



Kingsway Regional School District

Committed to Excellence

Course Name: Health & Physical Education 7	Grade Level(s): 7
Department: Health & Physical Education	Credits: N/A
BOE Adoption Date: October 2019	Revision Dates:

Course Description and Outcomes

Over the course of the year, students will engage in seven units of Health and Physical Education. Each unit will be structured as follows: five days of Health Education, ten days of a sport activity in Physical Education, and ten days of Life-long Individual Fitness and Exercise (L.I.F.E.) in Physical Education. During Health Education, topics will consist of but not limited to the following: Personal Fitness, Nutrition, Stress Education, Relationships/Reproductive Health, Diseases, and Illegal Drugs/Alcohol/Medicine. These units of study will equip all students with the proper skills to make good choices about healthy living. Taking responsibility for one's own health is an essential step towards maintaining a lifelong healthy lifestyle.

The Physical Education portion of each unit will be a variety of team, individual and dual sports, and fitness. Topics will consist of but not limited to cooperative games, flag football, basketball, volleyball, field hockey, floor hockey, lacrosse, softball, badminton, pickleball, skatepass (indoor skateboarding), bowling, dance, frisbee, and fitness. Through the various team and individual and dual sports, students will develop a greater sense of teamwork, cooperation, and sportsmanship while applying critical thinking skills during physical activity in skill and game settings. L.I.F.E will be broken into two parts; personal fitness training and fitness assessment. Students will focus on achieving and maintaining a level of physical fitness while demonstrating knowledge of fitness concepts, and strategies. Students will utilize the FitnessGram online program, a comprehensive fitness assessment battery intended to assess and track cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Students will analyze, critique, and set short and long-term goals based upon their current levels of fitness achieved through these assessments. Mindful concepts and strategies will be emphasized throughout the Physical Education units to enhance personal awareness in the present moment. By demonstrating mindful exercises regularly, students will learn how to calm and focus their minds which will result in stress and anxiety reduction, more cognitive flexibility, improved general health, along with countless other benefits.

Proficiencies and Pacing Guide:

