

Cover Page Health 7

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **45 lessons**

Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Health Grade 7

Content Area: Health

Course(s): Grade 7

Time Period: Academic Year

Length: 45 Lessons or 1 Marking Period of time

Status: Not Published

Summary of the Unit

The 7th grade health curriculum is designed to introduce students to reproductive health in order to promote body awareness and respect. Students will discuss the stages of pregnancy, preventive actions and identify resources available in the school and community for support. This curriculum also looks to increase student knowledge of alcohol, tobacco and other drugs as well as treatment options and social, emotional and physical impacts.

Unit 01: Personal Growth & Wellness

Unit 02: Reproductive Systems

Unit 03: Pregnancy and Parenting

Unit 04: Health Conditions

Unit 05: Alcohol, Tobacco and other drugs

Student Outcomes

After successfully completing this course, the student will:

- Understand the importance of personal wellness.
- Understand stages of growth and sexuality.
- Understand the parts and functions of the male and female reproductive system.
- Describe the signs of pregnancy.
- Describe pregnancy options.
- Examine how alcohol and tobacco affect a person's life.
- Examine how alcohol and tobacco affect decision making.
- Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
- Summarize the stages of pregnancy.

NJ Student Learning Standards

Student outcomes are based on the National Health Education Standards and the New Jersey Student Learning Standards for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, 2014, and 2020).

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

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.

Pregnancy and Parenting

Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

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

2.1.8.PP.5: Identify resources to assist with parenting.

Emotional Health

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

- 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.

Social and Sexual Health

Social and Sexual Health Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 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.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. •
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex. • 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). •
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Community Health Services and Support

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

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 feeling sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.2 Physical Wellness by the End of Grade 8

Movement Skills and Concepts

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high),

which will impact how efficiently the body functions.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Nutrition

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and

understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

2.3 Safety by the End of Grade 8

Personal Safety

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

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.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

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 (e.g., consent, child pornography, human trafficking, parental notification, drugs).

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases and Medicines

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or

can be accessed over the counter. Medications can be misused and abused if not taken properly.

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

2.3.8.HCDM.6: Explain how the immune system fights disease.

2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Alcohol, Tobacco and other Drugs

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

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.

Dependency, Substances Disorder and Treatment

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek

assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

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.

New Jersey Student Learning Standards

Career Readiness Life Literacies, and Key Skills Practices

CRLKSP 1 Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 01: Personal Growth and Development

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **13-14 Days**

Status: **Not Published**

Summary of the Unit

The puberty education unit will prepare students for the changes that take place during puberty. Those changes not only include physical development but also emotional and social changes. Some of the topics which will be included are growth and development, hygiene, menstruation and nocturnal emissions. These topics need to be discussed with children so they can feel secure in their understanding of the new feelings they are becoming aware of, peer relationships, social concerns and pressures and the changes their bodies are experiencing that will launch them into adolescence and young adulthood.

Enduring Understandings

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.

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Advocacy for personal, family, community, and global health can influence and 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.

Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns

Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown towards all.

Essential Questions

What skills are necessary to support a healthy lifestyle?

Who or what influences the decisions you make in regards to your health?

What events may occur in your life that could have an impact on your social, mental/emotional or physical health?

What is happening to me and why?

What steps should be taken when caring for your personal hygiene?

Who can I talk to when I have questions?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day Into to the Endocrine System	Identify and describe the Endocrine systems and its parts.	Read Glencoe pg. 288-289. Discuss the endocrine system, including the effects of hormones in relation to puberty.	Lesson 5 Review Questions Endocrine system diagram (SE-3)	2.1.8.PGD.3
2 Days Hormones	Describe the parts and functions of the endocrine system and explain the ways hormones affect the body.	View and read Kids Health: Endocrine System Endocrine Kids Health Article https://kidshealth.org/en/teens/endocrine.html?ref=search#catchanging-body	Understanding Hormones SE-4 Endocrine Diagram Discovery Education Endocrine System "Name that gland" https://google.discoveryeducation.com/learn/player/2f38fffa-93a1-4b48-bca8-599f91aa0d0f Endocrine System Edpuzzle	2.1.8.PGD.3
4-5 Days Endocrine System	Demonstrate an understanding of the endocrine system and its part by completing a critical thinking project.	Students will demonstrate an understanding of the endocrine system by applying the parts and functions to an alternate assessment project.	Endocrine System Yearbook Project Endocrine Amusement Park Project	2.1.8.A.CS.1
1 Day Problems of the Endocrine system	Explain problems of the endocrine system	Class will read and discuss problems of the endocrine system.	Endocrine Match Up SE-5	2.1.8.A.CS.1 2.1.8.PGD.3
1 Day	Introduce vocabulary associated with puberty/sexual health.	Students will discuss and begin defining terms in the anatomy alphabet worksheet.	Anatomy Alphabet	2.1.8.PGD.3
1 Day Introduction to puberty	Assess prior knowledge of puberty related information.	Class will take pre test on puberty Students will view video "You, Your body and Puberty". Class will review test answers to assess prior knowledge. https://kidshealth.org/en/kids/puberty.html?ref=search#catchanging-body	Puberty Pre/Post https://www.hrmvideo.com/catalog/you-your-body-and-pubertyz Brain Pop Puberty https://www.brainpop.com/health/geneticsgrowthanddevelopment/puberty/	2.1.8.A.CS.1 2.1.8.PGD.3

