

# Dec. Grade 7: Unit 4- Family Life and Adolescence

Content Area: **Health**  
Course(s):  
Time Period: **December**  
Length: **unit repeats in trimesters**  
Status: **Published**

## Unit Overview

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This unit is designed to help students gain a deeper understanding to the social, emotional, and physical changes they will experience during puberty. Students will learn to identify the structure and function of the male and female reproductive systems, learn to identify the anatomical parts using scientifically correct terms, and understand the changes that will occur during puberty. They will also explore strategies for managing the emotional and social issues that some experience during puberty and learn how to take care of themselves (proper nutrition, physical activity, and hygiene).

## Enduring Understandings

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The changes associated with puberty are a natural process of life.

## Essential Questions

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When will change happen to me?

How am I like and different from everyone else?

Why is it important to understand proper health care during this time of transition?

## Instructional Strategies & Learning Activities

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Teacher presentation

Textbook reading with study guide packet

Diagrams

Diagram practice quiz

Puberty changes practice quiz

Female Reproductive System Paragraph with missing words worksheet

## **Integration of Career Readiness, Life Literacies and Key Skills**

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WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.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.
TECH.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.
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.  An individual's strengths, lifestyle goals, choices, and interests affect employment and income.  An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

## **Technology and Design Integration**

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Students will interact with the unit using the Smartboard, Chromebooks and Google Classroom.

CS.6-8.8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.
CS.6-8.ITH	Interaction of Technology and Humans  Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.  Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.

## **Interdisciplinary Connections**

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LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Use pictures and concrete examples

Supplemental materials/supplies

Assignments/homework written on board

Check for understanding before moving on

Provide extra reinforcement and review

Start homework in school when possible

Student will brainstorm ways that the curriculum is connected to the real world

Connect the curriculum to field of knowledge

## **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

Follow IEP's

Utilize 504's

## **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

### **Additional Benchmarks used in this unit:**

Teacher designed assessments to measure growth over time.

## **Formative Assessments**

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- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs

throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

Teacher will listen for appropriate input during open discussion

Question and answer

Check homework

### **Summative Assessments**

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- **Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

Graded Test (including diagrams)

### **Instructional Materials**

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Glencoe Teen Health Course 2 textbook

Study guide packets

Focus Group worksheets

Anatomical Diagrams

Classroom Activity worksheets

Test

### **Standards**

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HE.6-8.2.1.8.EH.2

Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

HE.6-8.2.1.8.PGD.1

Explain how appropriate health care can promote personal health.

HE.6-8.2.1.8.PGD.2

Analyze how genetics and family history can impact personal health.

HE.6-8.2.1.8.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.

HE.6-8.2.1.8.PGD.4

Analyze the relationship between healthy behaviors and personal health.

HE.6-8.2.1.8.SSH.3

Demonstrate communication skills that will support healthy relationships.