



# LONG BRANCH PUBLIC SCHOOLS

*"Where Children Matter Most"*  
Long Branch, New Jersey

**2016**

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# **Grade 6**

# **Health**

<b>Unit Plan</b>	
<b>Grade: 6</b>	<b>Unit Title: Personal growth and development</b>
<b>Subject/Content Area: Health</b>	<b>Anticipated time frame: 2-3 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. This unit will allow students to become familiar with how the body functions and what is necessary in order to live healthy and improve a persons' overall wellness.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. Genetics, family history, personal health practices and development are key impacting factors related to each life stage.	<b>Unit Essential Questions</b> How do genetics, family history, personal health practices, and environment on personal growth and development affect development in each life stage? How can one improve each aspect of personal wellness?
<b>Learners will know:</b> How to assess and apply health data to enhance personal wellness. How to compare and contrast the impact of genetics, family history, personal health practices and environment on personal growth and development. What technological advances relate to the maintenance and improvement of personal health. How marketing techniques affect the use of personal hygiene products, practices and services.	<b>Learners will be able to:</b> How to assess and apply health data to enhance personal wellness. How to compare and contrast the impact of genetics, family history, personal health practices and environment on personal growth and development. What technological advances relate to the maintenance and improvement of personal health. How marketing techniques affect the use of personal hygiene products, practices and services.
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics. Students will muse vocabulary lists and worksheets Science – Students will learn about the body systems and how they work Students will use anatomy charts and write definitions of body parts.	

**21<sup>st</sup> Century Themes:**

**9.3.HL.2** Explain the healthcare workers' role within their department, their organization and the overall healthcare system.

Students will be able to learn about the body systems and research what type of doctor is trained in each area and what their role is in that specific field of medicine.

**Technology:**

**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.

Students will be able to research the top 3 adolescent health problems in today's society and discuss ways to help improve these health issues.

**Content Statements**

**CPI #**

**Cumulative Progress Indicator (CPI)**

A. Personal Growth and Development

2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.  
2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.  
2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.  
2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

**Unit Objective (Learning Targets)**

*Students will:*

1. Know key vocabulary terms.
2. Know how to reduce the risk of adolescent health problems.
3. Know how their immune system works to keep them healthy.
4. Describe the body systems, how they function and their importance for optimal health.
5. Know how technology plays a role in improving personal health.
6. Be knowledgeable of all the dimensions of personal wellness.
7. Understand marketing techniques to sell a product.

<b>Evidence of Learning</b>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)            Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Students will learn what wellness is as a whole and ways to keep the body healthy?	1 day
Lesson 2: - Students will learn how genetics and family history plays a role in their growth and development.	1 day
Lesson 3: - Formative assessment	1 day

**Teacher Notes:**

-Timeframe may vary due to the progression of the class

**Materials needed:**

Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.

**Resources:**

[www.kidshealth.org](http://www.kidshealth.org)

internet

you tube clips

Power Point presentations

text book/workbooks

<b>Unit Plan</b>	
<b>Grade: 6</b>	<b>Unit Title: Nutrition</b>
<b>Subject/Content Area: Physical Education</b>	<b>Anticipated time frame: 2-3 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> It is an important to aid students on nutrition and healthy eating habits. It is also necessary to start at an early age so that students learn to instill in others the importance of eating right and exercising. This unit will reinforce the value of a healthy lifestyle through nutrition education that promotes what students can eat, instead of what they can't.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> <b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> - Eating patterns are influenced by a variety of factors. - There are many short and long term health benefits and risks associated with nutritional choices.	<b>Unit Essential Questions</b> •What makes something you eat healthy? •How do you know what the appropriate portion size is? •What does it mean to practice good nutrition and why is it important for optimal health? •How do you think your friends, family culture, and the media affect your eating and health decisions?
<b>Learners will know:</b> <ul style="list-style-type: none"> <li>• The importance of proper nutrition.</li> <li>• That proper nutrition helps the body perform better</li> <li>• How to identify and defend ways of losing, maintaining, or gaining weight in our society.</li> </ul>	<b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>• Create a healthy nutritional plan for 1 week</li> <li>• Identify and defend healthy ways of losing, maintaining, or gaining weight in our society.</li> <li>• Identify and differentiate the impact that lifestyle, resources, special needs, and cultural backgrounds have on family nutritional planning.</li> </ul>
<b>Primary interdisciplinary connections:</b> Math – Students will be able to calculate serving sizes from food labels.	
<b>21<sup>st</sup> Century Themes:</b> 9.3.12. AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy. <ul style="list-style-type: none"> <li>• Students will be able to use the internet to explore how other countries live. Meaning; how they eat, what they grow, how they cook, do they have fast food in their countries?</li> <li>• They will get to better understand obesity rates in the United States and compare to other countries.</li> </ul>	



<p><b>Technology:</b>        8.1.8. E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.        Students will research different websites or apps that are based around weight management and calorie counting. Students will develop a healthy menu that adolescents can base food choices around to help fight the obesity problem in the US.</p>	
<p><b>Content Statements</b></p>	
<p><b>CPI #</b></p>	<p><b>Cumulative Progress Indicator (CPI)</b></p>
<p>2.1.8.B - Nutrition</p>	<p>2.1.6.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.          2.1.6.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.          2.1.6.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.          2.1.6.B.4 Analyze the nutritional values of new products and supplements</p>
<p><b>Unit Objective (Learning Targets)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Describe how to use the My-Plate food guidance system</li> <li>• Identify foods that are good sources of essential nutrients</li> <li>• Explain how feelings and emotions may affect food choices</li> <li>• Describe possible causes of eating disorders and strategies to overcome them</li> <li>• List ways to make healthy food choices</li> <li>• Learn how to read a nutrition label</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)          Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>	

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Introduction to nutrition and the essential nutrients  - Learn about food labels and identify ways that people gain, lose, or maintain their weight	1-2 days
Lesson 2: - Develop a nutritional plan (menu) that can help people make healthier choices.	1 day
Lesson 3: - Assessment	1 day
<b>Teacher Notes:</b> timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	

**Resources:**

<http://www.choosemyplate.gov/>

<http://www.nutrition.gov/>

<http://www.nourishinteractive.com/>

you tube clips

Power Point presentations

internet

textbook/workbook

[www.kidshealth.org](http://www.kidshealth.org)

<b>Unit Plan</b>	
<b>Grade: 6</b>	<b>Unit Title: Diseases and Health Conditions</b>
<b>Subject/Content Area: Physical Education</b>	<b>Anticipated time frame: 4 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Health knowledge, attitudes, and practices developed during childhood become the basis for adult health practices and shape the prospects for health in later years. The school environment has significant impact on decisions students will make throughout their lifetime.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> <b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> - The prevention and control of diseases and health conditions are affected by many factors.	<b>Unit Essential Questions</b> - <b>What does it mean to be healthy?</b> - How can I contract and/or spread common communicable diseases? - What can I do to help prevent or reduce the severity of non-communicable diseases?
<b>Learners will know:</b> How diseases start and how to treat them. The affects of std's and other communicable diseases. The most effective ways to treat certain diseases. The symptoms of mental illness.	<b>Learners will be able to:</b> Evaluate emerging methods to treat diseases and other health conditions in the United States. Analyze state, local, national, and international public health efforts to prevent and control diseases and health conditions. Analyze the impact of mental illnesses on physical, social, and emotional well-being.
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics. History – Students will learn the history behind several diseases and health conditions	
<b>21<sup>st</sup> Century Themes:</b> <b>9.3.12. ED-TT.5</b> Establish a positive climate to promote learning. Students will develop rules that are to be enforced when discussing personal health topics such as mental illness and disease prevention.	
<b>Technology:</b> <b>8.1.8.A.1:</b> Demonstrate knowledge of a real world problem using digital tools. Students will research disease statistics in other countries and compare them to the United States.	

