

Midland Park Public Schools

Health

Grade 7

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education

on August 23, 2022

Born on August 22, 2022

GRADE 7 HEALTH EDUCATION

Course Description:

Seventh grade health will implement the students' knowledge base and skill levels learned in elementary school health. This course is designed to develop problem solving skills, decision making, critical thinking, communication, and literacy as they apply to real life situations for the students' mental, physical, and social well-being. Wellness, fitness, nutrition, substance abuse and personal hygiene are discussed. Character development / 7 mindsets supports the development of healthy relationships and the equitable treatment of others.

Course Sequence:

- Unit 1. Health & Wellness - 2 weeks
- Unit 2. Fitness - 2 weeks
- Unit 3. Nutrition - 2 weeks
- Unit 4. Personal Hygiene - 1 week
- Unit 5. Decision Making/Goals - 2 weeks
- Unit 6. Interpersonal Communication - 2 weeks
- Unit 7. Character Development/ 7 Mindsets - 3 weeks
- Unit 8. Drugs & Medicine - 1 week
- Unit 9. Personal Wellness - 1 week
- Unit 10. Relationships/Family - 2 weeks

Pre-requisite: Health 6th

Unit #1**Content Area: Health****Unit Title: - Health & Wellness****Grade Level: 7****Core Ideas:** Wellness means being healthy in mind and body. The health and wellness curriculum encourages students to be physically active and learn to make healthy decisions and develop a healthy lifestyle.**Unit #1 - Standards****Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.1.8.PGD.1:	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2:	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3:	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health
2.1.8.EH.1:	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2:	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1:	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.2.8.ED.2:	Identify the steps in the design process that could be used to solve a problem.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (The importance of health and wellness in the career of Tiger woods, Sammy Lee, Jeremy Lin)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history (The importance of health and wellness in the life of Muhamad Ali, Althea Gibson, Bill Russell)
LGBTQ	Talk about how Health and wellness got Megan Rapinoe to become a US Olympic soccer player, and Billie Jean King to be former World Number 1 tennis player.

Companion Standards

RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
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6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What are the factors that may influence wellness? • How do personal health choices impact growth and development? • How can risks to personal health be avoided? • What are the consequences (especially unforeseen) of our choices in terms of Wellness? • What can we do to slow the process of aging and add years to our lives? • Can teenagers prevent health conditions that are common in young adults? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Healthy choices and behaviors have a significant impact on personal, family, community, and global wellness.
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Evidence of Learning

<p>Formative Assessments: • Teacher observation • Discussion • Wellness Quiz • Wellness Pre-Assessment Inventory • Environmental Wellness Poster • Wellness Chalkboard Splash</p> <p>Summative/Benchmark Assessment(s): • Personal Wellness Goal : Project • Wellness Test</p> <p>Alternative Assessments:• Worksheets • Journal reflection • Wellness Jeopardy</p>
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<p>Resources/Materials: Click links below to access additional resources used to design this unit:</p> <p>https://static1.squarespace.com/static/5b54fe275ffd2051be834f8c/t/5c5c9e8c9140b77d1c907638/1549573784643/Teen+S%20elf+Assessment.pdf</p> <p>https://www.youtube.com/watch?v=LUxyt4ahCRM</p> <p>https://www.youtube.com/watch?v=24gq4Jmr1CI</p> <p>http://www.sustainablejerseyschools.com/fileadmin/media/G-rants-and-Resources/EfS-Resources/Health-Wellness-L-ongevity.pdf</p> <p>http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=39</p> <p>http://scienetlinks.com/lessons/technological-advances-in-health/</p> <p>https://www.teenagecancertrust.org/about-us/what-we-do/education-awareness-resources/what-cancer-lessonplans</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Wellness - Degenerative disease - Self-Diagnose
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit – 10 Days
1	Students can research their own health habits	Wellness Survey	1 Day
2	Students will be able to determine the 10 key factors to living a long life and delaying the onset of degenerative disease	Types of Wellness	1 Day
3	Students can research their own health habits and develop their own personal health goals	Personal wellness goals	1 Day
4	Students will recognize how controllable and uncontrollable risk factors affect their health.	Risk Factors	1 Day
5	Discuss and explain the negative consequences of an Inactive Lifestyle	Consequences of an Inactive Lifestyle	1 Day

