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| **Science** | **Course Title : Introduction to Science #303**<br>**Course Description:**<br>This course is for beginning level students who have been identified as SLIFE (Students with Interrupted or Limited Education) and who have acquired few or no English language skills. S study the major systems of the human body and how they interrelate, diseases and prevention, and issues related to mental and emotional health. This course will also emphasize the d of English language and literacy skills as well as content and academic vocabulary. Native language support is provided.<br><br>**Length of Course:** One Year / Two Semesters |
| **y**<br>**scular**<br><br>**ons** | How do muscles and bones enable movement? |
| | 6. Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, coordination) and describe ways that these systems interact with each other.<br>4.5 Explain how the muscular/skeletal system works with other systems to support the body and allow for movement. |
| **ills** | • Functions of the digestive, respiratory, reproductive, circulatory and excretory systems<br>• Muscular and skeletal systems<br><br>SIS1. Make observations, raise questions, and formulate hypotheses.<br>SIS2. Design and conduct scientific investigations.<br>SIS3. Analyze and interpret results of scientific investigations.<br>SIS4. Communicate and apply the results of scientific investigations.<br><br>**Common Core Reading Standards**<br><br>CCRSL.2 Determine the central ideas or conclusions of a text; trace the text's explanat depiction of a complex process, phenomenon, or concept; provide an accurate summ text.<br><br>CCRSL.3 Follow precisely a complex multistep procedure when carrying out experimer measurements, or performing technical tasks, attending to special cases or exception the text.<br><br>CCWSL.4 Produce clear and coherent writing in which the development, organization, |

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| | | are appropriate to task, purpose, and audience.<br><br>**Common Core Math Standards**<br><br>CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences abou population with an unknown characteristic of interest. Generate multiple samples (or samples) of the same size to gauge the variation in estimates or predictions.<br><br>CCSS.Math.Content.7.SP.C.6 approximate the probability of a chance event by collect the chance process that produces it and observing its long-run relative frequency, and approximate relative frequency given the probability.<br><br>CCSS.Math.Content.8.SP.A.1 Construct and interpret scatter plots for bivariate measu to investigate patterns of association between two quantities. Describe patterns such clustering, outliers, positive or negative association, linear association, and nonlinear<br><br>CCSS.Math.Content.8.SP.A.3 Use the equation of a linear model to solve problems in t of bivariate measurement data, interpreting the slope and intercept. |
| **ves** | ➢ Identify bones and major muscle groups<br>➢ Identify types of joints<br>➢ Describe the movement of joints<br>➢ Explain how the body recovers from an injury to the skeletal or muscular system<br>➢ Describe the functions of the skeletal and muscular systems and how they interact | |
| | Draw or label diagrams<br>Quiz on unit vocabulary<br><br>**Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g., Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an | |

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| | feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? | |
| **, and** | • Model of skeleton<br>• Gateway to Science page 58-59<br>• Gateway to Science Workbook, page 57<br>• Sciencesaurus, section 84-87<br>• Survival English, Book One<br>• Standout, Basic Level and Level 2<br>• Glencoe Health (Resource only, students will probably not be able to access text), Chapter 15, lesson 1&3 | |
| | bone, muscle, heart. Kidney, liver, stomach, intestines, brain, lungs, skin, organ, head, shoulder, chin, cheek, eyes, ears, nose, throat, tongue, teeth, rib, wrist, fingers, thumb, elbow, knee backbone, hip, joint, ligament, tendon, back, toe, hair, body | |
| **ody**<br>**ons** | How do the systems of the body interact? | |
| | 6. Identify the general functions of the major systems of the human body and describe ways that these systems interact with each other. | |
| **ills** | • Interaction of digestive, respiratory, reproductive, circulatory and excretory systems | SIS1. Make observations, raise questions, and formulate hypotheses.<br>SIS2. Design and conduct scientific investigations.<br>SIS3. Analyze and interpret results of scientific investigations.<br>SIS4. Communicate and apply the results of scientific investigations.<br>**Common Core Reading Standards**<br><br>CCRSL.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenome concept; provide an accurate summary of the text.<br><br>CCRSL.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing techni attending to special cases or exceptions defined in the text.<br><br>CCWSL.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and |