<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.1.8.C – Diseases and Health Conditions	<p>2.1.6.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.6. C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.6.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.</p>
<p><b>Unit Objective (Learning Targets)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>- Learn about communicable and non-communicable diseases</li> <li>- Know methods to diagnose and treat diseases and health conditions</li> <li>- Have knowledge regarding efforts that are done for prevention of these diseases</li> <li>- Learn what mental illness is</li> <li>- Learn how to stay safe from diseases</li> </ul>	
<p><b>Evidence of Learning</b></p> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>	

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Introduction to disease and health conditions	1-2 days
Lesson 2: - Learn about communicable and non-communicable disease and how to treat and prevent them	1-2 days
Lesson 3: - Discuss the types of mental illness and the types of resources that are available to help people that suffer from this disease	1-2 days
Lesson 4: - Assessment	1 day
<b>Teacher Notes:</b> Timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	

Commented [RG1]:

**Resources:**

[www.kidshealth.org](http://www.kidshealth.org)

internet

you tube clips

Power Point presentations

text book/workbooks

<http://www.cdc.gov/chronicdisease/>

**Unit Plan**

**Grade: 6**  
**Subject/Content Area: Health**

**Unit Title: Safety**  
**Anticipated time frame: 2 weeks**

**Desired Outcomes**

**Unit Summary/Rationale:**

This unit consists of basic first aid and should include the following: How to recognize an emergency and what action to take, surveying the scene and victim-EMS, what to report when placing a 911 call, universal precautions, breathing emergencies, choking, heart attack symptoms, how to perform CPR on a baby, infant, and adult, wounds and bleeding, heat and cold emergencies, bone joint and muscle injuries, treating shock, burns, and poisonings, and fire prevention strategies.

Students will learn how to respond in an emergency situation. Lessons will prepare students to be safe, remain calm and act quickly so they can make a difference, possibly saving a life.

**Standards Addressed/Learning Targets:**

**Standards**

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle



<b>Enduring Understandings</b>	<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>• EMS should be contacted when there is a life-threatening condition. Remain calm and act quickly.</li> <li>• Check the scene to make sure it is safe.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• The difference of performing CPR on an infant, child, and adult.</li> <li>• Internal and external bleeding require immediate medical attention.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person’s best interest.</li> <li>• By making the right decision you can make a difference in an emergency situation and could save a life.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you recognize a medical emergency and how will you respond?</li> <li>• How do you survey a scene for hazards that might harm you or the victim?</li> <li>• What is the Good Samaritan Law?</li> <li>• How do you check an unconscious victim? Adult, child, infant?</li> <li>• What does ABC stand for?</li> <li>• What is the differences of performing CPR on an infant, child, and adult?</li> <li>• What does CPR stand for?</li> <li>• How do you open the airway of the victim?</li> <li>• How do you perform the Heimlich maneuver and an infant, child and adult?</li> <li>• What is the J thrust?</li> <li>• What is a defibrillator and how is it used?</li> <li>• What are the types of wounds?</li> <li>• How can bleeding be controlled?</li> <li>• How are burns caused and how can burns be cared for?</li> <li>• What are the dangers of a spine injury?</li> <li>• What are the signals of head, neck, and back injuries?</li> <li>• How can poison enter the body?</li> <li>• What is the Poison Control Center?</li> <li>• What is a heat-related illness?</li> <li>• What is a cold-related illness?</li> </ul>

<p><b>Learners will know:</b></p> <ul style="list-style-type: none"> <li>• Key Terms: Cardiopulmonary Resuscitation (CPR) (infant, child, adult, and a dog), rescue breathing, bandages and dressings, splints, pressure bandages, slings, internal injuries.</li> <li>• The Good Samaritan Law</li> <li>• ABCs of first aid</li> <li>• Key Terms: Internal and external bleeding, bandages, dressing, internal and external wounds, punctures, lacerations cuts, and scrapes, first, second, and third degree burns, open and closed fractures, heat exhaustion, heat stroke, hyperthermia, hypothermia, shock, concussion, skull fracture.</li> <li>• Basic principles of wound care and infection prevention.</li> <li>• Types of dressings needed for external wounds and burns.</li> <li>• Key Terms: CPR, rescue breathing, AED (Automated External Defibrillator), compressions, head tilt-chin lift, obstructed airway, Heimlich Maneuver (infant, child, adult, and a dog), abdominal thrust, pulse</li> <li>• How to determine an obstructed airway</li> <li>• Proper ratio of compressions to breathing during CPR.</li> </ul>	<p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Assess procedures needed before beginning first aid.</li> <li>• Explain the Good Samaritan Law.</li> <li>• Describe the initial check of responsiveness, airway, breathing, and circulation.</li> <li>• Demonstrate the correct procedure for CPR using the ABCs.</li> <li>• Understand how to perform CPR on an infant, child, and adult.</li> <li>• Demonstrate the correct procedure for rescue breathing.</li> <li>• Understand where to check for a pulse on an infant, child, and adult.</li> <li>• Demonstrate procedures for controlling severe bleeding in upper and lower extremities.</li> <li>• Identify and treat first, second, and third degree burns.</li> <li>• Identify the signs and symptoms of internal injuries.</li> <li>• Explain the Good Samaritan Law</li> <li>• Understand how to perform the Heimlich maneuver on an infant, child, adult, one's self, and a dog.</li> </ul>
<p><b>Primary interdisciplinary connections:</b></p> <p>Science/Anatomy- Basic knowledge of how the body works, and bones.</p> <p>LAL- Vocabulary of body parts and recognizing bones and their proper names.</p> <p>History- Research how the red cross was created.</p> <p>Math- Taking their pulse and counting while performing CPR.</p>	

**21<sup>st</sup> Century Themes:**

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments.

9.3. LW-SEC.3 Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.

- Students will be able to understand the role the criminal justice departments play in helping in an emergency situation by viewing clips from the show “Save My Life: Boston Trauma” or “Rescue 911” They will discuss with a partner something they learned from watching the clips.

9.3. LW-EFM.2 Manage an incident scene as the first responder using emergency response skills.

- Students will know how to recognize an emergency what the protocol are while approaching an emergency situation.

**Technology:**

**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Students will create a newsletter about the advantages of knowing basic first aid procedures.

**Content Statements**

CPI #

**Cumulative Progress Indicator (CPI)**



<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>
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<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>
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<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: Introduction to safety unit and discuss common accidents that can happen in the home. Ex. Falls, fires, electrical shock, poisoning, etc.	1 Day
Lesson 2: Fire prevention and detection along with how to put out small fires.	1 Days
Lesson 3: Injuries caused by cold and hot weather and how to protect yourself.	1 Day

<p>Lesson 4: How to handle an emergency and how to properly call 911.</p> <p>Learn how to give abdominal thrusts and rescue breathing.</p>	<p>1 Days</p>
<p>Lesson 5: How to care for bleeding, burns, fractures, dislocations, and head, neck, and back injuries.</p>	<p>1 Days</p>
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• Timeframe may vary due to the progression of the class</li> <li>• Assessments will be done throughout this unit</li> </ul>	
<p><b>Learning Resources/Equipment needed:</b></p> <p>Computer for Power Point Presentations Videos/DVD Internet/websites YouTube Handouts/Review Packets Mobile Devices</p>	