<p>2 Days Physical changes during puberty</p>	<p>Describe the physical changes that happen to males and females during puberty.</p>	<p>Read Glencoe pg 208-211. Class will discuss changes that occur during puberty , Students will complete venn diagram comparing male and female changes.</p> <p>Students will identify actions needed for good personal hygiene during puberty.</p>	<p>Male/Female Venn Diagram</p> <p>Puberty Glossary</p> <p>Puberty in Females (SE-1)</p> <p>Puberty in Males (SE-2)</p>	<p>2.1.8.A.2 2.1.8.PGD.3</p>
<p>1 Day Social and Emotional changes that occur during puberty</p>	<p>Discuss the social and emotional changes that occur during puberty</p>	<p>Class will describe and discuss changing emotions and mood swings that are common during puberty. Class will discuss ways to manage moods/emotions during puberty and identify reliable sources of information students can use to get information regarding puberty.</p>	<p>Activity 61- Student Activities Workbook</p>	<p>2.1.8.EH.2</p>

Resources

Discovery Ed

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube

Kidshealth.org

BrainPop

EDPuzzles

DiscoveryEd.com

Kahoot.com

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 02: Reproductive Systems

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **8 Days**

Status: **Not Published**

Summary of the Unit

The purpose of this unit is to review the structure and functions of the male and female reproductive system and to understand their roles in puberty and sexual intercourse. Sexual intercourse will be presented as a behavior that occurs between two romantically committed adults as part of a loving relationship. Students will be made aware of problems that can occur in the reproductive systems as well as the importance of self-exams for prevention.

Enduring Understandings

- Responsible actions regarding sexual behavior impact the health of oneself and others
- Early detection strategies assist in the prevention and treatment of illness and disease
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown towards all.

Essential Questions

- How are the male and female reproductive systems similar? How are they different?
- How can I care for my reproductive system?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube

Kidshealth.org

BrainPop

EDPuzzles

DiscoveryEd.com

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
<p>2 Days Male Reproductive System</p>	<p>Identify the parts of the male reproductive system. Explain the function of each part of the male reproductive system. Explain the journey of sperm</p>	<p>Class will use guided reading to discuss parts of the male reproductive system. Students will label diagram, and color parts of the male reproductive system. Students will play a game to review the journey of sperm.</p>	<p>Male Reproductive System Diagram (SE-10) Male Fill in the Blank Male Kids Health Article https://kidshealth.org/en/teens/male-repro.html#catchanging-body</p>	<p>2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4</p>
<p>1 Day Problems of the male reproductive system</p>	<p>Identify problems and treatment of the male reproductive system. Discuss proper care of the male reproductive system</p>	<p>View presentation and review worksheet “Problems of the Male Reproductive System” Class will discuss treatment and prevention Students will be given scenarios and will need to discuss what precautions/ treatment is needed. For example, Anthony will play catcher on his baseball team. What precautions does he need to take to prevent injury to his reproductive system?</p>	<p>The Male Reproductive System (SE-11) Male Edpuzzle</p>	<p>2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4</p>

<p>2 Days Female reproductive system</p>	<p>Identify parts of the female reproductive system. Explain the function of the parts of the female reproductive system</p>	<p>Class will use guided reading to discuss parts of the female reproductive system.</p> <p>Students will label diagram and color parts of the female reproductive system.</p>	<p>The Female Reproductive System Diagram (SE-6 &7)</p>	<p>2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4</p>
<p>1 Day The Menstrual Cycle</p>	<p>Understand the different phases of the menstrual cycle. Describe how to track a menstrual cycle.</p>	<p>Through a presentation review phases of the menstrual cycle. Class will discuss different products that can be used during menstruation</p> <p>Using a calendar, class will track a 28 day menstrual cycle and predict when the next period will be.</p>	<p>The Female Reproductive System (SE-9)</p>	<p>2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4</p>
<p>1 Day Problems of the female reproductive system</p>	<p>Identify problems and treatment of the female reproductive system. Discuss proper care of the female reproductive system.</p>	<p>Class will review worksheet “Problems of the Female Reproductive System”.</p> <p>Class will discuss treatment and prevention.</p> <p>Students will write a “Dear Abby” letter that gives tips for understanding the female reproductive system.</p>	<p>Problems of the Female reproductive system</p> <p>Dear Abby</p>	<p>2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4</p>