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| | | **Common Core Math Standards**<br><br>CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic o Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.<br><br>CCSS.Math.Content.7.SP.C.6 approximate the probability of a chance event by collecting data on the chance process that produces it observing its long-run relative frequency, and predict the approximate relative frequency given the probability.<br><br>CCSS.Math.Content.8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of associati two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear associ<br><br>CCSS.Math.Content.8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, inte slope and intercept. |
| **ves** | Identify the major organs of the body<br>Describe how organs interact with each other | |
| | Label a diagram<br><br>**Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g., Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? | |
| **, and** | • Model of organs<br>• Gateway to Science page 60<br>• Gateway to Science Workbook, page 59 | |

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| | • Survival English, Book One<br>• Standout, Basic Level and Level 2 | |
| | organ, heart, kidney, liver, stomach, intestines, brain, lungs, skin, esophagus | |
| **em**<br><br>**ons** | How are the circulatory and respiratory systems interconnected? | |
| | 6. Identify the general functions of the major systems of the human body and describe ways that these systems interact with each other.<br>4.2 Explain how the circulatory system transports nutrients and oxygen to cells and removes cell wastes.<br>4.3 Explain how the respiratory system provides exchange of oxygen and carbon dioxide | |
| **ills** | • Explore the similarities and differences between the circulatory and respiratory systems | SIS1. Make observations, raise questions, and formulate hypotheses.<br>SIS2. Design and conduct scientific investigations.<br>SIS3. Analyze and interpret results of scientific investigations.<br>SIS4. Communicate and apply the results of scientific investigations.<br>**Common Core Reading Standards**<br><br>CCRSL.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenome concept; provide an accurate summary of the text.<br><br>CCRSL.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing techni attending to special cases or exceptions defined in the text.<br><br>CCWSL.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and<br><br>**Common Core Math Standards**<br><br>CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic o Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.<br><br>CCSS.Math.Content.7.SP.C.6 approximate the probability of a chance event by collecting data on the chance process that produces it |

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| | | observing its long-run relative frequency, and predict the approximate relative frequency given the probability.<br><br>CCSS.Math.Content.8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of associati<br>two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear associ<br><br>CCSS.Math.Content.8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, inte<br>slope and intercept. |
| **ves** | ➢ Identify the major parts of the circulatory and respiratory systems<br>➢ Describe the interaction of the circulatory and respiratory systems<br>➢ Explain the transport of nutrients to cells<br>➢ Explain the transport of oxygen to cells<br>➢ Outline the path that they body uses to get rid of wastes from the body | |
| | **Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa<br>student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze<br>categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g.,<br>Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org<br>brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an<br>feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re<br>observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? | |
| **, and** | • Gateway to Science page 61<br>• Gateway to Science Workbook, page 60<br>• Sciencesaurus, section 091-093<br>• Survival English, Book One<br>• Standout, Basic Level and Level 2<br>• Glencoe Health (Resource only, students will probably not be able to access text), Chapter 16 | |

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| | circular, circulate, circulation, blood, oxygen, carbon dioxide, vein, artery bronchi, blood vessels, diaphragm, red blood cells, white blood cells, platelets, capillary | |
| **etory**<br><br>**ons** | How are the digestive and excretory systems interconnected? | |
| | 6. Identify the general functions of the major systems of the human body and describe ways that these systems interact with each other.<br>4.1 Explain generally how the digestive system converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth. | |
| **ills** | • Explore the similarities and differences between the digestive and excretory systesms | SIS1. Make observations, raise questions, and formulate hypotheses.<br>SIS2. Design and conduct scientific investigations.<br>SIS3. Analyze and interpret results of scientific investigations.<br>SIS4. Communicate and apply the results of scientific investigations.<br>**Common Core Reading Standards**<br><br>CCRSL.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenome concept; provide an accurate summary of the text.<br><br>CCRSL.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing techni attending to special cases or exceptions defined in the text.<br><br>CCWSL.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and<br><br>**Common Core Math Standards**<br><br>CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic o Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.<br><br>CCSS.Math.Content.7.SP.C.6 approximate the probability of a chance event by collecting data on the chance process that produces it observing its long-run relative frequency, and predict the approximate relative frequency given the probability.<br><br>CCSS.Math.Content.8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of associati |

