



West Windsor-Plainsboro Regional School District
Health Grade 7

Unit: Decision Making and Goal Setting

Content Area: 02 Health Revised 7/1/2023

Course & Grade Level: 07 Grade 7 Health Cycle

Summary and Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goals of this unit is to provide learners with the ability to make smart, well thought out decisions when presented with various scenarios. Students will gain the knowledge of decision making strategies in order to decrease risky behaviors.

Recommended Pacing

4 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1 PGD	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Personal Growth and Development

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

Interdisciplinary Connections

Standard #	Standard
2.2.2.B.3	Determine ways parents, peers, technology, culture and the media influence health decisions.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

New Jersey Student Learning Standards for Technology

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

Instructional Focus

Unit Enduring Understandings:

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations

Unit Essential Questions:	
<ul style="list-style-type: none"> • How do I make healthy decisions? • Why do some people still engage in risky/unsafe behaviors even when aware of risks? 	
Objectives:	
Students will know	
Students will know	
<ul style="list-style-type: none"> • Decision-making strategies when confronted by risky situations • Impact of family values, culture, personal experiences, and friends on decision-making and goals • Advertising techniques and media messages that influence their decisions 	
Students will be able to	
<ul style="list-style-type: none"> • Analyze advertisements and identify the different techniques used to influence decisions 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations	
Competencies for 21st Century Learners	
<ul style="list-style-type: none"> • Collaborative Team Member • Effective Communicator • Globally Aware, Active, & Responsible Student/Citizen • Information Literate Researcher • Innovative & Practical Problem Solver • Self-Directed Learner 	
Resources	
<ul style="list-style-type: none"> • Scholastic.com • Youtube.com 	

Unit: Tobacco (electronic cigarette)	
Content Area: 02 Health	Revised 7/1/2023
Course & Grade Level: 07 Grade 7 Health Cycle	
Summary and Rationale	
The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21 st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal is to learn the risks	

associated with using tobacco products by analyzing the effects tobacco products have on an individual's overall health. Tobacco laws in the United states (New Jersey specifically) will be compared with those of other countries. Learning the risks and negative consequences of these products will hopefully deter students from trying or using tobacco products in the future.

Recommended Pacing

6 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.4.ATD	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Alcohol, Tobacco and other Drugs
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.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.	

Interdisciplinary Connections

Standard #	Standard
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.4.8.CT.3:	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.2 Career Awareness, Exploration, and Preparation

Standard #	Standard

New Jersey Student Learning Standards for Technology

Standard #	Standard
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.

Instructional Focus

Unit Enduring Understandings:

- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
- How does the use of tobacco products affect the growing adolescent brain/body?

Unit Essential Questions:

- How does the use of tobacco products affect the growing adolescent brain/body?

Objectives:

Students will know

- Health risks associated with tobacco (e-cig) use.
- Advantages of quitting/never starting to use tobacco products

Students will be able to

- Compare tobacco laws in NJ/United states to other countries

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, & Responsible Student/Citizen
- Information Literate Researcher
- Innovative & Practical Problem Solver
- Self-Directed Learner

Resources

- Scholastic.com
- Youtube.com
- Healthykid.org
- Healthyteen.org
- CDC.gov

Medlineplus.gov

Webmd.com

Unit: Puberty and Reproduction

Content Area: 02 Health

Revised 7/1/2023

Course & Grade Level: 07 Grade 7 Health Cycle

Summary and Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal is to gain a better understanding of the changes both males and females go through during puberty so students know how to better take care of themselves and maintain proper hygiene. Understanding the various parts of the human reproductive system and knowing the function of each part.

Recommended Pacing

10 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1.PDG	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Personal growth and development
2.1.8.PGD.3	Describe the human reproductive systems, the external environment and internal body parts and functions, and the natural variations that exist in human bodies

Interdisciplinary Connections

Standard #	Standard
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene

9.2 Career Awareness, Exploration, and Preparation

Standard #	Standard
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

New Jersey Student Learning Standards for Technology

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

Instructional Focus

Unit Enduring Understandings:

- Individual actions, genetics, and family history can play a role in an individual's personal health.

