

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

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.
9.2.8.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

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<p><u>Central Idea/Enduring Understanding:</u></p> <p>Self-esteem is essential for positive personal and professional relationships.</p> <p>Awareness of one's mental and emotional health contribute to a productive life experience.</p> <p>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.</p> <p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p> <p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p> <p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p> <p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p>	<p><u>Essential/Guiding Question:</u></p> <p>What are the benefits of having a high self-esteem and what are some ways to improve your self-esteem?</p> <p>What is the difference between mental and emotional health?</p> <p>How can mental and emotional problems affect your life and what are some warning signs?</p> <p>Where can you locate resources and treatments for mental and emotional disorders?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Physical ○ Verbal <p>Self-esteem/goal related video:</p>	<p><u>Skills(Objectives):</u></p> <p>Describe signs of mental and emotional health, influence on personality, how resilience affects mental and emotional health and how to show empathy.</p> <p>Explain self-concept and self-esteem. Explain the benefits of high self-esteem and how to improve self-esteem.</p> <p>Describe sources of stress. The body's reaction to stress and effective ways to avoid and manage stress.</p> <p>Identify different types of emotions, how to handle emotions, and how to express emotions in a healthy way.</p>

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<p>Believe in yourself</p> <p>https://youtu.be/AjZ0KbJcav0</p>	
<p><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</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Do Now ○ Polling ○ Exit Tickets ○ Quizzes ● Project-Based Assessment ● Summative Assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Think-Pair-Share ● Group and Cooperative Work ● Teacher Observations ● Health Journals/iPads
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Days 1-2: Introduction to mental, emotional, and social health.</p> <ul style="list-style-type: none"> ● Compare and contrast mental, emotional, and social health. <p>Days 3-4: Understanding self-esteem.</p> <ul style="list-style-type: none"> ● Define self-esteem and how it affects your overall health and wellness. <p>Days 5-6: Stress management and signs/symptoms of depression.</p> <ul style="list-style-type: none"> ● What can cause stress? ● How is stress linked to depression? ● List signs and symptoms for depression. ● Ways to handle and treat depression. <p>Days 7-8: Decision-Making Process</p> <ul style="list-style-type: none"> ● List and define the five steps in the Decision Making Process. 	<p><u>Resources:</u></p> <p>Days 1-2: PowerPoint introducing mental, emotional, and social health.</p> <ul style="list-style-type: none"> ● Ways of Improvement. Students will write three ways to improve mental health, social health, and emotional health. <p>Healthgov: Adolescent Health https://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health</p> <ul style="list-style-type: none"> ● Health Triangle. Students will use construction paper to make a “health triangle” with the three sides labeled: mental, social, and emotional. They will write their ways of improvement on the sides. <p>Days 3-4: PowerPoint introducing self-esteem</p> <ul style="list-style-type: none"> ● Is the Media Affecting Your Self-esteem? Students will look through social media and newspapers and write an essay explaining how the media can affect one’s self-esteem.

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- Why is it important to use the DMP during situations?
- How can one decision affect your future?

Days 9-10: Peer pressure and refusal skills.

- Define peer pressure.
- Compare and contrast good and bad peer pressure.
- How does the Decision Making Process play a role in peer pressure?
- Use S.T.O.P. when using refusal skills.

Days 11-12: Bullying Awareness and prevention

- Compare and contrast physical and verbal bullying.
- How can bullying be prevented?
- What can you do if you hear or see bullying?
- What can you do if you're the victim?

Days 5-6: PowerPoint introducing stress and depression.

- Stress: write down ten things that causes them to get stressed.
 - Students will write down five ways to manage their stress in a health way (i.e. music, exercise, sleep, etc...)
- Students will research depression and review reliable data about adolescents, depression, and types of treatments.

Days 7-8: PowerPoint explaining the five steps in the Decision-Making Process.

- Skits: Students will get a scenario and they must use the Decision- Making Process to make a final decision. The class will debate if the choice was good or bad and what other options could the student take.

Days 9-10: PowerPoint introducing peer pressure and refusal skills (S.T.O.P.)