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| | | two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear associ<br><br>CCSS.Math.Content.8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, inte slope and intercept. |
| | **Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g., Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? | |
| **, and** | Sciencesaurus section 088-090<br>Glencoe Health (Resource only, students will probably not be able to access text), Chapter 17 | |
| | digestive, excretory, gall bladder, pancreas, waste, rectum, anus, bladder, urine | |
| **docrine**<br><br>**ons** | How do humans respond to their environment*?* | |
| | 6. Identify the general functions of the major systems of the human body and describe ways that these systems interact with each other.<br>4.4 Explain how the nervous system mediates communication among different parts of the body and mediates the body's interactions with the environment.<br>4.8 Recognize that the body's systems interact to maintain homeostasis. | |

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| **ills** | • Response to external stimuli | SIS1. Make observations, raise questions, and formulate hypotheses.<br>SIS2. Design and conduct scientific investigations.<br>SIS3. Analyze and interpret results of scientific investigations.<br>SIS4. Communicate and apply the results of scientific investigations.<br>**Common Core Reading Standards**<br>CCRSL.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phe concept; provide an accurate summary of the text.<br>CCRSL.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing te tasks, attending to special cases or exceptions defined in the text.<br>CCWSL.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose audience.<br>**Common Core Math Standards**<br>CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteri interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.<br>CCSS.Math.Content.7.SP.C.6 approximate the probability of a chance event by collecting data on the chance process that produc observing its long-run relative frequency, and predict the approximate relative frequency given the probability.<br>CCSS.Math.Content.8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of asso between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and no association.<br>CCSS.Math.Content.8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, the slope and intercept. |
| **ves** | ➢ Identify the different parts of the nervous system<br>➢ Describe how these parts help the body communicate with its internal and external environments<br>➢ Explain the process of homeostatsis | |
| | **Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa | |

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| | student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g., Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? |
| **, and** | • Sciencesaurus section 094-097<br>• Glencoe Health (Resource only, students will probably not be able to access text), Chapter 15, lesson 4 and Chapter 18, lesson 1 |
| | spinal cord, nerves, reflex, pancreas, insulin, vertebra |
| **stem**<br>**ons** | How has sexual reproduction led to genetic variation? |
| | 6. Identify the general functions of the major systems of the human body and describe ways that these systems interact with each other.<br>4.6 Recognize that the sexual reproductive system allows organisms to produce offspring that receive half of their genetic information from their mother and half from their father, and produced offspring resemble, but are not identical to, either of their parents. |
| **ills** | • Sexual reproduction<br>• Genetic variation<br>• Heredity<br><br>SIS1. Make observations, raise questions, and formulate hypotheses.<br>SIS2. Design and conduct scientific investigations.<br>SIS3. Analyze and interpret results of scientific investigations.<br>SIS4. Communicate and apply the results of scientific investigations.<br>**Common Core Reading Standards**<br><br>CCRSL.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenome concept; provide an accurate summary of the text.<br><br>CCRSL.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing techni |

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| | | attending to special cases or exceptions defined in the text.<br><br>CCWSL.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and<br><br>**Common Core Math Standards**<br><br>CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic o<br>Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.<br><br>CCSS.Math.Content.7.SP.C.6 approximate the probability of a chance event by collecting data on the chance process that produces it<br>observing its long-run relative frequency, and predict the approximate relative frequency given the probability.<br><br>CCSS.Math.Content.8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of associati<br>two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear associ<br><br>CCSS.Math.Content.8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, inte<br>slope and intercept. |
| **ves** | | ➢ Describe the functions of the major systems in the human body<br>➢ Compare and contrast the working of the systems in the human body<br>➢ Explain heredity<br>➢ Evaluate the importance of genetic variation |
| | | **Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa<br>student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze<br>categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g.,<br>Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org<br>brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an<br>feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re<br>observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? |