<b>Unit Plan</b>	
<b>Grade: 6</b>	<b>Unit Title: Health</b>
<b>Subject/Content Area: Character Development</b>	<b>Anticipated time frame: 5 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. This unit will allow students to become familiar with how the body functions and what is necessary in order to live healthy and improve a persons' overall wellness.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> 2.2 Integrated skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
<b>Unit Enduring Understandings</b> Character can be developed and supported through individual and group activities, the influence of positive role models and the involvement in community service Character is who you are when no one is looking	<b>Unit Essential Questions</b> How are character and health related? What aspects of our character can be changed? To what extent do outside influences shape values?
<b>Learners will know:</b> Personal values impact the behavior of oneself and others. Character building is influenced by many factors both positive and negative. Influences such as discrimination, bullying abuse disrespect and violence that effect Character development	<b>Learners will be able to:</b> Identify what character is and the positive and negative influences it has one oneself. Identify characteristics of someone with bad character and how to avoid them. Explain how character and core ethical values can be useful in addressing challenging situations Predict situations that may challenge an individual's core ethical values
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics Students will use worksheets and group writing projects. Science – Students will learn about the body systems and how they work through anatomy worksheets and charts designed to aide in instruction	

**21<sup>st</sup> Century Themes:**

**9.3.HL.2** Explain the influences on your character as you develop.  
How is character measured?

**Technology:**

**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.  
Students will be able to research the top 3 adolescent health problems in today's society and discuss ways to help improve these health issues.

**Content Statements**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
A. Character Development	2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations
	2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.
	2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

**Unit Objective (Learning Targets)**

*Students will:*

8. Know key vocabulary terms.
9. Know how to improve character.
10. Be knowledgeable of all the dimensions of personal wellness.
11. Understand marketing techniques to sell a product.
12. Identify good character traits.



Evidence of Learning	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Making Good Decision	1 day

Lesson 2: - 6 steps to good decisions	1 day
Lesson 3: - Facing Pressure	1 day
Lesson 4: - Goals	1 day
Lesson 5	Assessment
<b>Teacher Notes:</b> -Timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	
<b>Resources:</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a> internet you tube clips Power Point presentations text book/workbooks	

<b>Unit Plan</b>	
<b>Grade: 6</b>	<b>Unit Title: Health</b>
<b>Subject/Content Area: Advocacy and Service</b>	<b>Anticipated time frame: 5 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. This unit will allow students to become familiar with how the body functions and what is necessary in order to live healthy and improve a persons' overall wellness.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> 2.2 Integrated skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
<b>Unit Enduring Understandings</b> Participation in social and health organizations and or service initiatives have a positive impact	<b>Unit Essential Questions</b> How can volunteering for a organization enrich the community? Why would someone be reluctant to do so?
<b>Learners will know:</b> The process for volunteering in the community. The options and importance for volunteering in the community.	<b>Learners will be able to:</b> Identify the service organizations that utilize volunteers. Find a service they would like to volunteer with.
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics through writing assignments on health related topics	

<p><b>21<sup>st</sup> Century Themes:</b>  <b>9.3.HL.2</b> Explain the volunteer workers' role within their department, their organization and the overall healthcare system.  Students will be able to learn the impact of volunteering in their community.</p>	
<p><b>Technology:</b>  <b>8.1.8.A.1</b> Demonstrate knowledge of a real world problem using digital tools.  Students will be able to research the top 3 adolescent health problems in today's society and discuss ways to help improve these health issues.</p>	
<p><b>Content Statements</b></p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
A. Advocacy and Service	<p>2.2.6.D.1      Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service</p> <p>2.2.6.D.2      Develop a position about a health issue in order to inform peers.</p>
<p><b>Unit Objective (Learning Targets)</b>  <i>Students will:</i></p> <p>13. Know key vocabulary terms.  14. Know the groups in their area that accept volunteers.  15. Know how volunteering can help the community</p>	

<b>Evidence of Learning</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)  Follow all IEP modifications/504 plan</p>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Students will learn what wellness is as a whole and ways to keep the body healthy?	1 day

Lesson 2: - Students will learn how genetics and family history plays a role in their growth and development.	1 day
Lesson 3: - Formative assessment	1 day
<b>Teacher Notes:</b> -Timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	
<b>Resources:</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a> internet you tube clips Power Point presentations text book/workbooks	

<b>Unit Plan</b>	
<b>Grade: 6</b>	<b>Unit Title: Health</b>
<b>Subject/Content Area: Interpersonal Communication</b>	<b>Anticipated time frame: 2-3 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. This unit will allow students to become familiar with how the body functions and what is necessary in order to live healthy and improve a persons' overall wellness.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> 2.2 A Integrated Skills; All students will develop and use personal and interpersonal skills to support healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> Effective communication is the basis strengthening interpersonal interactions and relationships and resolving conflicts Effective communication may be the determining factor in the outcome of health and safety related situations	<b>Unit Essential Questions</b> Can effective communication skills make a lifetime difference?
<b>Learners will know:</b> Ways to properly communicate with others in an effective way. The importance of learning to say "no" That ineffective communication may lead to safety hazards	<b>Learners will be able to:</b> Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Demonstrate verbal and non-verbal interpersonal communication in various settings that impact the health of oneself and others. Explain the use of refusal skills
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics. Students will describe all of the different ways to say "no" Science – Students will learn about the body systems and how they work. Students will learn the different parts of the brain and how it responds to peer pressure	

**21<sup>st</sup> Century Themes:**

**9.3.HL.2**

Explain how effective communication can solve problems in social settings.  
Students will be able to learn about assertiveness and its role in self-esteem.

**Technology:**

**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.  
Students will be able to research the top 3 adolescent health problems in today's society and discuss ways to help improve these health issues.

**Content Statements**

**CPI #**

**Cumulative Progress Indicator (CPI)**

A. Interpersonal Communication

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations



**Unit Objective (Learning Targets)**

*Students will:*

Ways to properly communicate with others in an effective way. The importance of learning to say “no” That ineffective communication may lead to safety hazards

**Evidence of Learning**

**Summative Assessment**

- Teacher observation
- Student/teacher conferencing
- Student Presentations
- Student folders
- Homework
- Written tests
- Projects

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

**Formative Assessments**

- Teacher Observation
- Homework
- Assessments
- Open-ended Questions
- Self and Peer Assessments
- Portfolio
- Discussions
- Written Assessments
- Preparation
- Q/A feedback

<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: What is conflict: Managing conflict	1 day
Lesson 2: Anger	1 day
Lesson 3: - What is Stress	1 day
Lesson 4: Sources of Stress Ways to say “no”	1 day
Lesson 5: Assessment	1 Day
<b>Teacher Notes:</b> -Timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	
<b>Resources:</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a> internet you tube clips Power point presentations text book/workbooks	

<b>Unit Plan</b>	
<b>Grade: 6</b>	<b>Unit Title: Medicines/Drugs</b>
<b>Subject/Content Area: Health</b>	<b>Anticipated time frame: 5 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. This unit will allow students to become familiar with how the body functions and what is necessary in order to live healthy and improve a persons' overall wellness.	
<b>Standards Addressed/Learning Target</b> <b>Standards</b> 2.3 Drugs and Medicines: All students will acquire the knowledge about alcohol, tobacco, other drugs and medicines and apply.	
<b>Unit Enduring Understandings</b> Medicines come in a variety of forms, are used for a variety of reasons, and should be taken as directed in order to be safe and effective.	<b>Unit Essential Questions</b> Why do people choose to use drugs and medicines
<b>Learners will know:</b> The dangers of incorrect usage of over-the-counter medicines and prescription medicines. Why it is so important to follow all directions on prescription medicines The difference between the many types of drugs and how they are used	<b>Learners will be able to:</b> Know the difference between over the counter and prescription medicines. Clearly understand the dangers that go along with not following prescription medicine instructions correctly. Compare and contrast short and long term effects and potential for abuse of commonly used over the counter and prescription medicines. Describe the difference between over-the-counter medicines and prescription medicines
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics. Ex: worksheets, textbook and online research, Science – Students will learn about the body systems and how they work while under the influence of drugs and alcohol Ex: Fatal vision goggles, research based writing assignments	

**21<sup>st</sup> Century Themes:**

**9.3.HL.2**

Explain how medicines have changed the way we treat illness.

