Debate team (pro/con) to legalize recreational marijuana in New Jersey. Use Google Classroom to promote shared group projects.	Project-based learning to advance higher-order thinking strategies: Explain classifications of drugs. Compare and contrast various inhalants. Research and debate the merits of increasing tobacco sales from 18 to 21. Analyze current CDC alcohol-related vehicular data to create a public health campaign poster on Glogster. Debate team (pro/con) to legalize recreational marijuana in New Jersey. Use Google Classroom to promote shared group projects.	Project-based learning to advance higher-order thinking strategies: Explain classifications of drugs. Compare and contrast various inhalants. Research and debate the merits of increasing tobacco sales from 18 to 21. Analyze current CDC alcohol-related vehicular data to create a public health campaign poster on Glogster.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks Allow for translators, dictionaries Project-based learning to advance higher-order thinking strategies: Explain classifications of drugs. Compare and contrast various inhalants. Research and debate the merits of increasing tobacco sales from 18 to 21. Analyze current CDC alcohol-related vehicular data to create a public health campaign poster on Glogster.

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		home for additional review.	Debate team (pro/ con) to legalize recreational marijuana in New Jersey. Use Google Classroom to promote shared group projects; can be accessed from resource room or home for additional review. Reinforce specific terms associated with nutrition with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons. Modify handouts and PowerPoints to ensure visual clarity. Modify and individualize formative assessment strategies to ensure students have time to process and give feedback. Use of individual modifications and adaptations according to IEP/504 If using instructional videos, try to use closed captioning whenever possible.
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Unit Title: Bullying and Cyberbullying/ Resolving Conflicts and Preventing Violence

Stage 1: Desired Results

Standards & Indicators:

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).

2.3.8.PS.2: Define sexual consent and sexual agency.

2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option	Multiple solutions often exist to solve a problem
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied,	Digital footprints are publicly accessible, even if only shared with

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	and potentially seen by public audiences.	a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.	
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.	
<u>Central Idea/Enduring Understanding:</u> - Awareness of different types of conflict is essential to develop and maintain positive personal and professional relationships in adulthood. - Conflict resolution skills can promote positive and productive personal and professional relationships throughout one's lifespan. - One must differentiate between healthy and abusive relationships. - Awareness of community supports that curtail abusive relationships can lead to more positive adult mental and emotional well-being. - Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult, unsafe situations. - Technology can affect individuals' capacity to develop and maintain healthy behaviors and interpersonal relationships. - Individuals may experience interpersonal violence for a variety of reasons, but the victim is never to blame.		<u>Essential/Guiding Question:</u> What causes conflicts? How can negotiation and mediation prevent a conflict? What are the causes of violence? What are different types of violence? Where can you get help for abuse?
<u>Content:</u> - Causes of a conflict - Understanding conflicts - Ways to resolve a conflict - Getting help for physical and emotional abuse - Preventing violence		<u>Skills(Objectives):</u> - Describe the nature, causes, signs, and types of conflict, and explain when to avoid conflict. - Identify steps in the mediation and negotiation process. - List causes of violence and skills to protect against violence. - Define "abuse", identify warning signs of abuse and list sources of help.
<u>Interdisciplinary Connections:</u> Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, etc.) Science: Biology Math: graphing, developing and understanding charts		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> - Formative Assessments - Do Now - Polling - Exit Tickets - Quizzes - Project-Based Assessment - Summative Assessments		<u>Other Evidence:</u> - Think-Pair-Share - Group and Cooperative Work - Teacher Observations - Health Journals/iPads

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Days 1-2: Introduction to Bullying, Different types of bullying, Effects of Bullying

Days 3-4: Introduction to Harassment, Discrimination

Days 5-6: Introduction to Cyberbullying, Strategies to stop bullying, Promoting Safe Schools

Days 7-8: Introduction to Conflict Resolution, Types of conflict, Peer Mediation

Days 9-10: Introduction to Violence and Abuse

Days 11-12: Violence Prevention, Coping Strategies for Violence and Abuse

Resources:

McGraw-Hill Teen Health Series

Module 3, 6, 7

Days 1 - 2: Introduction to Bullying, Different types of bullying, Effects of Bullying

Bullying Video:

<https://www.youtube.com/watch?v=bokjYnPeSuA>

Bullying/ Cyberbullying Notes

<https://docs.google.com/document/d/1ZgYnT8HMPDDtRtMVKgpJApf7wVTclAK08Y8eGND3trs/edit?tab=t.0>

Days 3-4: Introduction to Harassment, Discrimination

LGBT and Disabilities Law

<https://sharemylesson.com/collections/pride-month>

<https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/>

Days 5-6: Introduction to Cyberbullying, Strategies to stop bullying, Promoting Safe Schools

Days 7-8: Introduction to Conflict Resolution, Types of conflict, Peer Mediation

Resolving Conflicts

- Students will work in groups of four and will review a conflict scenario. The group has to discuss and decide how they would resolve the conflict without resorting to violence.
- Students will use negotiation or mediation strategies.

Days 9-10: Introduction to Violence and Abuse

Days 11-12: Violence Prevention, Coping Strategies for Violence and Abuse

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Project-based learning to advance higher-order thinking	Project-based learning to advance higher order thinking	Project-based learning to advance higher order thinking	Project-based learning to advance higher-order thinking
Decide best conflict resolution strategy when given problem scenarios.	Decide best conflict resolution strategy when given problem scenarios.	Decide best conflict resolution strategy when given problem scenarios.	Decide best conflict resolution strategy when given problem scenarios.
Use Google Classroom to promote shared group projects	Use Google Classroom to promote shared group projects	Use Google Classroom to promote shared group projects; can be accessed from home for review.	Use Google Classroom to promote shared group projects; can be accessed from home for review.
			Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or

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		Videos Classroom models / Visual Aids Provide notes Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Unit Title: Growth, Development, Body Systems, Personal Health Care, Relationships

Stage 1: Desired Results

Standards & Indicators:

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

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.