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| **, and** | • Sciencesaurus section 099-102<br>• Glencoe Health (Resource only, students will probably not be able to access text), Chapter 18, lesson 2 & 3 |
| | Eggs, sperm, fertilization, uterus, ovulation, menstruation, pregnancy, hormone |
| **ons** | Why are healthy relationships important? |
| | 6.10 Identify the traits of a healthy family (such as responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance) and explain the interdepende<br>independence of family members.<br>6.11 Identify steps for getting support or help, including identifying resources for families whose members have special health needs.<br>6.14 Describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and the parents of the teens.<br>6.15 Identify desirable character traits (such as love, respectfulness, generosity, kindness, and forgiveness) and describe the development of good character, including the role of paren<br>in the moral development of children.<br>**Communication**<br>7.10 Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations a<br>based groups.<br>7.12 Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the d<br>of good character in the members of society).<br>7.13 Explain the importance of communication in setting limits in a sexual relationship.<br>**Peer Relationships**<br>7.14 Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions.<br>7.15 Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships.<br>**Romantic Relationships**<br>7.16 Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships.<br>7.17 Describe commitment in casual and serious relationships. |

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| **ills** | • The importance of open and honest communication in peer as well as romantic relationships | SIS1. Make observations, raise questions, and formulate hypotheses.<br>SIS2. Design and conduct scientific investigations.<br>SIS3. Analyze and interpret results of scientific investigations.<br>SIS4. Communicate and apply the results of scientific investigations.<br>**Common Core Reading Standards**<br><br>CCRSL.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenome concept; provide an accurate summary of the text.<br><br>CCRSL.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing techni attending to special cases or exceptions defined in the text.<br><br>CCWSL.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and<br><br>**Common Core Math Standards**<br><br>CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic o Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.<br><br>CCSS.Math.Content.7.SP.C.6 approximate the probability of a chance event by collecting data on the chance process that produces it observing its long-run relative frequency, and predict the approximate relative frequency given the probability.<br><br>CCSS.Math.Content.8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of associati two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear associ<br><br>CCSS.Math.Content.8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, inte slope and intercept. |
| **ves** | ➢ Describe ways to develop healthy relationships<br>➢ Compare and contrast different ways of communicating caring in different relationships | |

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| | **Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g., Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? |
| **, and** | • Glencoe Health (Resource only, students will probably not be able to access text), Chapter 11 and Chapter 12, lessons 1-4<br>• Talk Your Head Off, Lesson 16 |
| | peer, pressure, character, family, sibling, domestic violence, abuse, stereotype, harassment, passive, aggressive, self-control, love, respectfulness, generosity, kindness, and forgiveness |
| **onal**<br><br>**ons** | Why is it important to deal with stress appropriately?<br><br>Why is it important to address critical mental health issues? |
| | **Feelings and Emotions**<br>5.11 Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress.<br>5.12 Identify the factors that help people deal with grief.<br>**Identity**<br>5.14 Describe theories of personality development, including identity formation, and differentiate among the concepts of ideal self, public self, and private self.<br>5.16 Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention.<br>**Decision Making**<br>5.18 Identify ways in which decision-making is influenced by sound character, family, and personal beliefs.<br>5.19 Explain positive techniques for handling difficult decisions. |

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| **ills** | • Importance of staying in touch with your feelings and emotions<br>• Identifying who you are as a person<br>• Making decisions that are important for your well-being |
| **ves** | ➢ Identify factors that cause grief and ways to overcome it<br>➢ Explain the different theories of personality development<br>➢ Explain intervention strategies that can combat destructive behavior<br>➢ Explain positive and healthy techniques for making and handling difficult decisions |
| | **Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g., Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? |
| **, and** | • Glencoe Health (Resource only, students will probably not be able to access text)<br>- Chapter 7, Lesson 3 & 4<br>- Chapter 8, lessons 1-4<br>- Chapter 9, lessons 2 & 3<br>• Break Free from Depression, 2nd edition curriculum<br>• Talk Your Head Off, lesson 17<br>• Emotions chart |
| | emotion, personality, empathy, defense mechanism, fear, guilt, stress, anxiety, tension, perception, depression, suicide, behavior, therapy, mood, psychologist, psychiatrist, counselor, ne |