6	Discuss various cancers related to inactivity, and how to self-diagnose potential illnesses, stressing abstinence	Cancer Prevention/ Abstinence	1 Day
7	Discuss several risk factors that negatively affect their health, and develop a plan to address these factors	How to control Negative Health Factors	1 Day
8	Research how your overall well-being is closely tied to your environment and how we can be respectful of our environment	Environmental Wellness	2 Days
9	Research careers within the 16 Career Clusters and determine attributes of career success.	Health & Wellness Careers	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #2**Content Area: Health****Unit Title: Fitness****Grade Level: 7**

Core Ideas: Since today's society is moving towards a more sedentary lifestyle, there is a greater need than ever to increase the daily activity level to maintain both cardiovascular fitness and body weight. Staying active means keeping your body functioning at a high level. Regular exercise will maintain the performance of your lungs and heart to most efficiently burn off excess calories and keep your weight under control. Exercise will also improve muscle strength, increase joint flexibility, and improve endurance.

Unit #2 - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history (How fitness is so important in Apollo Ohno's Olympic career)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Show examples of how fitness got professional athletes to where they are now, and the barriers players were able to overcome especially players like Jackie Robinson)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, while teaching them more about the diverse people and families in the world. (Focusing on how fitness plays a role in preparing athletes like Billy Bean and Glenn Burke for professional status.)

Companion Standards

RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Unit Essential Question(s):

- How can you play a more active role in your health?
- How can I set challenging fitness goals that help me stay committed to wellness?
- How does assessment play a vital role in your fitness program?

Unit Enduring Understandings:

- Physical fitness has been shown to be important for health and quality of life.
- Knowing their current level of fitness will help them assess areas that need improvement

Evidence of Learning

Formative Assessments: • Teacher observation • Discussion • Fitness Quiz • Exit tickets • Benefits of Exercise Doodle Map • Chalkboard Splash

Summative/Benchmark Assessment(s): • Final Personal Fitness Plan • Fitness Test

Alternative Assessments:• Journal reflection • Performance Related Fitness Project

Resources/Materials:

Click links below to access additional resources used to design this unit:

<http://www.deltastate.edu/PDFFiles/HCCI/lesson%20plans/BCBS%20Fitness%20Unit%20Plan.pdf>

<http://www.health-lesson-plans-teacher.com/benefitsofphysicalactivity.html>

<http://www.mayoclinic.org/healthy-living/fitness/in-depth/exercise/art-20048389>

<http://www.hsph.harvard.edu/nutritionsource/staying-active-full-story/>

<http://www.fitnessforlife.org/faqs/faqs/what-is-the-fitt-formula>

<http://healthyliving.azcentral.com/evaluate-personal-exercise-plan-17721.html>

<http://www.canadacollege.edu/fitnesscenter/7steps.php>

<https://www.youtube.com/watch?v=xkJeE6-lHoQ>

www.neok12.com

Key Vocabulary:

- Cardiovascular Fitness
- FITT
- Personal Fitness
- Lifelong fitness
- Endomorph
- Ectomorph
- Mesomorph

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1	Evaluate the benefits of selected types of physical activities in the development of fitness and in the prevention of disease at various stages of life.	Benefits of Fitness	2 Days
2	Discuss the components of Health Related Fitness and Skill Related Fitness	Components of Health & Skill Related Fitness	3 Days
3	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.	FITT Principle	3 Days
4	Compare and contrast the 3 body types (endomorph, ectomorph, and mesomorph)	Body Composition	1 Day
5	Research careers within the 16 Career Clusters and determine attributes of career success.	Fitness Careers	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #3**Content Area: Health****Unit Title: Nutrition****Grade Level: 7**

Core Ideas: Middle school is a critical time for students to understand and practice healthy eating habits. This unit helps students apply decision-making skills to real-life issues that influence their health.