<p>1 Day Self exams</p>	<p>Understand the importance of self- exams</p>	<p>Students will use the chrome books to research the importance of performing self -breast and testicular exams and how to properly perform them.</p>	<p>Kids health testicular exam slideshow https://kidshealth.org/en/teens/tse.html#catchanging-body</p> <p>Kids health breast exam https://kidshealth.org/en/teens/breast-exams.html?ref=search#catchanging-body</p>	<p>2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4 Breast Self-Examination (N.J.S.A. 18A:35-5.4)</p>
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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.1

Explain how appropriate health care can promote personal health.

HE.6-8.2.1.8.PGD.4

Analyze the relationship between healthy behaviors and personal health.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate:

Modifications for any individual student’s IEP plan must be met.

Alter assignment lengths if necessary.

Provide additional examples of annotation and the signposts.

Allow additional time when in full class discussing for processing and discussion.

Students should be provided with graphic organizers during annotations and discussions.

Check for understanding by conferencing with the teacher.

Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

Repeat and clarify any directions given.

Allow for preferential seating within groups and the whole class.

Modify amount of vocabulary words used

Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Peer reviews are to be commented on mini papers through Google Documents

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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.8.A. 1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.8.B. 2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C. 2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 03: Pregnancy and Parenting

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **8-10 Days**

Status: **Not Published**

Summary of Unit

In this unit students will identify the signs and symptoms of pregnancy as well as the stages of growth from fertilization to birth. Students will recognize pregnancy and parenting are stages in life that impact all aspects of one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. Students will also look into factors that influence the decision to become sexually active, different types of contraception and how to eliminate or reduce the risk of unintended pregnancy.

Enduring Understanding

- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown towards all.
- Abstinence is the only 100% effective way to prevent pregnancy.

Essential Questions

- What changes will occur in a female if an egg is not fertilized after ovulation?
- What major changes occur in the first eight weeks of development in a human?
- What is the difference between a fetus and an embryo?
- Why is it risky for teens to become parents?
- What types of contraception are available to prevent pregnancy?
- What are the effectiveness rates of different types of contraception?

Summative Assessment/ and or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day Sexual Intercourse	Define sexual intercourse	Define sexual intercourse and its relationship to human reproduction.	Activity 5: Let's talk about sex	2.1.8.SSH.9
1 Day Signs/Symptoms of pregnancy	Identify the signs and symptoms of pregnancy and testing resources available. Review options available including parenting, abortion and adoption.	Class will discuss the process of conception and ways to confirm pregnancy.	Signs of pregnancy SE-17 26 Word Vocab Challenge	2.4.8.C.1
1 Day Prenatal Care	Identify prenatal practices that support a healthy pregnancy. Identify where to find medically accurate sources of information about prenatal care.	Students will use guided reading to discuss the importance of prenatal care. https://edpuzzle.com/media/62572d208abc6542dab7c136 https://kidshealth.org/en/parents/prenatal-screen.html#catchanging-body	Edpuzzle Quiz Prenatal Worksheet	2.4.8.C.5
1 Day Conception & 1st Trimester	Discuss the process of conception. identify changes that occur during the first trimester	Class will calculate an estimated due date. Class will read about the first trimester of pregnancy. Brain pop - fetal development https://www.brainpop.com/health/geneticsgrowthanddevelopment/pregnancyandfetaldevelopment/	Pregnancy and Childbirth Stages (SE-19)	2.4.8.C.2 2.1.8.PP.2
1 Day 2nd Trimester	Identify changes that occur during the second trimester.	Class will read and discuss changes during the second trimester.	Pregnancy and Childbirth Stages (SE-19)	2.4.8.C.2 2.1.8.PP.2
1-2 Days 3rd Trimester	Identify changes that occur during the third trimester- birth. Discuss possible complications during birth	Class will read and discuss changes during the third trimester. Class will discuss possible complications during birth that can lead to a c-section.	Who's Who Worksheet	2.4.8.C.2 2.1.8.PP.2