Unit Essential Questions:

- What chemical, hormonal, and physical changes occur during puberty?
- What are the primary and secondary sex characteristics of puberty?
- What are the changes that occur in males and females during puberty and adolescence?

- How do I manage my dimensions of wellness when going through puberty?
- How do I manage the awkward changes that occur during adolescence?
- Human reproduction is complicated, why is it important to understand what happens?
- Which aspects of good hygiene are important to your health?
- What factors are necessary for optimal growth and development?

Objectives:

Students will know

- The changes that occur to their bodies as they develop into young men and women
- The anatomy and physiology of the male and female reproductive system
- Ways to handle/address changes that occur during puberty

Students will be able to

- Define the male and female reproductive systems-the body parts and functions.
- Identify the physical changes that occur in males and females during puberty.
- Identify secondary sex characteristics
- Explain their importance of caring for the male and female reproductive systems by routine health care procedures such as self-breast examination and testicular examination

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, & Responsible Student/Citizen
- Information Literate Researcher
- Innovative & Practical Problem Solver
- Self-Directed Learner

Unit: Fetal Development and Pregnancy

Content Area: 02 Health

Revised 7/1/2023

Course & Grade Level: 07 Grade 7 Health Cycle

Summary and Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal is to gain an understanding of the stages of pregnancy and how to support a healthy pregnancy. From conception to birth students will learn the path the cell takes and how the cell develops into the fetus. Students will also learn about the different options a pregnant individual has and discuss challenges faced by adolescents' parents and their families.

Recommended Pacing

56 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1.PP	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Pregnancy and Parenting
2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.	
2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth.	
2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.	
2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families.	
2.1.8.PP.5	Identify resources to assist with parenting.	

Interdisciplinary Connections

Standard #	Standard
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.4.8.CT.3:	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.2 Career Awareness, Exploration, and Preparation

New Jersey Student Learning Standards for Technology

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

Instructional Focus

Unit Enduring Understandings:

- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Unit Essential Questions:

- How does prenatal development proceed from the stage of fertilization through birth?
- Describe pregnancy and what are the signs and changes that occur in the body?
- What are the prenatal practices and the importance of them in supporting a healthy pregnancy?
- How do pregnancy, childbirth, and parenthood change a person's life and affect the lives of others?

Objectives:**Students will know:**

- The sequence that occurs from conception to birth
- Methods to prevent unintended pregnancy
- Stages of fetal development

Students will be able to:

- Summarize the three stages of fetal development from fertilization to birth.
- List the signs and changes that occur in a person's body during pregnancy.
- Identify prenatal practices to support a healthy pregnancy.
- Explain the path that a reproductive cell takes
- Sequence the stages of pregnancy

Evidence of Learning Formative Assessment Summative Assessment Alternative Assessment Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, & Responsible Student/Citizen
- Information Literate Researcher
- Innovative & Practical Problem Solver
- Self-Directed Learner

Gender Identity/Expression, Sexual Orientation**Content Area: 02 Health****Revised 7/1/2023****Course & Grade Level: 07 Grade 7 Health Cycle****Summary and Rationale**

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal is to promote respect and compassion for all people including those of different genders, gender identities, gender expressions and sexual orientations.

Recommended Pacing

2 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1.C	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Social and Sexual Health
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.	
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.	

Interdisciplinary Connections

Standard #	Standard
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CT.3:	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

New Jersey Student Learning Standards for Technology

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

Instructional Focus

Unit Enduring Understandings:

- Inclusive schools and communities are accepting of all people and make them feel welcome and included.

Unit Essential Questions:

- What is the difference between gender identity and gender expression?

Objectives:

Students will know

- The difference between gender identity and gender expression

Students will be able to

- Compare and contrast attitudes and beliefs about sexuality, gender identity, sexual orientation, and gender equity
- How to be an ally to the LGBTQ+ community

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, & Responsible Student/Citizen
- Information Literate Researcher
- Innovative & Practical Problem Solver
- Self-Directed Learner

Pregnancy and Fetal Development

Content Area: 02 Health Revised 7/1/2023

Course & Grade Level: 07 Grade 7 Health Cycle

Summary and Rationale

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal is to to promote respect and compassion for all people including those of different genders, gender identities, gender expressions and sexual orientations.