- Skits: students will get a scenario where somebody is being pressured to do something inappropriate. The students are going to use S.T.O.P (Say No, Tell Why Not, Offer Other Ideas, Promptly Walk Away) to get out of the situation. The class will discuss whether the group used S.T.O.P. effectively and brainstorm other ideas to get out of the situation.

Days 11-12: PowerPoint introducing physical and verbal bullying

- Students will work in groups of 3-4 to compare and contrast physical and verbal bullying. They are going to debate which type of bullying is more dangerous.

Anti-bullying poster: students are going to make an anti-bullying poster to be displayed in the hallways.

LGBT and Disabilities Law

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

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

[Differentiation](#)

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Project-based learning to advance higher order thinking.</p> <p>Compare/contrast mental, emotional, and social health</p> <p>Analyze information to debate the effects of various types of social media on self-esteem.</p> <p>Evaluate and rank stress prevention strategies from least to most effective</p> <p>Debate team recommendations of various Decision-Making Process scenarios to determine best outcome.</p> <p>Evaluate most effective S.T.O.P. strategies using group scenarios.</p> <p>Create anti-bullying campaign posters</p> <p>Use Google Classroom to promote shared group projects.</p>	<p>Project-based learning to advance higher order thinking</p> <p>Use Google Classroom to promote shared group projects</p> <p>Analyze information to debate the effects of various types of social media on self-esteem.</p> <p>Evaluate and rank stress prevention strategies from least to most effective</p> <p>Debate team recommendations of various</p> <p>Decision-Making Process scenarios to determine best outcome.</p> <p>Evaluate most effective S.T.O.P. strategies using group scenarios.</p> <p>Create anti-bullying campaign posters</p>	<p>Project-based learning to advance higher order thinking:</p> <p>Analyze information to debate the effects of various types of social media on self-esteem.</p> <p>Evaluate and rank stress prevention strategies from least to most effective</p> <p>Debate team recommendations of various Decision-Making Process scenarios to determine best outcome.</p> <p>Evaluate most effective S.T.O.P. strategies using group scenarios.</p> <p>Create anti-bullying campaign posters</p> <p>Use Google Classroom to promote shared group projects; can be accessed from home for review.</p>	<p>Project-based learning to advance higher order thinking:</p> <p>Analyze information to debate the effects of various types of social media on self-esteem.</p> <p>Evaluate and rank stress prevention strategies from least to most effective</p> <p>Debate team recommendations of various Decision-Making Process scenarios to determine best outcome.</p> <p>Evaluate most effective S.T.O.P. strategies using group scenarios.</p> <p>Create anti-bullying campaign posters</p> <p>Use Google Classroom to promote shared group projects; can be accessed from home for review.</p> <p>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</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks <p>Allow for translators, dictionaries</p>

Unit Title: Tobacco, Alcohol, & Other Drugs

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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.

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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.
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● 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 cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. 		<p><u>Essential/Guiding Question:</u></p> <p>How does a drug affect the Central Nervous System (CNS)?</p> <p>What are some long-term and short-term effects from drug use?</p> <p>What are some reasons adolescents use and abuse drugs?</p> <p>How does alcohol affect decision-making and relationships?</p> <p>What makes tobacco addictive and what are the health costs to the smoker and non-smoker?</p> <p>What are some positive alternatives to drug use?</p> <p>How can drug use lead to crime?</p>

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<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Understand the dangers of inhalants ● Tobacco <ul style="list-style-type: none"> ○ How tobacco affects the body ○ Tobacco use among teens ○ How to say no to tobacco use ○ Respiratory system ● Alcohol <ul style="list-style-type: none"> ○ Alcohol use and abuse among teens ○ Nervous system ○ Alcohol use in the media ○ Short-term and long-term effects ● Inhalants <ul style="list-style-type: none"> ○ What are inhalants? ○ How inhalants affect the body ○ Effects after using ● Marijuana <ul style="list-style-type: none"> ○ Facts about marijuana ○ The effects on the brain ○ What is in marijuana ● Difference between recreational and medical use 	<p><u>Skills(Objectives):</u></p> <p>Describe how to find proof of alcohol by volume (ABV) in an alcoholic beverage.</p> <p>Explain the dangers of prescription and illegal drugs.</p> <p>Compare and contrast “medical marijuana” and “recreational marijuana”.</p> <p>Explain the effects of different prescription and illegal drugs on the body and developing brain of the adolescent.</p> <p>Identify reasons to be drug free.</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Science: Biology</p> <p>Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)</p> <p>Math: compare and contrast percentages related to addiction statistics based on local, state and national data.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Do Now ○ Polling ○ Exit Tickets ○ Quizzes ● Project-Based Assessment ● Summative Assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Think-Pair-Share ● Group and Cooperative Work ● Teacher Observations ● Health Journals/iPads
<p>Stage 3: Learning Plan</p>	