Unit #3 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSL)**

2.2.8.N.1:	Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
2.2.8.N.2:	Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
2.2.8.N.3:	Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
2.2.8.N.4:	Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.2:	Describe issues of bias and accessibility in the design of existing technologies.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how nutrition is a vital part of Chloe Kim's successful Olympic career so far)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how nutrition played a role in Wilma Rudolph and Jesse Owens Olympic careers.)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Focusing on how nutrition affects the lifestyles of professional athletes like Renee Richards and Robbie Rogers.)

Companion Standards

RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Interdisciplinary Connection				
6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.			
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).			
Unit Essential Question(s): <ul style="list-style-type: none"> • What effect does diet have on wellness? • What nutrition facts should one consider in order to lead a healthy lifestyle? 			Unit Enduring Understandings: There are many short and long term health benefits and risks associated with nutritional choices.	
Evidence of Learning				
Formative Assessments: • Teacher observation • Discussion • Nutrition Quiz • Write It Down Summative/Benchmark Assessment(s): • Project - Choose My Plate • Nutrition Partner Test Alternative Assessments: • Nutrition Journal				
Resources/Materials:: http://www.choosemyplate.gov/ https://passport2nutrition.com https://sharemylesson.com/teaching-resource/dietary-guidelines-nutrition-disease-251308 https://sharemylesson.com/teaching-resource/myplate-nutrition-wellness-251307 http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8818#.UzhLI41OV1t http://www.fns.usda.gov/sites/default/files/ne_facts.pdf			Key Vocabulary: <ul style="list-style-type: none"> - Myplate - Nutrients 	
Suggested Pacing Guide				
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days	
1	Analyze food choices at fast food restaurants	Fast Food Quiz Daily Diet Review	2 Days	
2	Describe the impact of nutrients on the functioning of the human body	6 Basic Nutrients	1 Day	
3	Identify My Plate food groups and learn how to recognize different foods from each group.	Food Groups	2 Days	
4	Use critical and creative thinking skills to help them demonstrate their knowledge of medical, emotional, practical and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating.	Factors that Influence Eating Patterns	2 Days	
5	Discuss that eating a variety of food from each food group provides energy to grow and be active	My Plate Project	2 Days	
6	Research careers within the 16 Career Clusters and determine attributes of career success	Nutrition Careers	1 Day	
Teacher Notes:				
Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students

<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications
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Unit #4**Content Area: Health****Unit Title: Personal Hygiene****Grade Level: 7**

Core Ideas: A clean child, is a healthier child, which is why we include personal hygiene in our curriculum. Good hygiene practices help prevent cavities, infections, and other health problems. Proper hygiene can lead to a lifetime of cleanliness and good health.

Unit #4 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Focus on how personal hygiene is an important part of any professional athletes lifestyle like Tiffany Chin or Amy Chow)
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Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Focus on how personal hygiene is an important part of any professional athletes lifestyle like Arthur Ashe or Michael Jordan)
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LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Focus on how personal hygiene is an important part of any professional athletes lifestyle like Michael Sam or Greg Louganis)
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Companion Standards

RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Unit Essential Question(s): <ul style="list-style-type: none"> • In what ways can I take care of my body? • Who can I turn to for advice on taking care of my body? • How reliable are marketing techniques with hygiene products? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Establishing proper hygiene routines will help one take care of their body and promote good health. • A healthy lifestyle is dependent on good choices and habits, based on reliable health data, information available.
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Evidence of Learning

Formative Assessments: • Teacher observation • Types of Hygiene Chalkboard Splash • In class Discussion • Quiz • Hygiene Doodle Map
Summative/Benchmark Assessment(s): • Project :Researching Hygiene Products
Alternative Assessments:• Worksheets • Journal reflection

Resources/Materials: Click links below to access additional resources used to design this unit: http://www.scholastic.com/parents/resources/article/health-nutrition/10-ways-to-teach-preteen-hygiene http://www.parents.com/toddlers-preschoolers/development/social/hygiene-basics-for-kids/	Key Vocabulary: - Hygiene
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1	Utilize various critical thinking skills related to learning about hygiene across the curriculum.	6 Areas of Hygiene	2 Day
2	Understand the importance of good hygiene in everyday life. Connect the importance of good hygiene and good health	Hygiene Power Point	2 Day
3	List and discuss how to have good personal hygiene	Investigate personal hygiene products	1 Day
4	Research careers within the 16 Career Clusters and determine attributes of career success.	Hygiene and Community Health Related Careers	1 Day