<p>1 Day Teen pregnancy</p>	<p>Predict challenges that may be faced by adolescent parents and their families.</p> <p>Identify resources to assist with parenting.</p>	<p>Class will discuss teen parenting. Class will work in small groups and receive a pregnancy scenario card. The group must read the scenario, identify the problem, describe the solutions and evaluate the consequences of each solution. Groups will present their findings to the class.</p>	<p>Teen Pregnancy Options (SE-56)</p>	<p>2.4.8.C.4 2.4.8.C.3 2.1.8.CHSS.3</p>
<p>1-2 Days Pregnancy prevention techniques</p>	<p>Identify the different types of contraception and how they are used.</p> <p>Explain why abstinence is the only . 100% effective method to prevent pregnancy.</p>	<p>Class will learn about the different types of contraception and how they are used. Students will discuss effectiveness rates of each method.</p> <p>https://kidshealth.org/en/teens/bc-chart.html?ref=search#catchanging-body</p>	<p>Contraception Chart SE-36</p> <p>Contraceptive Match Up SE-21</p>	<p>2.1.8.SSH.11 2.1.8.SSH.10</p>

- HPE.2.4.8.C.CS1 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.
- HE.6-8.2.1.8.CHSS.3 Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- HE.6-8.2.1.8.PP.2 Summarize the stages of pregnancy from fertilization to birth.
- HPE.2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
- HPE.2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- HPE.2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- HE.6-8.2.1.8.SSH.10 Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- HE.6-8.2.1.8.SSH.9 Define vaginal, oral, and anal sex.
- HE.6-8.2.1.8.SSH.11 Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).
- HPE.2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.
- HPE.2.4.8.C.3 Determine effective strategies and resources to assist with parenting.

Resources

Health Text

HealthSMART workbooks

Discovery Ed

Brainpop

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube

Kidshealth.org

EDPuzzles

DiscoveryEd.com

Suggested Modifications for Special Education, ELL and Gifted students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/ Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/ 21st Century Connections

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- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 04: Health Conditions and Diseases

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **5-6 Days**

Status: **Not Published**

Summary of the Unit

This unit presents an overview of where, why, and how HIV/AIDS exists. It examines the impact of the virus on ordinary people. Students will learn about the AIDS epidemic and focus on the importance of HIV prevention. They will also develop a greater awareness of HIV/AIDS and its impact on people's human rights. It is designed to demonstrate the enormity of the problem of HIV/AIDS around the world.

Enduring Understandings

The prevention and control of diseases and health conditions are affected by many factors.

Every health-related decision has short and long term consequences and affects the ability to reach health goals.

There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.

Essential Questions

Define the difference between HIV and AIDS.

What are some myths and misconceptions related to HIV/AIDS discrimination?

What factors contribute to the spread of HIV?

How does culture, media, technology and other factors influence the spread and prevention of HIV/AIDS?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Resources

Discovery Ed

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

Internet/YouTube

Kidshealth.org

BrainPop

EDPuzzles

DiscoveryEd.com

Kahoot.com

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
1 Day What is an STI? AIDS / HIV	Discuss and define sexually transmitted infections. Identify and differentiate between AIDS and HIV	Read Glencoe pg. 398-399 Discuss the difference between AIDS and HIV. View BrainPop: AIDS https://www.brainpop.com/health/diseases/injuriesandconditions/aids/	Lesson 4 Review BrainPop Questions	2.3.8.HCDM.4
1 Day HIV & AIDS	Identify how AIDS affects the immune system.	Review how the immune system works. Through discussion and worksheets identify how the immune system is affected.	The Healthy Immune System SE-45 AIDS Infected Immune System SE-46	2.3.8.HCDM.4 2.3.8.HCDM.3
1 Day How is HIV spread? How to prevent HIV	Explain how HIV is spread. Discuss how to prevent getting HIV	Discuss statistics of AIDS (pg. 400) and how it can be detected, treated and prevented.	How AIDS is spread SE-47 How AIDS is not spread SE-48	2.3.8.HCMD.5 2.3.8.SSH.11
2-3 Days AIDS/HIV Project	Demonstrate knowledge of HIV/AIDS	Demonstrate an understanding of unit information by completing an alternate assessment project.	AIDS Project Guidelines Rubric Completed project and presentation	2.3.8.HCDM.4 2.3.8.HCDM.5 2.3.8.HCDM.7

HE.6-8.2.3.8.HCDM.3

Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

HE.6-8.2.3.8.HCDM.5

Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

HE.6-8.2.3.8.HCDM.4

Describe the signs, symptoms, and potential impacts of STIs (including HIV).