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| **ons** | How can the spread of communicable diseases/STDs be prevented?<br><br>How can access to information be helpful in reducing the spread of communicable diseases/STDs? |
| | **Prevention**<br>8.13 Explain how the immune system functions to prevent and combat disease.<br>8.14 Identify positive health behaviors that reduce the risk of disease.<br>8.15 Learn how to use effective physical self-examination procedures and at what age they become necessary.<br>8.16 Demonstrate how to discuss procedures and test results with health care providers.<br>**Health Maintenance**<br>8.19 Explain the prevention and control of common communicable infestations, diseases, and infections. |
| **ills** | • The role of the immune system in the prevention and cure of diseases<br>• Demonstrate how to contact resources appropriately<br>• Summarize facts about sexually transmitted diseases |
| **ves** | ➢ Explain how the immune system combats communicable diseases<br>➢ Identify behaviors that help reduce the risk of disease<br>➢ Describe preventative care of communicable diseases |
| | **Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g., Frayer Model), as well as use the vocabulary in their daily work and conversations.<br>➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an feedback, and revisions based on these |
| **, and** | Glencoe Health (resource only, students will probably not be able to access text) Chapter 24 & 25 |

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| | sexually transmitted disease, infection, disease, human papillomavirus, chlamydia, herpes, gonorrhea, syphilis, hepatitis B, HIV, AIDS, epidemic, pandemic, communicable, non-communi<br>bacteria, virus, antibiotic, inflammation, vaccine |
| **ons** | How does a balanced diet improve your physical and mental health? |
| | **Improving Nutrition**<br>3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span.<br>3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt.<br>3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food.<br>3.14 Describe the digestive process and how substances (alcohol, drugs, and chemicals) interfere with metabolism.<br>3.15 Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health.<br>**Safe and Adequate Food Supply**<br>3.17 Identify the effects of food preparation techniques on the nutritional value of the food.<br>3.18 Identify common food-borne illnesses.<br>3.19 Identify and practice resource management skills needed to maintain and improve nutritional health.<br>**Social Influences**<br>3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders<br>3.20 Identify and analyze dietary plans, costs, and long-term outcomes of weight management programs. |
| **ills** | • Identify food groups<br>• Identify common foods<br>• Read a menu<br>• Use count and non-count nouns |
| **ves** | ➢ Describe the nutritional components of a healthy diet<br>➢ Identify the positive and negative effect of feed preparation on the nutritional value of food |
| | **Notebooks:**<br>➢ **Content Notes (every day or close to it):** Students will identify topics; identify the main ideas and most important details and examples associated with each topic; include summa<br>student-generated follow-up questions and answers, reflections, visualizations, and responses to the content, using higher order thinking skills (e.g., predict, connect, infer, analyze<br>categorize, synthesize).<br>➢ **Vocabulary**: Students will highlight additional, key vocabulary in their notebooks; they will build an understanding of the vocabulary using vocabulary-development exercises (e.g.,<br>Frayer Model), as well as use the vocabulary in their daily work and conversations. |

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| | ➢ **Narrative and Explanatory Essay (in response to one or more Essential and Guiding Questions)/Investigation Reports:** Student work will include evidence of planning: graphic org<br>brainstorming lists; editing of language, vocabulary, grammar, structure; organized and developed ideas utilizing precise and domain specific language; student sharing, student an<br>feedback, and revisions based on these conversations. Argumentative essays/investigation reports will include an explicit claim, scientific evidence in support of the claim (from re<br>observations, etc.), and an explanation of how the evidence connects to and verifies the claim.<br>➢ **Other Sample Products:** KWL Charts. Venn Diagrams, Concept Maps, H.O.T. Boxes, Others? |
| **, and** | • Glencoe Health (resource only, students will probably not be able to access text) Chapter 5<br>• Survival English, Book One<br>• Standout, Basic Level and Level 2<br>• Mypyramid.gov<br>• www.FDA.gov "Spot the Block Campaign", "The Power of Choice" |
| | Nutrition, appetite, hunger, calorie, nutrients, carbohydrates, fiber, protein, fat, cholesterol, vitamin, mineral, label, food additive, |