

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

By the end of grade 7, 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.

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#catchangin-g-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

2 Days Physical changes during puberty	Describe the physical changes that happen to males and females during puberty.	Read Glencoe pg 208-211. Class will discuss changes that occur during puberty , Students will complete venn diagram comparing male and female changes. Students will identify actions needed for good personal hygiene during puberty.	Male/Female Venn Diagram Puberty Glossary Puberty in Females (SE-1) Puberty in Males (SE-2)	2.1.8.A.2 2.1.8.PGD.3
1 Day Social and Emotional changes that occur during puberty	Discuss the social and emotional changes that occur during puberty	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.	Activity 61- Student Activities Workbook	2.1.8.EH.2

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
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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 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

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BrainPop

EDPuzzles

DiscoveryEd.com

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
2 Days Male Reproductive System	Identify the parts of the male reproductive system. Explain the function of each part of the male reproductive system. Explain the journey of sperm	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.	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	2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4
1 Day Problems of the male reproductive system	Identify problems and treatment of the male reproductive system. Discuss proper care of the male reproductive system	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?	The Male Reproductive System (SE-11) Male Edpuzzle	2.1.8.PGD.1 2.1.8.PGD.3 2.1.8.PGD.4

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

1 Day Self exams	Understand the importance of self- exams	Students will use the chrome books to research the importance of performing self -breast and testicular exams and how to properly perform them.	Kids health testicular exam slideshow https://kidshealth.org/en/teens/tse.html#catchanging-body Kids health breast exam https://kidshealth.org/en/teens/breast-exams.html?ref=search#catchanging-body	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)
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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.

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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

1 Day Teen pregnancy	Predict challenges that may be faced by adolescent parents and their families. Identify resources to assist with parenting.	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.	Teen Pregnancy Options (SE-56)	2.4.8.C.4 2.4.8.C.3 2.1.8.CHSS.3
1-2 Days Pregnancy prevention techniques	Identify the different types of contraception and how they are used. Explain why abstinence is the only. 100% effective method to prevent pregnancy.	Class will learn about the different types of contraception and how they are used. Students will discuss effectiveness rates of each method. https://kidshealth.org/en/teens/bc-chart.html?ref=search#catchanging-body	Contraception Chart SE-36 Contraceptive Match Up SE-21	2.1.8.SSH.11 2.1.8.SSH.10

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

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Discovery Ed

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- 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.
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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.

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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 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.

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Discovery Ed

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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

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- 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 CRLKS 9.4.8.DC.6 NJSLS-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:

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.