HE.6-8.2.3.8.HCDM.7

Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

HE.6-8.2.1.8.SSH.11

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

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/ Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
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Cross Curricular/ 21st Century Connections

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- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 05: Alcohol and Tobacco

Content Area:

Course(s): **PE/HEALTH**

Time Period:

Length: **9 Days**

Status: **Not Published**

Summary of the Unit

In this unit students will review prior knowledge and expand upon the topics of alcohol and tobacco. They will identify the forms in which these drugs can be found as well as the short and long term effects on the user and their families. Students will become familiar with NJ State laws regarding tobacco and alcohol use and compare these laws to those of other states and countries.

Enduring Understandings

- 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.
- 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 and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Essential Questions

- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?
- How does the media (for example: music, television, movies, art, billboards, radio, clothing, magazines) influence alcohol, tobacco and other drugs use?
- What are the physical, social and legal consequences of drug use?
- Why should teens engage in healthy alternatives instead of substance use? What are some of these healthy alternatives?

Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Resources

Health Text

HealthSMART workbooks

Glossary (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

Scholastic Choices Magazine

ResourcesInternet/YouTube

Kidshealth.org

BrainPop

EDPuzzles
 DiscoveryEd.com
 Kahoot.com
 NJ.gov
 Just for the health of it! Activity book

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
2 Days Alcohol	Define alcohol and alcohol related terminology.	Read Glencoe 322-325 View a presentation. Discuss what type of drug alcohol is. Complete a myth/fact worksheet to review prior knowledge.	Lesson 1 Review Questions Alcohol Myth/Fact Worksheet Alcohol Pretest SA-1 How much do you know SA-14 Health Smart Alcohol: What's the truth?	2.3.8.DSDT.1 CRLKLS 9.4.8.DC.6 NJSL-ELA R.I.6.1 R.I.6.7
1 Day Effects of alcohol on the body	Identify the impact that alcohol has on the body.	Read Glencoe pg. 326-331 Define BAC. Determine the levels of alcohol in various drinks. Discuss how the effects of alcohol are influenced by a variety of factors.	Lesson 2 Review The effect of alcohol on the brain SA-5 Effects of Alcohol SA-9	2.3.8.B.5x 2.3.8.DTDS.3
1 Day Alcoholism	Define alcoholism. Identify the stages of alcoholism and resources available to help.	Read Glencoe 332-341 Define alcoholism and identify the three stages. Discuss the impact on family, friends and support services available.	Lesson 3 Review You be the judge! SA-7 Stages of Alcoholism SA-16	2.3.8.B.1
1 Day Tobacco	Identify tobacco and it's forms.	Read Glencoe pg. 296-299. Discuss what tobacco is and identify the forms it can be found in. Define nicotine.	Lesson 1 Review Test your smoking I.Q. SA-22 What is nicotine? SA-31	2.3.8.DTDS.1
1 Day Effects of tobacco	Identify the chemicals that are found in tobacco and the risk they pose to health of a smoker.	Define additives. Complete up in smoke additives researching chemicals found in cigarettes and what other products they are found in.	Up in smoke SA-35 + SA-36	2.3.8.B.CS.1 2.3.8.DTDS.3
1 Day Reasons why people smoke	Identify the costs of Tobacco use both monetarily , on the body and ones family.	Read Glencoe 306-313. Define addiction, dependence and withdrawal. Discuss the monetary impact on a smokers finances.	Lesson 3 Review Go Figure SA-30	2.3.8.C.1 2.3.8.B.2

1 Day Cost of smoking	Identify reasons why someone begins smoking and/or continues to use tobacco.	Read Glencoe 314-319 Discuss why teens begin to smoke and whether students believe that trend is evolving.	Reasons SA-32 Lesson 4 Review	2.3.8.C.CS.1
1 Day NJ Smoking Laws	Identify NJ Smoking laws and how they have changed over time.	https://www.nj.gov/health/fhs/tobacco/regulations/ https://www.thetruth.com/ Use the above resources to identify NJ and federal laws on smoking. Compare these laws to other countries.	Questionnaire	2.3.8.B.4 2.3.8.ATD.3

HE.6-8.2.3.8.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.
HPE.2.3.8.B.CS1	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
HPE.2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
HE.6-8.2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
HE.6-8.2.3.8.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.
HPE.2.3.8.C.CS1	Substance abuse is caused by a variety of factors.
HE.6-8.2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
HPE.2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
HE.6-8.2.3.8.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.
HPE.2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
HPE.2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
HPE.2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate:

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Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

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Allow for preferential seating within groups and the whole class.

Modify amount of vocabulary words used

Read chapter tests aloud/test orally

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9.1.8.B. 2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.8.C. 2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.