Students will be able to understand the importance of vaccines and how to prevent spreading of diseases

**Technology:**

**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.

Students will be able to research the top 3 adolescent health problems in today's society and discuss ways to help improve these health issues.

**Content Statements**

**CPI #**

A. Personal Growth and Development

**Cumulative Progress Indicator (CPI)**

- 2.1.6.A.1 Assess and apply health data to enhance each dimension of personal wellness.
- 2.1.6.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- 2.1.6.A.3 Relate advances in technology to maintaining and improving personal health.
- 2.1.6.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

**Unit Objective (Learning Targets)**

*Students will:*

16. Know key vocabulary terms.
17. Know how to reduce the risk of adolescent health problems.
18. Know how their immune system works to keep them healthy.
19. Describe the body systems, how they function and their importance for optimal health.
20. Know how technology plays a role in improving personal health.
21. Be knowledgeable of all the dimensions of personal wellness.
22. Understand marketing techniques to sell a product.

**Evidence of Learning**

**Summative Assessment**

- Teacher observation
- Student/teacher conferencing
- Student Presentations
- Student folders
- Homework
- Written tests
- Projects

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)  
Follow all IEP modifications/504 plan

**Formative Assessments**

- Teacher Observation
- Homework
- Assessments
- Open-ended Questions
- Self and Peer Assessments
- Portfolio
- Discussions
- Written Assessments
- Preparation
- Q/A feedback

<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Facts about Drugs	1 day
Lesson 2: - Medicines/Vaccines	1 day
Lesson 3: - Illegal Drugs	1 day
Lesson 4 - Drug Abuse	1 day
Lesson 5 - Assessment	1 day
<b>Teacher Notes:</b> -Timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	
<b>Resources:</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a> internet you tube clips Power point presentations text book/workbooks	

<b>Unit Plan</b>	
<b>Grade: 6</b>	<b>Unit Title: Relationships/Parenting</b>
<b>Subject/Content Area: Health</b>	<b>Anticipated time frame: 5-6 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle. This unit will allow students to become familiar with how the body functions and what is necessary in order to live healthy and improve a persons’ overall wellness.	
<b>Standards Addressed/Learning Targets:</b>	
<b>Standards</b> 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> Pregnancy, childbirth and parenthood are significant events that cause numerous changes in one’s life and the lives of others involved	<b>Unit Essential Questions</b> How able are teens to cope with the changes in their lives brought on by pregnancy, childbirth and parenthood? Why?
<b>Learners will know:</b> The financial impact of having a child during adolescence. The stress that is placed on the family structure during adolescent pregnancy. Effects of pregnancy on the body. The physiological process of how pregnancy occurs. The development of the fetus leading to childbirth. The difficulty that adolescent parents have adapting to emotional and financial responsibilities of parenthood.	<b>Learners will be able to:</b> Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. Identify the signs and symptoms of pregnancy
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics. Ex: vocabulary tests writing assignments Science – Students will learn about the body systems and how they work. Ex: Anatomy worksheets, writing assignments.	

**21<sup>st</sup> Century Themes:**

**9.3.HL.2**

Explain the responsibilities that accompany raising a child.

Students will be able to learn about the body systems and how the body changes during pregnancy

**Technology:**

**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.

Students will be able to research the top 3 adolescent health problems in today's society and discuss ways to help improve these health issues.

**Content Statements**

**CPI #**

**Cumulative Progress Indicator (CPI)**

A. Relationships

2.4.6.A.1 Compare and contrast how families may change over time.

2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.

2.4.6.A.3 Examine the types of relationships adolescents may have

2.4.6.A.4 Demonstrate successful relationship problem resolution

**Unit Objective (Learning Targets)**

*Students will:*

The financial impact of having a child during adolescence.

The stress that is placed on the family structure during adolescent pregnancy.

Effects of pregnancy on the body.

The physiological process of how pregnancy occurs.

The development of the fetus leading to childbirth. The difficulty that adolescent parents have adapting to emotional and financial responsibilities of parenthood



<b>Evidence of Learning</b>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)  Follow all IEP modifications/504 plan</p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Human Reproduction	1 day
Lesson 2: - Before you were born	1 day

Lesson 3: Infancy and childhood -	1 day
Lesson 4 Adolescence development	1 day
Lesson 5 Assessment	1 day
<b>Teacher Notes:</b> -Timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	
<b>Resources:</b> <a href="http://www.kidshealth.org">www.kidshealth.org</a> internet you tube clips Power point presentations text book/workbooks	

# Grade 7/8

## Health

<b>Unit Plan</b>	
<b>Grade:</b> 7/8	<b>Unit Title:</b> Personal Growth and Development
<b>Subject/Content Area:</b> Health	<b>Anticipated time frame:</b> 2-3 days
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. This unit will allow students to become familiar with how the body functions and what is necessary in order to live healthy and improve a persons' overall wellness.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards:</b> 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. Genetics, family history, personal health practices and development are key impacting factors related to each life stage.	<b>Unit Essential Questions</b> How do genetics, family history, personal health practices, and environment on personal growth and development affect development in each life stage? How can one improve each aspect of personal wellness?
<b>Learners will know:</b> How to assess and apply health data to enhance personal wellness. How to compare and contrast the impact of genetics, family history, personal health practices and environment on personal growth and development. What technological advances relate to the maintenance and improvement of personal health. How marketing techniques affect the use of personal hygiene products, practices and services.	<b>Learners will be able to:</b> How to assess and apply health data to enhance personal wellness. How to compare and contrast the impact of genetics, family history, personal health practices and environment on personal growth and development. What technological advances relate to the maintenance and improvement of personal health. How marketing techniques affect the use of personal hygiene products, practices and services.
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics. Science – Students will learn about the body systems and how they work.	
<b>21<sup>st</sup> Century Themes:</b> <b>9.3.HL.2</b> Explain the healthcare workers' role within their department, their organization and the overall healthcare system. Students will be able to learn about the body systems. They will also research what type of doctor is trained in each area and what their role is in that specific field of medicine.	

<p><b>Technology:</b>  <b>8.1.8.A.1</b> Demonstrate knowledge of a real world problem using digital tools.  Students will be able to research the top 3 adolescent health problems in today's society and discuss ways to help improve these health issues.</p>	
<p><b>Content Statements</b></p>	
<p><b>CPI #</b></p>	<p><b>Cumulative Progress Indicator (CPI)</b></p>
<p>A. Personal Growth and Development</p>	<p>2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.  2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.  2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.  2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p>
<p><b>Unit Objective (Learning Targets)</b>  <i>Students will:</i></p> <p>23. Know key vocabulary terms.  24. Know how to reduce the risk of adolescent health problems.  25. Know how their immune system works to keep them healthy.  26. Describe the body systems, how they function and their importance for optimal health.  27. Know how technology plays a role in improving personal health.  28. Be knowledgeable of all the dimensions of personal wellness.  29. Understand marketing techniques to sell a product.</p>	
<p><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)  Follow all IEP modifications/504 plan</p>	

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Students will learn what wellness is as a whole and ways to keep the body healthy?	1 day
Lesson 2: - Students will learn how genetics and family history plays a role in their growth and development.	1 day
Lesson 3: - Formative assessment	1 day
<b>Teacher Notes:</b>	
- Timeframe may vary due to the progression of the class.	
<b>Materials needed:</b>	
Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	