Teacher Notes:
Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
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<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications
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Unit #5**Content Area: Health****Unit Title: Decision Making/Goal Setting****Grade Level: 7****Core Ideas:** The use of critical thinking, decision making, problem solving, leadership, and communication skills are essential to making informed personal, family, and community health decisions.**Unit #5 - Standards****Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSL)**

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

2.1.8.SSH.1 Differentiate between gender identity, gender expression and sexual orientation

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships

2.1.8.SSH.4 Compare and contrast the characteristics of healthy and unhealthy relationships

2.1.8.SSH.5 Analyze the similarities and differences between friendships, romantic relationships and sexual relationships

2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history (Give examples about how goal setting got Kristi Yamaguchi to the highest level of figure skating)

Amistad To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history (ex. Jackie Robinson, Muhamad Ali)

LGBTQ An inclusive curriculum benefits *all* students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (ex. David Kopay, Orlando Cruz)**Companion Standards**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
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6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
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Unit Essential Question(s): <ul style="list-style-type: none"> • How do I overcome negative influences when making decisions about my personal health? • Why might educated people make poor health decisions? • Why is it important to set goals in life? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Decision-making can be affected by a variety of influences that may not be in a person’s best interest. • Making good health decisions requires the ability to access and evaluate reliable sources. • Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching these goals.
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Evidence of Learning

Formative Assessments: • Teacher observation • Discussion • Metacognition of Decision Making • Answer the Essential Question • Debriefing of Group Decision Making

Summative/Benchmark Assessment(s): • Project - Decision Making Skits • Decision Making Unit Test

Alternative Assessments: • Worksheets • Journal reflection

Resources/Materials: Click links below to access additional resources used to design this unit: www.personal.psu.edu/.../468-%20middle%20school%20decision%20m... http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1271#.UziV4Y1OV1s http://www.humankinetics.com/excerpts/excerpts/six-steps-for-making-good-group-decisions http://www.yale.edu/ynhti/curriculum/units/1980/6/80.06.03.x.html http://lessonplanspage.com/peoempowereddecisionmaking612-htm-2/Empowered Decision Making.mht	Key Vocabulary: <ul style="list-style-type: none"> - Decision Making - Critique - Resistance Skills
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1	Recall the steps to the decision-making process and resistance skills on a decision making situation worksheet done in class	Decision making Model/Steps	2 Days
2	Discuss and debate major decision-making styles	Decision Making Styles	1 Day
3	Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.	Decision Making Be Smart, Make the Right Choice	2 Days
4	Demonstrate and evaluate the use of decision-making skills	24 hour log of personal time	1 Day
5	Discuss the major types of Group Decision Making	Group Decision Making Project	2 Days
6	Demonstrate and evaluate the use of decision-making skills in group scenarios	Group Goals	2 Days

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none">• Allow errors• Rephrase questions, directions, and explanations• Allow extended time to answer questions• Provide one-on-one assistance• Accept participation at any level• Consult with Case Managers and follow IEP accommodations/modifications	<ul style="list-style-type: none">• Assign a buddy, same language or English speaking• Allow errors in speaking• Rephrase questions, directions, and explanations• Allow extended time to answer questions• Accept participation at any level, even one word• Modified assessments/assignments, as needed• Give tests orally, as needed• Allow spelling errors	<ul style="list-style-type: none">• Provide extension activities• Build on students' intrinsic motivations• Consult with parents to accommodate students' interests in completing tasks at their level of engagement	<ul style="list-style-type: none">• Provide extended time to complete tasks• Consult with Guidance Counselors and follow I&RS procedures/action plans• Consult with classroom teacher(s) for specific behavior interventions• Provide rewards as necessary	<ul style="list-style-type: none">• Allow errors• Rephrase questions, directions, and explanations• Allow extended time to answer questions• Provide one-on-one assistance• Accept participation at any level• Consult with Case Managers and follow IEP accommodations/modifications

Unit #6**Content Area: Health****Unit Title: Communication****Grade Level: 7**

Core Ideas: Students will learn about how people exchange information, feelings, and meaning through verbal and non-verbal messages. Through use of effective refusal and negotiation skills, students will be able to express and defend their beliefs.