Recommended Pacing

6 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.4.ATD	Cumulative Progress Indicator (CPI)	
	<small>Disciplinary Concept</small>	Alcohol, Tobacco and other Drugs

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 the family members socially, emotionally, and physically.

2.3.8.ATD.3 Determine the factors that contribute to different rules, laws and policies in the schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

CPI #2.1.C	Cumulative Progress Indicator (CPI)	
	<small>Disciplinary Concept</small>	Social and Sexual Health

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

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

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

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

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

CPI #2.1.PP	Cumulative Progress Indicator (CPI)	
	<small>Disciplinary Concept</small>	Pregnancy and Parenting

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

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

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

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

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

2.3 Safety

CPI #2.3.PS	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Personal Safety
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).	
CPI #2.4.ATD	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Alcohol, Tobacco and other Drugs
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.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.	
Interdisciplinary Connections		
Standard #	Standard	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.	
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts	
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.	
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.	
New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
Standard #	Standard	
9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene	
9.4.8.CI.3:	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.CT.3:	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	
9.2 Career Awareness, Exploration, and Preparation		
Standard #	Standard	
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.	
New Jersey Student Learning Standards for Technology		
Standard #	Standard	

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.

Instructional Focus

Unit Enduring Understandings:

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
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Unit Essential Questions:

- How do I make healthy decisions?
- What intellectual, emotional, and social developments occur during each stage of life?
- What chemical, hormonal, and physical changes occur during puberty?
 - What are the primary and secondary sex characteristics of puberty?
 - What intellectual, emotional, and social developments occur during each stage of a life span?
 - How does prenatal development proceed from the stage of fertilization through birth?
 - Describe pregnancy and what are the signs and changes that occur in the body?
 - What are the prenatal practices and the importance of them in supporting a healthy pregnancy?
 - What are the changes that occur in males and females during puberty and adolescence?
 - What is the difference between gender identity and gender expression?
 - How do personal lifestyle habits and genetics influence sexual development?
 - How do pregnancy, childbirth, and parenthood change a person's life and affect the lives of others?
 - Why do some people still engage in risky/unsafe behaviors even when aware of risks?
 - How do outside sources affect the development of one's self?
 - How do I manage my dimensions of wellness when going through puberty?
 - How do I manage the awkward changes that occur during adolescence?
 - Human reproduction is complicated, why is it important to understand what happens?
 - How do humans develop from conception to birth?
 - Why is abstinence a healthy decision for students my age?
 - Which aspects of good hygiene are important to your health?
 - What factors are necessary for optimal growth and development?

Objectives:

Students will know

- Decision-making strategies when confronted by risky situations
- Impact of family values, culture, personal experiences, and friends on decision-making and goals

- Advertising techniques and media messages that influence their decisions
- The changes that occur to their bodies as they develop into young men and women
- The anatomy and physiology of the male and female reproductive system
- Ways to handle/address changes that occur during puberty
- The sequence that occurs from conception to birth
- Methods to prevent unintended pregnancy
- Stages of fetal development
- The difference between gender identity and gender expression
- Attributes of healthy relationship

Students will be able to

- Define the male and female reproductive systems-the body parts and functions.
- Identify the physical changes that occur in males and females during puberty.
- secondary sex characteristics
- Explain their importance of caring for the male and female reproductive systems by routine health care procedures such as self-breast examination and testicular examination.
- Summarize the three stages of fetal development from fertilization to birth.
- List the signs and changes that occur in a person's body during pregnancy.
- Identify prenatal practices to support a healthy pregnancy.
- Identify and explain the different anatomy of the male and female reproductive systems
- Explain the path that a reproductive cell takes
- Sequence the stages of pregnancy
- Compare the changes that males and females go through during puberty?
- Identify social and emotional changes that occur during adolescence
- The student will understand that adolescence begins when a person starts to mature physically, emotionally, and mentally.
- Describe how during adolescence, teens develop independence, self-identity, and personal values.
- Compare and contrast attitudes and beliefs about sexuality, gender identity, sexual orientation, and gender equity
- Analyze advertisements and identify the different techniques used to influence decisions

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners:

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, & Responsible Student/Citizen
- Information Literate Researcher

- Innovative & Practical Problem Solver
- Self-Directed Learner