**Resources:**

[www.kidshealth.org](http://www.kidshealth.org)

internet

You Tube clips

Power Point presentations

text book/workbooks

<b>Unit Plan</b>	
<b>Grade:</b> 7/8	<b>Unit Title:</b> Nutrition
<b>Subject/Content Area:</b> Wellness	<b>Anticipated time frame:</b> 2-3 days
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> It is an important to aid students on nutrition and healthy eating habits. It is also necessary to start at an early age so that students learn to instill in others the importance of eating right and exercising. This unit will reinforce the value of a healthy lifestyle through nutrition education that promotes what students can eat, instead of what they cannot.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> <b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Eating patterns are influenced by a variety of factors.</li> <li>There are many short and long term health benefits and risks associated with nutritional choices.</li> </ul>	<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>What makes something you eat healthy?</li> <li>How do you know what the appropriate portion size is?</li> <li>What does it mean to practice good nutrition and why is it important for optimal health?</li> <li>How do you think your friends, family culture, and the media affect your eating and health decisions?</li> </ul>
<b>Learners will know:</b> <ul style="list-style-type: none"> <li>The importance of proper nutrition.</li> <li>That proper nutrition helps the body perform better</li> <li>How to identify and defend ways of losing, maintaining, or gaining weight in our society.</li> </ul>	<b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>Create a healthy nutritional plan for 1 week</li> <li>Identify and defend healthy ways of losing, maintaining, or gaining weight in our society.</li> <li>Identify and differentiate the impact that lifestyle, resources, special needs, and cultural backgrounds have on family nutritional planning.</li> </ul>
<b>Primary interdisciplinary connections:</b> Math – Students will be able to calculate serving sizes from food labels.	
<b>21<sup>st</sup> Century Themes:</b> 9.3.12. AG.2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy. <ul style="list-style-type: none"> <li>Students will be able to use the internet to explore how other countries live. Examples are: how they eat, what they grow, how they cook, do they have fast food in their countries?</li> <li>They will better understand obesity rates in the United States and compare to other countries.</li> </ul>	



**Technology:**

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.  
Students will research different websites or apps that are based around weight management and calorie counting. Students will develop a healthy menu that adolescents can base food choices around to help fight the obesity problem in the US.

**Content Statements**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.1.8.B - Nutrition	2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. 2.1.8.B.4 Analyze the nutritional values of new products and supplements

**Unit Objective (Learning Targets)**

*Students will:*

- Describe how to use the “My-Plate” food guidance system.
- Identify foods that are good sources of essential nutrients.
- Explain how feelings and emotions may affect food choices.
- Describe possible causes of eating disorders and strategies to overcome them.
- List ways to make healthy food choices.
- Learn how to read a nutrition label.

<b>Evidence of Learning</b>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>- Introduction to nutrition and the essential nutrients</li> <li>- Learn about food labels and identify ways that people gain, lose, or maintain their weight</li> </ul>	1-2 days
<p>Lesson 2:</p> <ul style="list-style-type: none"> <li>- Develop a nutritional plan (menu) that can help people make healthier choices.</li> </ul>	1 day

<p>Lesson 3:</p> <ul style="list-style-type: none"> <li>- Assessment</li> </ul>	<p>1 day</p>
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>- Timeframe may vary due to the progression of the class.</li> </ul>	
<p><b>Materials needed:</b></p> <p>Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.</p>	
<p><b>Resources:</b></p> <p><a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a>  <a href="http://www.nutrition.gov/">http://www.nutrition.gov/</a>  <a href="http://www.nourishinteractive.com/">http://www.nourishinteractive.com/</a>          You Tube clips          Power Point presentations          internet          textbook/workbook  <a href="http://www.kidshealth.org">www.kidshealth.org</a></p>	

<b>Unit Plan</b>	
<b>Grade:</b> 7/8	<b>Unit Title:</b> Diseases and Health Conditions
<b>Subject/Content Area:</b>	<b>Anticipated time frame:</b> 4 days
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Health knowledge, attitudes, and practices developed during childhood become the basis for adult health practices and shape the prospects for health in later years. The school environment has significant impact on decisions students will make throughout their lifetime.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> <b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> - The prevention and control of diseases and health conditions are affected by many factors.	<b>Unit Essential Questions</b> - <b>What does it mean to be healthy?</b> - How can I contract and/or spread common communicable diseases? - What can I do to help prevent or reduce the severity of non-communicable diseases?
<b>Learners will know:</b> How diseases start and how to treat them. The affects of std's and other communicable diseases. The most effective ways to treat certain diseases. The symptoms of mental illness.	<b>Learners will be able to:</b> Evaluate emerging methods to treat diseases and other health conditions in the United States. Analyze state, local, national, and international public health efforts to prevent and control diseases and health conditions. Analyze the impact of mental illnesses on physical, social, and emotional well-being.
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics. History – Students will learn the history behind several diseases and health conditions	
<b>21<sup>st</sup> Century Themes:</b> <b>9.3.12.ED-TT.5</b> Establish a positive climate to promote learning. Students will develop rules that are to be enforced when discussing personal health topics such as mental illness and disease prevention.	
<b>Technology:</b> <b>8.1.8.A.1:</b> Demonstrate knowledge of a real world problem using digital tools. Students will research disease statistics in other countries and compare them to the United States.	

<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.1.8.C – Diseases and Health Conditions	<p>2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social.</p>
<p><b>Unit Objective (Learning Targets)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>- Learn about communicable and non-communicable diseases</li> <li>- Know methods to diagnose and treat diseases and health conditions</li> <li>- Have knowledge regarding efforts that are done for prevention of these diseases</li> <li>- Learn what mental illness is</li> <li>- Learn how to stay safe from diseases</li> </ul>	
<p><b>Evidence of Learning</b></p> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)  Follow all IEP modifications/504 plan</p>	

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Introduction to disease and health conditions	1-2 days
Lesson 2: - Learn about communicable and non-communicable disease and how to treat and prevent them	1-2 days
Lesson 3: - Discuss the types of mental illness and the types of resources that are available to help people that suffer from this disease	1-2 days
Lesson 4: - Assessment	1 day
<b>Teacher Notes:</b> Timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	

Commented [RG2]:

**Resources:**

[www.kidshhealth.org](http://www.kidshhealth.org)

internet

You Tube clips

Power Point presentations

text book/workbooks

<http://www.cdc.gov/chronicdisease/>

**Unit Plan**

**Grade:** 7/8

**Unit Title:** Safety

**Subject/Content Area:** Health

**Anticipated time frame:** 2 weeks

**Desired Outcomes**

**Unit Summary/Rationale:**

This unit consists of basic first aid and should include the following: How to recognize an emergency and what action to take, surveying the scene and victim-EMS, what to report when placing a 911 call, universal precautions, breathing emergencies, choking, heart attack symptoms, how to perform CPR on a baby, infant, and adult, wounds and bleeding, heat and cold emergencies, bone joint and muscle injuries, treating shock, burns, and poisonings, and fire prevention strategies.

Students will learn how to respond in an emergency situation. Lessons will prepare students to be safe, remain calm and act quickly so they can make a difference, possibly saving a life.

**Standards Addressed/Learning Targets:**

**Standards**

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.