Unit #6 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI: To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (ex. Wat Misaka)

Amistad: To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history (Ex. Charlie Sifford)

LGBTQ: An inclusive curriculum benefits *all* students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Ex. John Amaechi)**Companion Standards**

RI.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

W.7.4: Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
Unit Essential Question(s): <ul style="list-style-type: none"> • How can we strengthen our influence on others? • How can communication enhance my personal health and develop positive relationships? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Effective communication skills enhance a person’s ability to express and defend their beliefs • Making good health decisions requires the ability to access and evaluate reliable resources.

Evidence of Learning

Formative Assessments: • Teacher observation • Discussion • Write it down • Debriefing • Active Listening
Summative/Benchmark Assessment(s): • Project - Speeches
Alternative Assessments:• Worksheets • Journal reflection

<p>Resources/Materials: Click links below to access additional resources used to design this unit: http://alex.state.al.us/lesson_view.php?id=31007 www.fremont.k12.ca.us/.../Vol. 2 - Module 8 Act.- COMMUNICATION.doc http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml http://www.negotiatelikethepros.com/overcome-the-top-ten-neg-tactics/ http://betterlesson.com/document/309516/lesson-2-packet-your-friends-and-peers-and-refusal-skills-docx https://www.aeseducation.com/blog/4-best-communication-lesson-plans-for-middle-school https://extension.purdue.edu/4h/Documents/Volunteer%20IN%204-H%20Toolkit/Communicating%20Effectively%20Lesson%20Plan.pdf https://teens.lovetoknow.com/listening-activities-middle-school https://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml https://study.com/academy/topic/types-of-communication-lesson-plans.html https://www.uen.org/lessonplan/view/30959 https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/8/11350/files/2015/05/ https://classroom.kidshealth.org/classroom/6to8/personal/growing/co</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Active Listening - Communication - Refusal and negotiation skills
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1	Participants learn about different forms of communication; participants practice different forms of communication.	Criteria for effective Communication	1 Day
2	To help youth communicate effectively utilizing verbal and nonverbal skills.	Non – Verbal Cues	1 Day

3	To help youth communicate effectively utilizing verbal and nonverbal skills.	Gestures – What do they tell us? Resolving Conflicts	1 Day
4	Discuss and demonstrate active listening skills	Active Listening	1 Day
5	Students will identify appropriate and inappropriate behaviors on the phone	Phone Etiquette	1/2 Day
6	Identify and practice various types of refusal skills.	Refusal Skills	1 Day
7	Discover a problem solving approach for dealing with conflict or anger	Resolving Conflict with Negotiation	1 Day
8	To help youth build their communication skills through simple speaking opportunities.	Public Speaking (Videotaped)	2 Days
9	Research careers within the 16 Career Clusters and determine attributes of career success.	Communication Careers	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #7**Content Area: Health****Unit Title: Character Development - 7 Mindsets****Grade Level: 7**

Core Ideas: 7 Mindsets is a web-based program that teaches students the skills needed to master social and emotional learning (SEL) competencies. The 7 Mindsets are: Everything Is Possible, Passion First, We Are Connected, 100% Accountable, Attitude of Gratitude, Live to Give, and The Time Is Now.

Unit #7 - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

2.1.8.CHSS.6:	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
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2.1.8.CHSS.7:	Collaborate with other students to develop a strategy to address health issues related to climate change.
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2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
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Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
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9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
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9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
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9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
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Computer Science and Design Thinking

8.1.8.IC.2:	Describe issues of bias and accessibility in the design of existing technologies.
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8.2.8.ED.2:	Identify the steps in the design process that could be used to solve a problem.
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8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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8.2.8.ITH.2	Compare how technologies have influenced society over time.
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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history (ex. Larry Kwong)
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Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history (ex. Serena Williams)
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LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (ex. Ryan O' Callaghan)
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Companion Standards

RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
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6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
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Unit Essential Question(s):

- How do my decisions affect those around me?
- How can I have a positive influence on others?

Unit Enduring Understandings:

- Learning to get along with others is important.

