

Crest Memorial School Curriculum and Pacing Guide

Grade: 7

Subject: Health

Adoption Date: 08/22/2022

Revision Date: 8/9/2022

	7-8 Days Personal Safety	7-8 Days Health Conditions, Diseases & Medicines	7-8 Days Alcohol, Tobacco, and Other Drugs; Dependency, Substance Disorders, and Treatment	3-5 Days Personal Growth and Development	3-5 Days Emotional Health	7-8 Days Social and Sexual Health
Pacing Guide	<ol style="list-style-type: none"> <li>How can we recognize unsafe situations?</li> <li>How can we avoid/escape unsafe situations?</li> <li>How does technology impact my relationships safety?</li> <li>What is consent?</li> <li>What are my personal boundaries regarding sexual activity?</li> <li>How do you know when sexual words or actions are illegal?</li> </ol>	<ol style="list-style-type: none"> <li>How can one protect themselves from various types of diseases or illnesses?</li> <li>What factors affect one's chances of becoming ill?</li> <li>How can one tell if they have an illness or disease?</li> </ol>	<ol style="list-style-type: none"> <li>How do people become addicted to drugs?</li> <li>How does drug use affect society?</li> <li>How is addiction treated?</li> <li>How can I remain drug free?</li> <li>What impact can drug use have on my social, emotional, and physical well-being?</li> </ol>	<ol style="list-style-type: none"> <li>How do my decisions affect my health?</li> <li>How do genetics and family history affect my health?</li> <li>How can a person make healthy choices to improve their wellness?</li> </ol>	<ol style="list-style-type: none"> <li>How does emotional wellness contribute to a healthy lifestyle?</li> <li>How does stress impact overall wellness?</li> <li>How does emotional health impact all areas of life?</li> </ol>	<ol style="list-style-type: none"> <li>What are some green flags for healthy relationships and red flags of unhealthy relationships?</li> <li>What is consent?</li> <li>What are my personal boundaries regarding sexual activity?</li> <li>How can my school community promote respect and be a safe place for all?</li> </ol>

Instructional Materials	<ol style="list-style-type: none"> <li>1. Comprehensive Health Skills for Middle School (online health textbook)</li> <li>2. Workbook (online)</li> <li>3. Videos &amp; Assessments</li> <li>4. Child Assault Prevention Program (CAP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive Health Skills for Middle School (online health textbook)</li> <li>2. Workbook (online)</li> <li>3. Videos &amp; Assessments</li> <li>4. Child Assault Prevention Program (CAP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive Health Skills for Middle School (online health textbook)</li> <li>2. Workbook (online)</li> <li>3. Videos &amp; Assessments</li> <li>4. Child Assault Prevention Program (CAP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive Health Skills for Middle School (online health textbook)</li> <li>2. Workbook (online)</li> <li>3. Videos &amp; Assessments</li> <li>4. Child Assault Prevention Program (CAP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive Health Skills for Middle School (online health textbook)</li> <li>2. Workbook (online)</li> <li>3. Videos &amp; Assessments</li> <li>4. Child Assault Prevention Program (CAP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive Health Skills for Middle School (online health textbook)</li> <li>2. Workbook (online)</li> <li>3. Videos &amp; Assessments</li> <li>4. Child Assault Prevention Program (CAP)</li> </ol>
Standards	<ol style="list-style-type: none"> <li>1. 2.3.8.PS.1</li> <li>2. 2.3.8.PS.2</li> <li>3. 2.3.8.PS.3</li> <li>4. 2.3.8.PS.4</li> <li>5. 2.3.8.PS.5</li> <li>6. 2.3.8.PS.6</li> <li>7. 2.3.8.PS.7</li> </ol>	<ol style="list-style-type: none"> <li>1. 2.3.8.HCDM.1</li> <li>2. 2.3.8.HCDM.2</li> <li>3. 2.3.8.HCDM.3</li> <li>4. 2.3.8.HCDM.4</li> <li>5. 2.3.8.HCDM.5</li> <li>6. 2.3.8.HCDM.6</li> </ol>	<ol style="list-style-type: none"> <li>1. 2.3.8.ATD.1</li> <li>2. 2.3.8.ATD.2</li> <li>3. 2.3.8.ATD.3</li> <li>4. 2.3.8.ATD.4</li> <li>5. 2.3.8.ATD.5</li> <li>6. 2.3.8.DSDT.1</li> <li>7. 2.3.8.DSDT.2</li> <li>8. 2.3.8.DSDT.3</li> <li>9. 2.3.8.DSDT.4</li> <li>10. 2.3.8.DSDT.5</li> </ol>	<ol style="list-style-type: none"> <li>1. 2.1.6.PGD.1</li> <li>2. 2.1.8.PG.D.2</li> <li>3. 2.1.8.PGD.3</li> <li>4. 2.1.8.PGD.4</li> </ol>	<ol style="list-style-type: none"> <li>1. 2.1.8.EH.1</li> <li>2. 2.1.8.EH.2</li> </ol>	<ol style="list-style-type: none"> <li>1. 2.1.8.SSH.1</li> <li>2. 2.1.8.SSH.2</li> <li>3. 2.1.8.SSH.3</li> <li>4. 2.1.8.SSH.4</li> <li>5. 2.1.8.SSH.5</li> <li>6. 2.1.8.SSH.6</li> <li>7. 2.1.8.SSH.7</li> <li>8. 2.1.8.SSH.8</li> <li>9. 2.1.8.SSH.9</li> <li>10. 2.1.8.SSH.10</li> <li>11. 2.1.8.SSH.11</li> </ol>
Activities	<ol style="list-style-type: none"> <li>1. Graphic Organizer</li> <li>2. Interactive Activity</li> <li>3. Video</li> <li>4. Matching Activities</li> <li>5. Vocabulary Game</li> </ol>	<ol style="list-style-type: none"> <li>1. Graphic Organizer</li> <li>2. Interactive Activity</li> <li>3. Video</li> <li>4. Matching Activities</li> <li>5. Vocabulary Game</li> </ol>	<ol style="list-style-type: none"> <li>1. Graphic Organizer</li> <li>2. Interactive Activity</li> <li>3. Video</li> <li>4. Matching Activities</li> <li>5. Vocabulary Game</li> </ol>	<ol style="list-style-type: none"> <li>Video</li> <li>Graphic Organizer</li> <li>Interactive Activity</li> <li>Matching Activities</li> <li>Vocabulary Game</li> </ol>	<ol style="list-style-type: none"> <li>1. Video</li> <li>2. Graphic Organizer</li> <li>3. Interactive Activity</li> <li>4. Matching Activities</li> <li>5. Vocabulary Game</li> </ol>	<ol style="list-style-type: none"> <li>5. Video</li> <li>6. Graphic Organizer</li> <li>7. Interactive Activity</li> <li>8. Matching Activities</li> <li>9. Vocabulary Game</li> </ol>