<b>Unit Enduring Understandings</b>	<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li> <li>• EMS should be contacted when there is a life-threatening condition. Remain calm and act quickly.</li> <li>• Check the scene to make sure it is safe.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• The difference of performing CPR on an infant, child, and adult.</li> <li>• Internal and external bleeding require immediate medical attention.</li> <li>• Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> <li>• By making the right decision you can make a difference in an emergency situation and could save a life.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you recognize a medical emergency and how will you respond?</li> <li>• How do you survey a scene for hazards that might harm you or the victim?</li> <li>• What is the Good Samaritan Law?</li> <li>• How do you check an unconscious victim? Adult, child, infant?</li> <li>• What does ABC stand for?</li> <li>• What is the differences of performing CPR on an infant, child, and adult?</li> <li>• What does CPR stand for?</li> <li>• How do you open the airway of the victim?</li> <li>• How do you perform the Heimlich maneuver and an infant, child and adult?</li> <li>• What is the J thrust?</li> <li>• What is a defibrillator and how is it used?</li> <li>• What are the types of wounds?</li> <li>• How can bleeding be controlled?</li> <li>• How are burns caused and how can burns be cared for?</li> <li>• What are the dangers of a spine injury?</li> <li>• What are the signals of head, neck, and back injuries?</li> <li>• How can poison enter the body?</li> </ul>

<p><b>Learners will know:</b></p> <ul style="list-style-type: none"> <li>• Key Terms: Cardiopulmonary Resuscitation (CPR) (infant, child, adult, and a dog), rescue breathing, bandages and dressings, splints, pressure bandages, slings, internal injuries.</li> <li>• The Good Samaritan Law</li> <li>• ABCs of first aid</li> <li>• Key Terms: Internal and external bleeding, bandages, dressing, internal and external wounds, punctures, lacerations cuts, and scrapes, first, second, and third degree burns, open and closed fractures, heat exhaustion, heat stroke, hyperthermia, hypothermia, shock, concussion, skull fracture.</li> <li>• Basic principles of wound care and infection prevention.</li> <li>• Types of dressings needed for external wounds and burns.</li> <li>• Key Terms: CPR, rescue breathing, AED (Automated External Defibrillator), compressions, head tilt-chin lift, obstructed airway, Heimlich Maneuver (infant, child, adult, and a dog), abdominal thrust, pulse</li> <li>• How to determine an obstructed airway</li> <li>• Proper ratio of compressions to breathing during CPR.</li> </ul>	<p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Assess procedures needed before beginning first aid.</li> <li>• Explain the Good Samaritan Law.</li> <li>• Describe the initial check of responsiveness, airway, breathing, and circulation.</li> <li>• Demonstrate the correct procedure for CPR using the ABCs.</li> <li>• Understand how to perform CPR on an infant, child, and adult.</li> <li>• Demonstrate the correct procedure for rescue breathing.</li> <li>• Understand where to check for a pulse on an infant, child, and adult.</li> <li>• Demonstrate procedures for controlling severe bleeding in upper and lower extremities.</li> <li>• Identify and treat first, second, and third degree burns.</li> <li>• Identify the signs and symptoms of internal injuries.</li> <li>• Explain the Good Samaritan Law</li> <li>• Understand how to perform the Heimlich maneuver on an infant, child, adult, one's self, and a dog.</li> </ul>
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**Primary interdisciplinary connections:**

- Science/Anatomy- Basic knowledge of how the body works, and bones.  
LAL- Vocabulary of body parts and recognizing bones and their proper names.  
History- Research how the red cross was created.  
Math- Taking their pulse and counting while performing CPR.

**21<sup>st</sup> Century Themes:**

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning activities/assignments.

9.3. LW-SEC.3 Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.

- Students will be able to understand the role the criminal justice departments play in helping in an emergency situation by viewing clips from the show “Save My Life: Boston Trauma” or “Rescue 911” They will discuss with a partner something they learned from watching the clips.

9.3. LW-EFM.2 Manage an incident scene as the first responder using emergency response skills.

- Students will know how to recognize an emergency what the protocol are while approaching an emergency situation.

**Technology:**

**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Students will create a newsletter about the advantages of knowing basic first aid procedures.

**Content Statements**

**CPI #**

**Cumulative Progress Indicator (CPI)**



<b>Evidence of Learning</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)  Follow all IEP modifications/504 plan</p>	
<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: Introduction to safety unit and discuss common accidents that can happen in the home. Ex. Falls, fires, electrical shock, poisoning, etc.	1 Day
Lesson 2: Fire prevention and detection along with how to put out small fires.	1 Days
Lesson 3: Injuries caused by cold and hot weather and how to protect yourself.	1 Day

<p>Lesson 4: How to handle an emergency and how to properly call 911.</p> <p>Learn how to give abdominal thrusts and rescue breathing.</p>	<p>1 Days</p>
<p>Lesson 5: How to care for bleeding, burns, fractures, dislocations, and head, neck, and back injuries.</p>	<p>1 Days</p>
<p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• Timeframe may vary due to the progression of the class</li> <li>• Assessments will be done throughout this unit</li> </ul>	
<p><b>Learning Resources/Equipment needed:</b></p> <p>Computer for Power Point Presentations Videos/DVD Internet/websites YouTube Handouts/Review Packets Mobile Devices</p>	

<b>Unit Plan</b>	
<b>Grade: 7/8</b> <b>Subject/Content Area: Health</b>	<b>Unit Title: Social/Emotional Health</b> <b>Anticipated time frame: 4 days</b>
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. This unit will cover these topics to help develop these skills, attitudes, and values as our students grow into young adults.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> 2.1 Wellness: All students will acquire health and promotion concepts and skills to support a healthy, active lifestyle	
<b>Unit Enduring Understandings</b> Applying knowledge about physical, social, emotional and intellectual wellness will help make informed choices. Social and emotional development impacts all components of wellness.	<b>Unit Essential Questions</b> Are there long lasting consequences to healthy and unhealthy behaviors made during adolescence?
<b>Learners will know:</b> Stress management skills impact an individual's ability to cope with different types of emotional health. The impact of a disrupted family unit on a adolescent.	<b>Learners will be able to:</b> Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics.	
<b>21<sup>st</sup> Century Themes:</b> 9.3.12.ED-ADM.7 Plan strategically to meet the learning organization's objectives. 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization. Students will be able to gather information in small groups and disseminate that information to the rest of the class as they listen and takes notes on the information given.	
<b>Technology:</b> <b>8.1.8.C.1</b> Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. Students will be able to research on a computer or mobile device how different cultures cope with social and emotional problems and compare or contrast them to each other.	

<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
E. Social and Emotional Health	<p>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced</p>
<p><b>Unit Objective (Learning Targets)</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe a healthy social and emotional well-being.</li> <li>• describe the sources of help for people with social or emotional problems or disorders.</li> <li>• explain why it is important to reach out for help immediately for emotional problems.</li> <li>• list healthcare professional dealing with emotional disorders</li> <li>• demonstrate how to deal with social and emotional issues in a mature manner</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)  Follow all IEP modifications/504 plan</p>	



<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: Explain how teens' changing lives and bodies affect their emotions.  Describe how emotions can be pleasant or unpleasant.	1 day
Lesson 2: Explain why people express and communicate emotions.  List four effective ways to communicate.  <del>Describe how a person can use creative expression.</del>	1 day
Lesson 3: Explain how to overcome negative thinking with positive self-talk.  Explain how defense mechanisms can be healthy or unhealthy.	1 day
Lesson 4: Coping with stress and addressing stress management strategies  Assessment	1 day
<b>Teacher Notes:</b> Timeframe may vary due to the progression of the class	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	

**Resources:**

[www.kidshealth.org](http://www.kidshealth.org)

internet

You Tube clips

Power Point presentations

text book/workbooks

<b>Unit Plan</b>	
<b>Grade: 7/8</b> <b>Subject/Content Area: Health</b>	<b>Unit Title: Interpersonal Communications</b> <b>Anticipated time frame: 2-3</b>
<b>Desired Outcomes</b>	
Unit Summary/Rationale: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> <b>2.2 Integrated skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle	
<b>Unit Enduring Understandings</b> Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	<b>Unit Essential Questions</b> Why are refusal skills so important in effective communication?  Can body language express emotions?  How can society; the media and your peers influence the products you buy and the health choices that you make?
<b>Learners will know:</b>  The importance of saying “no”  Lack of communication may lead to problems.	<b>Learners will be able to:</b>  Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings  Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
<b>Primary interdisciplinary connections:</b> <b>LAL-</b> Students will be able to learn new terms that are associated with this unit as well as their definitions.	
<b>21<sup>st</sup> Century Themes:</b> <b>9.3.12.FN.4</b> Determine effective tools, techniques and systems to communicate and deliver value to finance customers. Students will discuss different techniques used for communication in the business world and how successful they are for productivity.	