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Learning Opportunities/Strategies:

Days 1-2: What is a drug?

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

Days 3-4: What are inhalants and the dangers?

- Explain what are considered inhalants.
- The health risks.
- Why do adolescents use and abuse inhalants?

Days 5-6: 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 7-8: What is alcohol and the dangers?

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

Days 9-10: What is marijuana and the dangers?

- What is in marijuana?
- Explain how marijuana affects the brain.
- Explain how marijuana affects motor control and short-term memory.

Resources:

Days 1-2: 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.

Days 3-4: PowerPoint about inhalants

- YouTube: Truth About Inhalants
- Inhalants research. Students will research inhalants and use Google Sheets to collect statistics and make graphs about inhalants use among teens.

<https://www.drugabuse.gov/drugs-abuse/inhalants>

Days 5-6: PowerPoint about tobacco

- Tar activity. Students will get a bowl of “tar” and a q-tip. Students are going to move the “tar” around the bowl and discuss with their partners the consistency and how the “tar” affects the bowl.

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

Days 7-8: PowerPoint about alcohol

- Don’t drink and drive posters. Students are going to advocate not to drink and drive by informing peers how they can prevent somebody from drinking and driving.

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

Days 9-10: 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.

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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Project-based learning to advance higher order thinking:</p> <p>Explain classifications of drugs.</p> <p>Compare and contrast various inhalants.</p> <p>Research and debate the merits of increasing tobacco sales from 18 to 21.</p> <p>Analyze current CDC alcohol-related vehicular data to create public health campaign poster on Glogster.</p> <p>Debate team (pro/ con) to legalize recreational marijuana in New Jersey.</p> <p>Use Google Classroom to promote shared group projects.</p>	<p>Project-based learning to advance higher order thinking:</p> <p>Explain the classifications of drugs.</p> <p>Compare and contrast various inhalants.</p> <p>Research and debate the merits of increasing tobacco sales from 18 to 21.</p> <p>Analyze current CDC alcohol-related vehicular data to create public health campaign poster on Glogster.</p> <p>Debate team (pro/ con) to legalize recreational marijuana in New Jersey</p> <p>Use Google Classroom to promote shared group projects.</p>	<p>Project-based learning to advance higher order thinking strategies:</p> <p>Explain classifications of drugs.</p> <p>Compare and contrast various inhalants.</p> <p>Research and debate the merits of increasing tobacco sales from 18 to 21.</p> <p>Analyze current CDC alcohol-related vehicular data to create public health campaign poster on Glogster.</p> <p>Debate team (pro/ con) to legalize recreational marijuana in New Jersey.</p> <p>Use Google Classroom to promote shared group projects; can be accessed from home for review.</p>	<p>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</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks <p>Allow for translators, dictionaries</p> <p>Project-based learning to advance higher order thinking strategies:</p> <p>Explain classifications of drugs.</p> <p>Compare and contrast various inhalants.</p> <p>Research and debate the merits of increasing tobacco sales from 18 to 21.</p> <p>Analyze current CDC alcohol-related vehicular data to create public health campaign poster on Glogster.</p> <p>Debate team (pro/ con) to legalize recreational marijuana in New Jersey.</p> <p>Use Google Classroom to promote shared group projects; can be accessed from resource room or home for additional review.</p>

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			<p>Reinforce specific terms associated with nutrition with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons.</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p>
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<u>Unit Title:</u> Resolving Conflicts and Preventing Violence		
Stage 1: Desired Results		
<p><u>Standards & Indicators:</u></p> <p>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).</p> <p>2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe</p> <p>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully</p>		
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