<ul style="list-style-type: none"> • How can we apply the “Everything Is Possible” Mindset in everyday life? • What are our hidden inner treasures? • Can we improve our school climate by addressing bullying? 	<ul style="list-style-type: none"> • Conflict Resolution is a lifelong skill.
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Evidence of Learning

Formative Assessments: • Teacher observation • Discussion • 2 Roses and A Thorn • 1 minute reflection writing • Philosophical Chairs
Summative/Benchmark Assessment(s): • Quiz - 7 Mindsets
Alternative Assessments:• Worksheets • Journal reflection - 7 Mindsets • Role Playing

Resources/Materials:

Click links below to access additional resources used to design this unit:
<https://www.7mindsetsportal.com/courses/middle-school-course-2/>
<https://www.pacer.org/bullying/classroom/mid-high-curr/lesson-plan.asp>
https://7mindsetsportal.com/wp-content/uploads/2019/05/7MSMDC2V4.0/MS2_Course%20Overview.pdf
<https://www.healthiersf.org/resources/pubs/About%20Bullying%20Lesson%20Plan.doc>
<https://www.pacer.org/bullying/classroom/mid-high-curr/lesson-plan.asp>

Key Vocabulary:

- Accountability
- SEL
- Bullying

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 20 Days
1	Identify how the “Everything Is Possible” Mindset appears in everyday life.	Everything Is Possible	2 Days
2	Identify ways to live the Passion First Mindset in every area of your life.	Passion First	3 Days
3	Identify people who empower us and push us toward accomplishing our dreams. Build time in our schedule to regularly spend time with the people we identified.	We are Connected	3 Days
4	Utilize the 100% Accountable Mindset. Apply understanding of the Mindset to overcome limiting beliefs	100% Accountable	3 Days
5	Recognize how to apply the Attitude of Gratitude Mindset in our lives. Identify the things we are grateful for.	Attitude is Gratitude	3 Days
6	Discover ways to make a difference in others’ lives. Discover ways we can make a difference at school or in the community	Live to Give	2 Days
7	Identify how we can act with purpose. Determine ways to make purposeful decisions to reach our goals and dreams. Act on purpose to move toward the life we want	The Time Is Now	3 Days

8	Identify ways to prevent bullying; Share information about and become more aware of bullying behavior and its effects	Stop Bullying Now	1 Day	
Teacher Notes:				
Additional Resources:				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #8**Content Area: Health****Unit Title: Drugs & Medicine****Grade Level: 7**

Core Ideas: Students will be able to recognize the “truths” and the “myths” about drugs and tobacco. This unit will help develop the knowledge, skills, and attitudes to appreciate the benefits of healthy living. Students will also be able to identify the similarities and differences between over-the-counter (OTC) medicines and prescription (Rx) medicines. This knowledge will assist students to make healthy and safe choices, identify risky situations, and develop strategies to prepare them for challenging situations.

Unit #8 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3:	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1:	Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Talk about Patrick Soon-Shiong revolutionized the pancreas transplant surgery for severe diabetics.)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Talk about how tobacco companies have used athletes to market their products like Jackie Robinson.)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Learn about Florence Nightingale’s impact on the medical profession.)

Companion Standards

RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Unit Essential Question(s): <ul style="list-style-type: none"> How can an adolescent recognize and avoid substance abuse? Why is it important to keep medicine in the package it comes in? What are the effects of caffeine? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Education and open discussions can help reduce the dangers of addiction and reasons teens choose to use drugs.
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Evidence of Learning

Formative Assessments: • Teacher observation • Discussion • Drug Brochure • Quick Nod • Tobacco Think-Pair-Share
Summative/Benchmark Assessment(s): • Project - Drug Research • Drug Quiz
Alternative Assessments: • Worksheets • Journal reflection

Resources/Materials: http://www.fda.gov/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-theCounterMedicines/ucm277845.htm#Fact http://www.scholastic.com/browse/article.jsp?id=3757743	Key Vocabulary: <ul style="list-style-type: none"> OTC Drugs Tobacco RX Drugs
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 11 Days
1	Compare and contrast commonly used medicines	OTC Project	3 Days
2	Discuss tobacco (carcinogens, nicotine and tar). Discuss side effects of tobacco (bronchitis, emphysema and lung cancer)	Tobacco (Side Effects & Research)	3 Days
3	Research local, federal smoking/vaping laws Investigate laws regarding smoking and cessation programs for smokers	Tobacco and the law Compare & contrast state laws	2 Days
4	Investigate methods to stop smoking	Smoking cessation – Give up favorite food	2 Days
5	Research careers within the 16 Career Clusters and determine attributes of career success.	Medical Careers	1 Day