**Technology:**  
 8.1.8.A.1 : Demonstrate knowledge of a real world problem using digital tools.  
 Students will learn how social media has changed the way people communicate and discuss the pros and cons.

**Content Statements**

CPI #	Cumulative Progress Indicator (CPI)
A. Interpersonal Communication	2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

**Unit Objective (Learning Targets)**

*Students will:*

- Assess, formulate opinions and present health related information.
- Analyze refusal skills and discuss which skills they have the most difficulty using and why.
- Identify ways to be a good listener.
- Explain why it is important to communicate and express their feelings.
- Know how to use refusal, negotiation, active and reflective skills to avoid dangerous situations.

<b>Evidence of Learning</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)  Follow all IEP modifications/504 plan</p>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Discuss with students the different ways of communication	1 day

<p>Lesson 2:</p> <ul style="list-style-type: none"> <li>- Students will analyze refusal skills and whether or not they'll actually work in the real world.</li> <li>- brainstorm with peers ways to resolve the conflict</li> </ul>	1 day
<p>Lesson 3:</p> <ul style="list-style-type: none"> <li>- assessment</li> </ul>	1 day
<p><b>Teacher Notes:</b> timeframe may vary due to the progression of the class</p>	
<p><b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.</p>	
<p><b>Resources:</b>  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  internet  youtube clips  powerpoint presentations  text book/workbooks</p>	

<b>Unit Plan</b>	
<b>Grade:</b> 7/8 <b>Subject/Content Area:</b> Health	<b>Unit Title:</b> Alcohol, Tobacco and Other Drugs <b>Anticipated time frame:</b> 10 days
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> <b>2.3 Drugs and Medicines:</b> All students will acquire knowledge about alcohol, tobacco, and other drugs, and medicines and apply these concepts to support a healthy, active lifestyle	
<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>- Medicines must be used correctly in order to be safe and have the maximum benefit.</li> <li>- If certain medicines are used incorrectly they can hurt your body.</li> <li>- Smoking and alcohol are addictive drugs</li> <li>- Smoking and alcohol consumption affect all the body systems</li> <li>- Misusing drugs or medicines can lead to drug abuse and addiction</li> <li>- Getting hooked on medicines and drugs affects everything they do and everyone around them</li> <li>- Drug abuse can cause permanent damage to their body</li> <li>- There are many external pressures to use drugs, there are many strategies to quit and stay drug free.</li> </ul>	<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>- What are the potential risks of sharing prescription medication?</li> <li>- How might peers pressure you to drink alcohol and smoke</li> <li>- How do the media try to convince you to drink alcohol or smoke?</li> <li>- Why is it important to analyze the factors that influence the use and abuse of drugs?</li> <li>- What is the most difficult factor to overcome during the stages of physical dependence?</li> </ul>
<b>Learners will know:</b> Tobacco is proven to be a cause of cancer. Tobacco causes many other health related problems. Alcoholism is very hard to understand and deal with. Alcohol use among teenagers can lead alcoholism as an adult. There are many harmful effects of drug abuse.	<b>Learners will be able to:</b> Tobacco is proven to be a cause of cancer. Tobacco causes many other health related problems. Alcoholism is very hard to understand and deal with. Alcohol use among teenagers can lead alcoholism as an adult. There are many harmful effects of drug abuse.

<b>Primary interdisciplinary connections:</b>	
<b>Science</b> – The students will learn how certain drugs affect different body systems.	
<b>21<sup>st</sup> Century Themes:</b>	
<b>9.3.12.ED-ADM.2</b> Identify behaviors necessary for developing and sustaining a positive learning culture. Students will understand that schools with a healthy climate are places where people can talk about drug-abuse concerns. They will also have an understanding that their school is a place where students can and will successfully engage in higher-order thinking, and that leads to better decision-making skills.	
<b>Technology:</b>	
8.1.8.D.4 Assess the credibility and accuracy of digital content. Students will learn how credible some website are when finding factual information and compare them to websites that do not have any solid research based information.	
<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
A. Medicines	2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. 2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse



<p>B. Alcohol, Tobacco, and Other Drugs</p>	<p>2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>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.</p> <p>2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p> <p>2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>2.3.8.B.8 Analyze health risks associated with injected drug use.</p>
<p>C. Dependency/Addiction and Treatment</p>	<p>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.</p> <p>2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse</p>
<p><b>Unit Objective (Learning Targets)</b>  <i>Students will:</i>  Learn about different types of medicines and the proper way to use those drugs.  Know about the harmful effects of tobacco and alcohol use and the short and long term effects.  Know about the harmful effects of drug use and the short and long term effects.  Know about the benefits of staying drug free.  Know how to use their refusal skills to stay free from tobacco, alcohol, and drugs.</p>	

<b>Evidence of Learning</b>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)            Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI)            Follow all IEP modifications/504 plan</p>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: - Medicine use and abuse	1 day
Lesson 2: - The dangers of tobacco use	1 days
Lesson 3: - The dangers of alcohol use and abuse	1 day

Lesson 4: - The dangers of illegal drug use and abuse	6 days
Lesson 5: - Assessment	1 day
<b>Teacher Notes:</b> - Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	
<b>Unit Summary/Rationale: This unit will allow students to understand human relationships and try to encourage channels of communications with parents to be opened.</b>	
<b>Standards Addressed/Learning Targets:</b>  <b>Standards</b>  <b>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>	
<b>Unit Enduring Understandings</b> The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	<b>Unit Essential Questions</b> How can changes within a family structure impact family members?  Can teens differentiate between affection, love, commitment, and sexual attraction? Do they sometimes choose to ignore the differences? Why?

<p><b>Learners will know:</b></p> <p>The impact that a family change can have</p> <p>How the family unit impacts ones development of character.</p> <p>How to develop acceptable criteria for safe</p>	<p><b>Learners will be able to:</b></p> <p>Enjoy a safe dating experience.</p> <p>List the impact of a unhealthy family environment compared to a healthy family environment.</p>
<p><b>Primary interdisciplinary connections:</b></p> <p>LAL – Students will learn new terms and their definitions as well as read the text/articles in small groups and discuss the topics that are being presented.</p>	
<p><b>21<sup>st</sup> Century Themes:</b></p> <p>9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.</p> <p>Students will work in small groups throughout this unit and each group will have a student leader that will be responsible for reporting information back to the class.</p>	
<p><b>Technology:</b></p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>Students will discuss whether or not they feel social media plays a role in relationships and find credible</p>	
<p><b>Content Statements</b></p>	
<p><b>CPI #</b></p>	<p><b>Cumulative Progress Indicator (CPI)</b></p>
<p>A. Relationships</p>	<p>2.4.8.A.1 Predict how changes within a family can impact family members.</p> <p>2.4.8.A.2 Explain how the family unit impacts character development.</p> <p>2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.</p> <p>2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.</p> <p>2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p>