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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.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.	Digital footprints are publicly accessible, even if only shared with 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.	
<p><u>Central Idea/Enduring Understanding:</u></p> <p>Awareness of different types of conflict is essential to develop and maintain positive personal and professional relationships in adulthood.</p> <p>Conflict resolution skills can promote positive and productive personal and professional relationships throughout one's lifespan.</p> <p>One must differentiate between healthy and abusive relationships.</p> <p>Awareness of community supports that curtail abusive relationships can lead to more positive adult mental and emotional well-being.</p> <p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p> <p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>		<p><u>Essential/Guiding Question:</u></p> <p>What causes conflicts?</p> <p>How can negotiation and mediation prevent a conflict?</p> <p>What are causes of violence?</p> <p>What are different types of violence?</p> <p>Where can you get help for abuse?</p>

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<p>Individuals may experience interpersonal violence for a variety of reasons, but the victim is never to blame.</p>	
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Causes of a conflict ● Understanding conflicts ● Ways to resolve a conflict ● Getting help for physical and emotional abuse ● Preventing violence 	<p><u>Skills(Objectives):</u></p> <p>Describe the nature, causes, signs, and types of conflict, and explain when to avoid conflict.</p> <p>Identify steps in mediation and negotiation process.</p> <p>List causes of violence and skills to protect against violence.</p> <p>Define “abuse”, identify warning signs of abuse and list sources of help.</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Language Arts: developing informational or persuasive narratives (brochures; slides; graphs, etc.)</p> <p>Science: Biology</p> <p>Math: graphing, developing and understanding charts</p>	
<h3>Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Do Now ○ Polling ○ Exit Tickets ○ Quizzes ● Project-Based Assessment ● Summative Assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Think-Pair-Share ● Group and Cooperative Work ● Teacher Observations ● Health Journals/iPads
<h3>Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Days 1 - 12: Defining conflict resolution and identifying ways to prevent conflicts. 	<p><u>Resources:</u></p> <p>Days 1 - 12: Resolving Conflicts</p> <ul style="list-style-type: none"> ● 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.
<p><u>Differentiation</u></p>	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Project-based learning to advance higher order thinking:</p> <p>Decide best conflict resolution strategy when given problem scenarios.</p> <p>Use Google Classroom to promote shared group projects.</p>	<p>Project-based learning to advance higher order thinking:</p> <p>Decide best conflict resolution strategy when given problem scenarios.</p> <p>Use Google Classroom to promote shared group projects.</p>	<p>Project-based learning to advance higher order thinking strategies:</p> <p>Decide best conflict resolution strategy when given problem scenarios.</p> <p>Use Google Classroom to promote shared group projects; can be accessed from home for review.</p> <p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>Project-based learning to advance higher order thinking strategies:</p> <p>Decide best conflict resolution strategy when given problem scenarios.</p> <p>Use Google Classroom to promote shared group projects; can be accessed from home for review.</p> <p>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</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks <p>Allow for translators, dictionaries</p>

Unit Title: Growth & Development

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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.
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.

Central Idea/Enduring Understanding:

Awareness of how hormones, nutrition, the environment, and heredity on physical, social, and emotional changes is a lifelong process.

Essential/Guiding Question:

How does the endocrine system affect growth and development?

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<p>Overall health includes the ability to effectively articulate how the reproductive system functions and changes throughout the lifespan.</p> <p>Effective refusal skills can promote abstinence to reduce chances of contracting HIV/AIDs, STIs, or unintended pregnancies.</p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p> <p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p> <p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p> <p>There are factors that contribute to making healthy decisions about sex.</p>	<p>What happens during puberty? When does puberty begin?</p> <p>What is the function of the male reproductive system?</p> <p>What is the function of the female reproductive system?</p> <p>How does social health change during puberty?</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Endocrine system ● Male and female reproductive system ● Puberty ● Abstinence ● Personal hygiene ● Mental, social, and emotional changes <p>Reproductive system video: 7th grade reproduction</p> <p>https://youtu.be/CqmW9CL80q0</p>	<p><u>Skills(Objectives):</u></p> <p>Identify changes that occur during adolescence.</p> <p>Compare and contrast males and females during puberty.</p> <p>Describe how the endocrine system affects growth and development.</p> <p>Explain the stages of life, what it means to be an adult, and how adolescence prepares one for adulthood.</p> <p>Compare and contrast the male and female reproductive systems.</p>
<p><u>Interdisciplinary Connections:</u></p> <p>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.</p>	
<h3>Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Formative Assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Think-Pair-Share