Teacher Notes:
Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
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<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications
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Unit #9**Content Area: Health****Unit Title: Personal Wellness****Grade Level: 7**

Core Ideas: Many illnesses or accidents can be avoided through risk reduction, self- exams, and use of personal protection strategies used in public places. During this unit we will examine accident/fire prevention, cancer awareness, Lyme disease, and suicide prevention.

Unit #9 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSL)**

2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
2.3.8.HCDM.6	Explain how the immune system fights disease.
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how personal wellness has helped athletes struggling with mental health like Chloe Kim)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how personal wellness has helped athletes struggling with mental health like Imani Boyette)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Explain how personal wellness has helped athletes struggling with mental health like Ryan O'Callaghan)

Companion Standards

RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
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6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
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Unit Essential Question(s): <ul style="list-style-type: none"> Can teenagers prevent health conditions that are common in young adults? 	Unit Enduring Understandings: <ul style="list-style-type: none"> An ounce of prevention is worth a pound of cure
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Evidence of Learning

Formative Assessments: • Teacher observation • In Class Discussion • Lyme Disease Exit Slip • 3-2-1 : Cancer • One Minute Essay : Suicide Prevention • Doodle Map : Fire Prevention
Summative/Benchmark Assessment(s): • Project : Fire Prevention Plan
Alternative Assessments: • Worksheets • Journal reflection - Suicide Prevention

Resources/Materials: Click links below to access additional resources used to design this unit: http://www.scholastic.com/parents/resources/article/health-nutrition/10-ways-to-teach-preteen-hygiene http://www.parents.com/toddlers-preschoolers/development/social/hygiene-basics-for-kids/ http://prevention1st.org/wp-content/uploads/2016/07/Before-The-Fire-Prevention-Works-1.pdf https://www.zerobreastcancer.org/education/zbc_activity1.pdf https://study.com/academy/lesson/lyme-disease-lesson-for-kids.html http://www.pbs.org/inthemix/educators/lessons/depression2/	Key Vocabulary: <ul style="list-style-type: none"> Suicide Fire Prevention Lyme Disease
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1	Students learn to respond immediately and appropriately when the alarm sounds identify at least 3 actions to take to help prevent CO poisoning	Accident & Fire Prevention	1 Day
2	Research the topics of breast and testicular cancer, environment, and modifiable risk factors	Cancer Awareness	1 Day
3	Explore the symptoms, cause, treatment and prevention to enhance your understanding of this illness.	Lyme Disease	1 Day
4	Comprehend key concepts of suicide prevention Understand the characteristics of students who are at higher risk to attempt suicide, warning signs of suicidal teens, and what to do if a friend is suicidal	Suicide Prevention	1 Day
5	Research careers within the 16 Career Clusters and determine attributes of career success.	Careers related to Mental Health, Fire Science and Cancer Research	1 Day

Teacher Notes:

Additional Resources:**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none">● Allow errors● Rephrase questions, directions, and explanations● Allow extended time to answer questions● Provide one-on-one assistance● Accept participation at any level● Consult with Case Managers and follow IEP accommodations/modifications	<ul style="list-style-type: none">● Assign a buddy, same language or English speaking● Allow errors in speaking● Rephrase questions, directions, and explanations● Allow extended time to answer questions● Accept participation at any level, even one word● Modified assessments/assignments, as needed● Give tests orally, as needed● Allow spelling errors	<ul style="list-style-type: none">● Provide extension activities● Build on students' intrinsic motivations● Consult with parents to accommodate students' interests in completing tasks at their level of engagement	<ul style="list-style-type: none">● Provide extended time to complete tasks● Consult with Guidance Counselors and follow I&RS procedures/action plans● Consult with classroom teacher(s) for specific behavior interventions● Provide rewards as necessary	<ul style="list-style-type: none">● Allow errors● Rephrase questions, directions, and explanations● Allow extended time to answer questions● Provide one-on-one assistance● Accept participation at any level● Consult with Case Managers and follow IEP accommodations/modifications