<p>Modifications</p>	<p><b>English language learners:</b> assign a buddy, same language or English speaking</p> <p><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.</p> <p><b>Students with 504 plans:</b> Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p> <p><b>Special Education:</b> Provide students extra time on task, repeated directions, reading aloud, preferential seating.</p>	<p><b>English language learners:</b> assign a buddy, same language or English speaking</p> <p><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.</p> <p><b>Students with 504 plans:</b> Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p> <p><b>Special Education:</b> Provide students extra time on task, repeated directions, reading aloud, preferential seating.</p>	<p><b>English language learners:</b> assign a buddy, same language or English speaking</p> <p><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.</p> <p><b>Students with 504 plans:</b> Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p> <p><b>Special Education:</b> Provide students extra time on task, repeated directions, reading aloud, preferential seating.</p>	<p><b>English language learners:</b> assign a buddy, same language or English speaking</p> <p><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.</p> <p><b>Students with 504 plans:</b> Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p> <p><b>Special Education:</b> Provide students extra time on task, repeated directions, reading aloud, preferential seating.</p>	<p><b>English language learners:</b> assign a buddy, same language or English speaking</p> <p><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.</p> <p><b>Students with 504 plans:</b> Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p> <p><b>Special Education:</b> Provide students extra time on task, repeated directions, reading aloud, preferential seating.</p>	<p><b>English language learners:</b> assign a buddy, same language or English speaking</p> <p><b>At Risk of School Failure:</b> Provide parents with more frequent performance updates (daily/weekly)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students.</p> <p><b>Students with 504 plans:</b> Students with hearing, visual,cognitive or physical impairment may be offered an alternative assignment to check for understanding of class content.</p> <p><b>Special Education:</b> Provide students extra time on task, repeated directions, reading aloud, preferential seating.</p>
<p>Interdisciplinary Connections</p>	<ol style="list-style-type: none"> <li>1. ILA</li> <li>2. Science</li> <li>3. Math (statistics)</li> </ol>	<ol style="list-style-type: none"> <li>1. Science</li> <li>2. ILA</li> <li>3. Math</li> </ol>	<ol style="list-style-type: none"> <li>1. Science</li> <li>2. Math (statistics)</li> <li>3. Science</li> </ol>	<ol style="list-style-type: none"> <li>1. ILA</li> <li>2. Science</li> <li>3. Math (statistics)</li> </ol>	<ol style="list-style-type: none"> <li>1 .ILA</li> <li>2. Science</li> <li>3. Math</li> </ol>	<ol style="list-style-type: none"> <li>1 .ILA</li> <li>2. Science</li> <li>3. Math</li> </ol>