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<ul style="list-style-type: none"> ○ Do Now ○ Polling ○ Exit Tickets ○ Quizzes ● Project-Based Assessment ● Summative Assessments 	<ul style="list-style-type: none"> ● Group and Cooperative Work ● Teacher Observations ● Health Journals/iPads
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Days 1-3: Identify male and female reproductive systems. Terms and definitions for males and female reproductive systems.</p> <p>Days 4-8: Introduction to puberty.</p> <ul style="list-style-type: none"> ● Students will work in groups of 3-4 to list mental, emotional, and physical changes that occur for males and females during puberty. <p>Days 9-11: Students will list benefits for practicing abstinence and determine if something is considered abstinent.</p>	<p><u>Resources:</u></p> <p>Days 1-3: PowerPoint with diagram and terms and definitions.</p> <ul style="list-style-type: none"> ● Male and female reproductive system diagrams ● Who's Who worksheet. <ul style="list-style-type: none"> ○ Determine if the term refers to a male, female, or both. ● Vocabulary Challenge <ul style="list-style-type: none"> ○ Match the terms with the correct definition. <p>Days 4-8: PowerPoint about physical changes during puberty.</p> <ul style="list-style-type: none"> ● YouTube clips introducing puberty for males, females, and both. <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=Yvw7QGytgNQ ○ https://www.youtube.com/watch?v=Rsj6dW6qKRc ○ https://www.youtube.com/watch?v=j_mFJ2d0qxQ&t=209s <p>Days 9-11: PowerPoint introducing abstinence and the benefits for practicing being abstinent. Abstinent Worksheet: students will get a worksheet with actions and they will determine if the action is considered abstinence or not.</p>
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Project-based learning to advance higher order thinking:</p> <p>Compare/contrast the mental, emotional, and physical changes that</p>	<p>Project-based learning to advance higher order thinking:</p> <p>Compare/contrast the mental, emotional, and physical changes that occur for males</p>	<p>Project-based learning to advance higher order thinking strategies:</p> <p>Compare/ contrast the mental, emotional, and physical changes</p>	<p>Project-based learning to advance higher order thinking strategies:</p> <p>Compare/contrast the mental, emotional, and physical changes that occur for males and females during puberty.</p>

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<p>occur for males and females during puberty.</p> <p>Evaluate and explain the most effective abstinence promoting choices.</p> <p>Use Google Classroom to promote shared group projects.</p>	<p>and females during puberty.</p> <p>Evaluate and explain the most effective abstinence promoting choices.</p> <p>Use Google Classroom to promote shared group projects.</p>	<p>that occur for males and females during puberty.</p> <p>Evaluate and explain the most effective abstinence promoting choices.</p> <p>Use Google Classroom to promote shared group projects; can be accessed from home for review.</p>	<p>Evaluate and explain the most effective abstinence promoting choices.</p> <p>Use Google Classroom to promote shared group projects; can be accessed from resource room or home for additional review.</p> <p>Reinforce specific terms associated with nutrition with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons.</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>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</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● 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 12 days	Google Slides YouTube EdPuzzles Glencoe Health CDC 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 10 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Assessments: Tests, project, essay, brochures, Google Slide presentations, and quizzes	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.2
MP		
UNIT: Resolving Conflicts and Preventing Violence 12 days	Google Slides YouTube EdPuzzles Glencoe Health CDC Unit Online Assessment	2.1.12.CHSS.1 2.1.12.CHSS.2 2.1.12.CHSS.3 2.1.12.CHSS.4 2.1.12.CHSS.5 2.1.12.CHSS.6 2.1.12.CHSS.7 2.1.12.CHSS.8 2.1.12.CHSS.9
MP		
UNIT: Growth & Development 11 days	Google Slides YouTube EdPuzzles Glencoe Health CDC 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