<b>Unit Objective (Learning Targets)</b>	
<i>Students will:</i> Identify positive and negative changes that families. Explain why taking personal responsibility is so important when building relationships. Identify healthy and unhealthy relationships. Describe and understand the positive characteristics needed to build long lasting friendships and relationships.	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul>	
Modifications (ELLs, Special Education, Gifted and Talented) Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
Lesson	Timeframe
Lesson 1: Intro to relationships and identify the difference between love, affection, commitment, and sexual attraction.	1-2 days

<p>Lesson 2:</p> <p>Learn about healthy and unhealthy relationships.</p> <p>Discuss the positive characteristics needed to build healthy relationships and how to identify and cope with unhealthy ones.</p>	<p>1-2 days</p>
<p>Teacher Notes: Timeframe may vary due to the progression of the class</p>	
<p><b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.</p>	
<p><b>Resources:</b> www.kidshealth.org  internet  youtube clips  powerpoint presentations  text book/workbooks  DVD's</p>	

<b>Unit Plan</b>	
<b>Grade:</b> 7/8	<b>Unit Title:</b> Sexuality
<b>Subject/Content Area:</b> Health	<b>Anticipated time frame:</b> 5-6 days
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> This unit will discuss the importance of providing baseline information that is grounded in the benefits of abstinence and delaying sexual activity, while ensuring that youth who make the decision to be sexually active have the information they need to take steps to protect themselves.	
<b>Standards Addressed/Learning Targets:</b> <b>Standards</b> <b>2.4 Human Relationships and Sexuality:</b> All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
<b>Unit Enduring Understandings</b> Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.  Responsible actions regarding sexual behavior impact the health of oneself and others. Early detection strategies assist in the prevention and treatment of illness or disease	<b>Unit Essential Questions</b> Why is puberty so difficult to experience?  Why do STD's, HIV/AIDS and unintended pregnancy so frequently occur?  Why are warnings and risk factors sometimes ignored?
<b>Learners will know:</b> Adolescents develop differently in many different ways. Early detection strategies assist in the prevention and treatment of illness or disease.	<b>Learners will be able to:</b> Use data to show that abstinence is the only sure way to prevent STD's
<b>Primary interdisciplinary connections:</b> Science – Students will understand how STD's affect the body. LAL – Students will learn vocabulary words that are associated with this unit and their definitions.	
<b>21<sup>st</sup> Century Themes:</b> <b>9.3.12.ED.1</b> Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. Students will discuss ways that they can talk to an adult regarding personal problems/issues that they may have.	
<b>Technology:</b> 8.1.8.D.4 Assess the credibility and accuracy of digital content. Students will learn how credible some website are when finding factual information and compare them to websites that do not have any solid research based information.	

<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
B. Sexuality	<p>2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</p> <p>2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p> <p>2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</p> <p>2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</p> <p>2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine</p>
<p><b>Unit Objective (Learning Targets)</b>  <i>Students will:</i>  Learn about the physical, social, and emotional changes that occur during adolescence.  Know what abstinence is and the benefits of staying abstinent  Compare and contrast methods of contraception  Learn about HIV/AIDS and STI's  Early detection strategies for prevention and treatment of illnesses and diseases</p>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>	



<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: Intro to sexual development as well as overall growth patterns.	1-2 days
Lesson 2: Students will know what sexual abstinence is and the benefits.  Students will learn about the different methods of contraception and how to stay safe from HIV/AIDS and STI's.	2-3 days
Lesson 3:  Students will learn early detection strategies in the	1 day
Lesson 4: Assessment	1 day
<b>Teacher Notes:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	
<b>Materials needed:</b> Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.	

**Resources:**

[www.kidshealth.org](http://www.kidshealth.org)

internet

you tube clips

Power point presentations

text book/workbooks

<b>Unit Plan</b>	
<b>Grade:</b> 7/8	<b>Unit Title:</b> Pregnancy and Parenting
<b>Subject/Content Area:</b> Health	<b>Anticipated time frame:</b> 3-4 days
<b>Desired Outcomes</b>	
<b>Unit Summary/Rationale:</b> The content in this unit is needed to teach young people important life skills regarding pregnancy and parenting. This unit is designed to have students understand the various aspects of human relationships and sexuality as well as discuss how to make good choices about healthy living.	
<b>Standards Addressed/Learning Targets:</b>	
<b>Standards</b>	
<b>2.4 Human Relationships and Sexuality:</b> All students will acquire knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle	
<b>Unit Enduring Understandings</b> Pregnancy, childbirth and parenthood are significant events that cause numerous changes in one's life and the lives of others involved.	<b>Unit Essential Questions</b> Are teens able to deal with the life changes brought on by pregnancy, childbirth and parenthood?
<b>Learners will know:</b> Signs and symptoms of pregnancy. The process of fertilization and the development of the fetus. Proper prenatal care has a long term affect on the health of a newborn. Raising a child requires physical, economic, emotional, social, and intellectual commitment.	<b>Learners will be able to:</b> Create a timeline detailing the developing fetus. Describe the changes both physically and emotionally a expectant mother goes through. Predict challenges that may be faced by adolescent parents and their families.
<b>Primary interdisciplinary connections:</b> LAL – Students will learn new terms that are associated with various health topics. Science – Students will learn about the reproductive system and how it works.	
<b>21<sup>st</sup> Century Themes:</b> <b>9.1.8.E.4</b> Prioritize personal wants and needs when making purchases. Students will be able to understand the expenses that are needed when having a child and understanding the sacrifices parents make to support their children.	
<b>Technology:</b> <b>8.1.8.A.4</b> Graph and calculate data within a spreadsheet and present a summary of the results Students will be able to gather data regarding teen pregnancy and graduation rates in the country.	

<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
C. Pregnancy and Parenting	<p>2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>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.</p> <p>2.4.8.C.3 Determine effective strategies and resources to assist with parenting.</p> <p>2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.</p> <p>2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p>
<p><b>Unit Objective (Learning Targets)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Why is it important to understand the physical and emotional changes that occur during pregnancy, labor and childbirth?</li> <li>• What are the short and long term impacts of teen pregnancy?</li> <li>• What is prenatal care and why can it prevent complications that may occur during pregnancy and childbirth?</li> <li>• What are the potential hazards on pre and postnatal development if drugs or unhealthy lifestyle choices are made during pregnancy?</li> </ul>	
<p><b>Evidence of Learning</b></p> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferencing</li> <li>• Student Presentations</li> <li>• Student folders</li> <li>• Homework</li> <li>• Written tests</li> <li>• Projects</li> </ul> <p>Modifications (ELLs, Special Education, Gifted and Talented)  Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan</p>	

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Class Participation</li> <li>• Assessments</li> <li>• Open-ended Questions</li> <li>• Self and Peer Assessments</li> <li>• Portfolio</li> <li>• Discussions</li> <li>• Written Assessments</li> <li>• Preparation</li> <li>• Q/A feedback</li> </ul>	
<b>Lesson Plans &amp; Pacing</b>	
<b>Lesson</b>	<b>Timeframe</b>
Lesson 1: Introduction to pregnancy (signs and symptoms) The process of fertilization and the difference between an embryo and a fetus. Identify the parts to both male and female reproductive anatomy.	1-2 days
Lesson 2: Explain fertilization and each stage of embryonic and fetal development.	1-2 days
Lesson 3: Short and long term impacts of teen pregnancy. Importance of prenatal care. Explain the potential complications which may arise during pregnancy when drugs or medicine are introduced during pregnancy.	1-2 days
Lesson 4: Assessment	1 day
<b>Teacher Notes:</b> Timeframe may vary due to the progression of the class	

**Materials needed:**

Textbooks, folders, computers, internet, DVD/VHS player, various materials for projects such as crayons, rulers, construction paper, etc.

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