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9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option	Multiple solutions often exist to solve a problem
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

<u>Central Idea/Enduring Understanding:</u> - Awareness of how hormones, nutrition, the environment, and heredity affect physical, social, and emotional changes is a lifelong process. - Overall health includes the ability to effectively articulate how the reproductive system functions and changes throughout the lifespan. - Effective refusal skills can promote abstinence to reduce chances of contracting HIV/AIDS, STIs, or unintended pregnancies. - There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. - 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. - Some factors contribute to making healthy decisions about sex.	<u>Essential/Guiding Question:</u> How does the endocrine system affect growth and development? What happens during puberty? When does puberty begin? What is the function of the male reproductive system? What is the function of the female reproductive system? How does social health change during puberty?
<u>Content:</u> - Endocrine system - Male and female reproductive system - Puberty - Abstinence - Personal hygiene - Mental, social, and emotional changes Reproductive system video: 7th Grade Reproduction https://youtu.be/CqmW9CL80q0	<u>Skills(Objectives):</u> - Identify changes that occur during adolescence. - Compare and contrast males and females during puberty. - Describe how the endocrine system affects growth and development. - Explain the stages of life, what it means to be an adult, and how adolescence prepares one for adulthood. - Compare and contrast the male and female reproductive systems.

Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> - Formative Assessments - Do Now - Polling - Exit Tickets - Quizzes - Project-Based Assessment	<u>Other Evidence:</u> - Think-Pair-Share - Group and Cooperative Work - Teacher Observations - Health Journals/iPads
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- Summative Assessments

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Days 1-2: Personal Hygiene, Taking Care of Your Body

Days 3- 5 : Body Systems

- Nervous System, Skeletal/Muscular Systems, Circulatory/ Respiratory, Digestive/Excretory Systems, Endocrine/Immune System

Days 6-8: Introduction to Puberty.

- Students will work in groups of 3-4 to list mental, emotional, and physical changes that occur for males and females during puberty.

Days 9-11: Healthy Dating/ Relationships, Saying No

Resources:

**McGraw-Hill Teen Health Series
Module 2, 10, 11, 12**

Days 1-2: Personal Hygiene, Taking Care of Your Body

Days 3-5: Body Systems

- Vocabulary Challenge
 - Match the terms with the correct definition.

Days 6-8: Introduction to Puberty

- YouTube clips introducing puberty for males, females, and both.
 - <https://www.youtube.com/watch?v=Yvw7QGytgNQ>
 - <https://www.youtube.com/watch?v=Rsj6dW6gKRc>
 - https://www.youtube.com/watch?v=j_mFJ2d0qxQ&t=209s
- Students will work in groups of 3-4 to list mental, emotional, and physical changes that occur for males and females during puberty.

Days 9-11: Healthy Dating/ Relationships, Saying No

- PowerPoint introducing abstinence and the benefits of practicing abstinence.
- Abstinence Worksheet: students will get a worksheet with actions, and they will determine if the action is considered abstinence or not.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Project-based learning to advance higher-order thinking strategies Compare/contrast the mental, emotional, and physical changes that occur for males and females during puberty. Evaluate and explain the most effective abstinence-promoting choices. Use Google Classroom to promote shared group projects.	Project-based learning to advance higher-order thinking strategies Compare/contrast the mental, emotional, and physical changes that occur for males and females during puberty. Evaluate and explain the most effective abstinence-promoting choices. Use Google Classroom to	Project-based learning to advance higher-order thinking strategies Compare/contrast the mental, emotional, and physical changes that occur for males and females during puberty. Evaluate and explain the most effective abstinence-promoting choices. Use Google Classroom to promote shared group projects; can	Project-based learning to advance higher-order thinking strategies Compare/contrast the mental, emotional, and physical changes that occur for males and females during puberty. Evaluate and explain the most effective abstinence-promoting choices. Use Google Classroom to promote shared group projects; can be accessed from resource room or home for additional review. Reinforce specific terms associated with nutrition with definition cards; teacher can use ELL terms specific to

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	promote shared group projects.	be accessed from resource room or home for additional review.	ELL population and integrate into lessons. Modify handouts and PowerPoints to ensure visual clarity. Modify and individualize formative assessment strategies to ensure students have time to process and give feedback. Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Pacing Guide

Course Name	Resource	Standards
MP		
UNIT: Mental, Emotional, & Social Health McGraw-Hill Teen Health Series Module 0, 1, 4, 5 12 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.1.8.EH.1 2.1.8.EH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.CHSS.6 2.1.8.CHSS.7 2.1.8.CHSS.8
MP		
UNIT: Tobacco, Alcohol, & Other Drugs McGraw-Hill Teen Health Series Module 13, 14, 15, 16	Google Slides YouTube EdPuzzles CDC Drugfreeworld.org	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

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10 days	McGraw-Hill Teen Health Series Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5
MP		
UNIT: Resolving Conflicts, Preventing Violence, Bullying, and Cyberbullying McGraw-Hill Teen Health Series Module 3, 6, 7 12 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Unit Online Assessment	2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6
MP		
UNIT: Growth, Development, Personal Health Care, Relationships McGraw-Hill Teen Health Series Module 2, 10, 11, 12 11 days	Google Slides YouTube EdPuzzles CDC McGraw-Hill Teen Health Series Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.3 2.1.8.PGD.4 2.1.8.PP.4 2.1.8.SSH.11 2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7