Unit #10**Content Area: Health****Unit Title: – Relationships/Family****Grade Level: 7**

Core Ideas: Students will be able to clarify the definition of family and determine the nature of relationships in families. Throughout the lessons the participants gain information and skills for improving individual wellness, self-esteem, and the ability to relate to others in healthy ways. Students are encouraged to self-regulate emotions and take responsibility for behavior choices, particularly those that impact others. Communication skills will be reviewed, since it is the key to building healthy relationships with friends and families.

Unit #10 - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
2.3.8.HCDM.6	Explain how the immune system fights disease.
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1:	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the influence of family and relationships have on the Asian American Pacific Islanders into the health curriculum. (Explain how healthy communication skills and self-regulation allowed athletes to combat with mental health issues like Chloe Kim)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how healthy communication skills and self-regulation allowed athletes to combat with mental health issues like Imani Boyette)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Explain how healthy communication skills and self-regulation allowed athletes to combat with mental health issues like Ryan O' Callaghan)

Companion Standards

RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Interdisciplinary Connection

6.3.8.CivicsHR .1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET.1 : U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is the difference between a healthy and unhealthy relationship? • How do I set healthy boundaries in a relationship? • As a teenager, how can I address a domestic violence issue? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Every student’s unique family contributes to a richer society. • Resources are available for abuse victims and suicidal individuals • Abstinence is the most effective way to avoid pregnancy and STI’s
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Evidence of Learning

Formative Assessments: • Teacher observation • Discussion • Healthy Relationships Chalkboard Splash • 3-2-1 Red Flags • 3 Minute Pause : Suicide Prevention • 1 Minute Essay : Unhealthy Relationships
Summative/Benchmark Assessment(s): • Project: Healthy Relationships
Alternative Assessments:• Worksheets • Journal reflection : Abstinence

Resources/Materials:

Click links below to access additional resources used to design this unit:
<http://www.rcs.k12.va.us/pe/ms/documents/mshealth.pdf>
<http://www.scribd.com/doc/26887464/Social-Health-Healthy-Relationships-Entire-Curriculum>
<http://teachers.net/lessons/posts/3676.html>
<http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/CKHOOSTE/FAMILY2.HTM>
<http://idvsa.org/wp-content/uploads/2013/01/Healthy-Relationships.pdf>
<http://www.youtube.com/watch?v=rbpKawqA6VQ>
 “Think Before You Post Campaign”
http://www.youtube.com/watch?v=4w4_Hrwh2XI
 “Everyone – Think Before You Post (English)”
<https://www.tolerance.org/classroom-resources/tolerance-lessons/every-family-is-the-same-every-family-is-different>
<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>
<https://research.library.gsu.edu/c.php?g=115814&p=752339>
<https://study.com/academy/lesson/domestic-violence-lesson-plan.html>
<https://www.HS4thED.pdf>

Key Vocabulary:

- HIV/AIDS
- STI
- Abstinence
- Hereditary

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 15 Days
1	Investigate and discuss the history of marriage	History of Marriage and Families	3 Days

2	Understand, appreciate and respect similarities and differences Exhibit pride in their own unique families Learn about different types of families	Family structures	3 Days
3	Identify characteristics of a healthy relationships	Relationships	2 Days
4	Explain what consent is Identify warning signs of an unhealthy relationship and how to avoid dating violence	Unhealthy Relationships/ Dating Violence/Sexual Assault	2 Days
5	Explain why abstinence is the only 100% guarantee to avoid STI's and pregnancy	Abstinence	1 Day
6	Analyze and apply strategies for avoiding violence in the family Understand cycles of abuse and how the legal system works to protect and works against victims of domestic violence	Domestic Violence and Child Abuse	2 Days
7	Understand how to recognize warning signs of suicidal behaviors, and what to do if a friend is suicidal	Suicide Prevention	1 Day
8	Research careers within the 16 Career Clusters and determine attributes of career success.	Careers related to Mental and Social Health	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications