

Unit 1: Adolescence 2022

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

Adolescence is the stage of life between being a child and being an adult. During this stage, people go through physical, mental, and emotional changes. During adolescence, people gain the skills necessary for effective decision-making, goal setting, and future planning.

Essential Questions:

- Where does adolescence fall within the stages of life, and what are the changes that occur during this time period?
- How do the bodily changes during adolescence affect a person's ability to reproduce?
- How do the changes during adolescence affect one's ability to appropriately respond to everyday situations?
- When do people begin to branch out and create their own set of beliefs and opinions?
- What can adolescents do now to ensure a positive and productive future?

Enduring Understandings:

- Adolescence is the stage of life in which people go through gradual physical, mental, and emotional changes.
- During adolescence, people go through both primary and secondary sex characteristic changes.
- During adolescence, people go through mental and emotional changes that shape the way they respond to each situation.
- During adolescence, people become more autonomous by creating their own set of morals and values.
- The actions that people take during adolescence have a profound impact on the outcome of their future.

Standards/Indicators/Student Learning Objectives (SLOs):

HPE.2.1.12	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family,

	community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.C	Diseases and Health Conditions
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D	Safety
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.E	Social and Emotional Health
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.2.12.A	Interpersonal Communication
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.B	Decision-Making and Goal Setting
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
HPE.2.2.12.C	Character Development
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to

	address those issues.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.

Lesson Titles:

- What is an Adolescence?
- Responsibilities of an adolescent.
- Primary Vs. Secondary Sex Characteristics.
- Brain Development- Mental and Emotional Changes
- Mental Health
- Morals and Values: What do you believe?
- Morals and Values- Where do we get them, and how do they change?
- Planning for the Future: Decision Making & Impulse control
- Reflection of our younger selves
- Letter to my future self

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. There are strategies to improve one's professional value and marketability.

Inter-Disciplinary Connections:

LA.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SCI.K-LS1	From Molecules to Organisms: Structures and Processes
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
SCI.K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Equity Considerations

Amistad Mandate

Topic:

- Adolescent Development: How racism has affected adolescent development
- Injustices in Health Care: How medical care for African Americans in the US is disproportionately worse than it is for other groups.

Materials Used: <https://publications.aap.org/pediatrics/article/144/2/e20191765/38466/The-Impact-of-Racism-on-Child-and-Adolescent?autologincheck=redirected>

<https://news.harvard.edu/gazette/story/2019/10/ramifications-of-slavery-persist-in-health-care-inequality/>

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

- Mental Health: Effect on children born to Holocaust survivors
- Adolescent Development: Physical effects on children born to Holocaust survivors

Materials Used:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6720013/> -Mental Health

<https://www.jta.org/archive/hormone-used-by-nazis-on-prisoners-is-studied-for-effect-on-childrens-intelligence> -Physical Development

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

- Hormones
- Gender Identity

Materials Used: <https://www.plannedparenthood.org/get-care/our-services/transgender-hormone-therapy>
<https://www.plannedparenthood.org/learn/gender-identity>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Topic: Mental Health

Materials:

https://www.cdc.gov/climateandhealth/effects/mental_health_disorders.htm

How climate change has affected mental health.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

- Mental Health: Asian American Adolescents suffer from mental health issues at a larger scale.

Materials Used: <https://www.jyi.org/blog/2021/2/17/anxiety-in-asian-american-adolescents>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Summative Assessment:

- Benchmark
- Characteristic Changes Project
- Characteristic Changes Project

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Resources & Materials:

- Adolescence/Sexuality Text
- Middle School Letter from Yourself

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Organize the physical, mental and emotional changes during adolescence.
- Analyze the different roles and responsibilities of an adolescent.
- Compare and contrast the primary and secondary sex characteristics.
- Support how brain development plays a role in mental health.
- Identify personal morals and values through observation of family members and peers.
- Describe and illustrate the pattern between decision making and impulse control.
- Analyze a letter to reflect on our younger selves.
- Create a letter to your future self.

Formative Assessment:

- Anticipatory Set
- Closure
- Do Now Questions
- Exit Tickets
- Letters to Future Self
- Self Reflections
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)

- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs,

and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- Character Strong
- Google Classroom
- Google Docs/Forms/Etc

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.