Course Title: Health & Physical Education 7

Prerequisite(s): Health & Physical Education 6

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Unit 1-A: (Health)- Intro to Personal Fitness</p>	<p>2 weeks (8-11 sessions)</p>	<p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p>	<p>1. Students will analyze and apply basic fitness and exercise principles.</p> <p>2. Students will analyze and demonstrate the proper form for the FitnessGram assessments.</p>	<p>-Detect heart rate through the radial artery (wrist) and carotid artery (neck). (DOK 1)</p> <p>-Calculate Resting Heart Rate (RHR) (DOK 1)</p> <p>-Calculate Maximum Heart Rate (MHR). (DOK 1)</p> <p>-Calculate Target Heart Rate (THR). (DOK 1)</p> <p>-Identify the five components of fitness. (DOK 1)</p> <p>-Define the FITT principle for each component of fitness. (DOK 1)</p> <p>-Differentiate between repetitions and sets. (DOK 2)</p> <p>-Demonstrate proper form for the FitnessGram Push-Up assessment. (DOK 2)</p> <p>-Demonstrate proper form for the FitnessGram Curl-Up assessment. (DOK 2)</p> <p>-Demonstrate proper form for the FitnessGram Sit & Reach and Shoulder Stretch assessments. (DOK 2)</p> <p>-Demonstrate proper running form and pacing techniques for the FitnessGram Pacer assessment. (DOK 2)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
Unit 1-B: <i>(PE)</i> Cooperative Games	1 week (4-5 sessions)	<p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.</p> <p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.6.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>	1. Students will exhibit responsible social behaviors by problem solving, demonstrating inclusive behaviors, and cooperating, communicating and supporting classmates.	<ul style="list-style-type: none"> -Generate positive effective strategies to enhance teamwork and cooperation before, during, and after group challenges. <i>(DOK 3)</i> -Understand the importance of teamwork and cooperation in day to day life. <i>(DOK 2)</i> -Apply teamwork concepts to provided challenges for task completion. <i>(DOK 4)</i> -Demonstrate and assess tactical understanding by using appropriate and effective cooperative strategies. <i>(DOK 3)</i> -Perform and assess the quality of movement flow in response to dynamic, interactive environments. <i>(DOK 2)</i>
Unit 2-A: <i>(Health)</i> Intro to Nutrition	1 week (5 sessions)	<p>2.1.8.A.1 Assess and apply Health Data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.B.1 Analyze how culture, health status,</p>	1. Students will compare and contrast the MyPlate food guide system by formulating a nutrient enriched meal that applies to their specific dietary needs.	<ul style="list-style-type: none"> -Review and define essential nutrition vocabulary terms. <i>(DOK 1)</i> -Identify the six classes of essential nutrients. <i>(DOK 1)</i> -Compare and contrast micro vs macro nutrients. <i>(DOK 3)</i> -Define and calculate calories and caloric deficit. <i>(DOK 1)</i> -Classify the types of foods in each food group and their nutritional values. <i>(DOK 2)</i>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		<p>age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <p>2.1.8.B.2</p> <p>Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p>		<ul style="list-style-type: none"> -Determine what foods you can eat to obtain the nutrients you need. (DOK 1) -Interpret nutrition information on food labels. (DOK 2) -Recognize variables influencing nutritional needs. (DOK 1) -Determine specific health problems caused by poor nutrition. (DOK 1) -Demonstrate how to plan a nutrient rich meal using Myplate (DOK 2) -Formulate a nutrient rich meal using myplate. (DOK 3)
<p>Unit 2-B, 3-B, 4-B, 7-B: (PE)- Team Sports</p> <p><i>flag football, basketball, volleyball, field hockey, soccer, floor hockey, lacrosse, softball</i></p>	<p>8 weeks 40 sessions (10 sessions per unit)</p>	<p>2.5.8.A.1</p> <p>Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.B.1</p> <p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2</p> <p>Assess the effectiveness of specific mental strategies applied to improve</p>	<ol style="list-style-type: none"> 1. Students will apply concepts of throwing, trapping, catching, passing, shooting, and scoring techniques in a game setting. 2. Students will apply concepts of gameplay, sportsmanship, rules, and safety procedures in order to achieve team and individual goals. 3. Students will apply previously learned fitness principles to personally improve the five physical fitness components and 	<ul style="list-style-type: none"> -Foster skills in order to promote life-long health and wellness through physical fitness. (DOK 3) -Identify the history of the sport. (DOK 1) -Identify basic terminology used and affiliated to the sport. (DOK1) -Comprehend all of the rules, regulations, and concepts of gameplay of the sport. (DOK 2) -Apply concepts of safety and sportsmanship during applied settings. (DOK 3) -Demonstrate proper running concepts with or without possession of the ball. (DOK 2) -Apply concepts of spatial awareness and moving in space in applied settings. (DOK 2)

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		<p>performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p> <p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p>	<p>compare and contrast effective methods of mindfulness practices to apply to everyday life.</p>	<p>-Demonstrate proper throwing, trapping, catching, passing, shooting, scoring techniques in a game setting. (DOK 2)</p> <p>-Differentiate mindfulness practices in order to cultivate an open, receptive, and non-judgmental orientation to one's present experience. (DOK 3)</p>
<p>Unit 2-C, 3-C, 4-C, 5-C, 6-C: (PE)- L.I.F.E. (Lifelong Individual Fitness & Exercise)</p>	<p>10 weeks 50 sessions (10 sessions per unit)</p>	<p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.6.8.A.4</p>	<p>1. Students will construct FITT principle based fitness goals by analyzing the function of the Circulatory, Respiratory, and Musculoskeletal Systems to improve VO2Max, muscular flexibility, muscular strength and muscular endurance.</p>	<p>-Learn and develop the practical skills of mindfulness meditation, including methods for deepening concentration and responding skillfully to physical pain, stress, and difficult emotions and thought patterns.</p> <p>-Learn and develop practical skills of relational mindfulness that enhance effective communication both to deal well with conflict situations and to deepen friendships.</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		<p>Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5</p> <p>Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p>	<p>2. Students will be able to apply the concepts of weight transfer, power, speed, agility, and range of motion, and connect how it impacts performance.</p> <p>3. Students will be able to assess the FitnessGram healthy zone ranges in order to set short-term and long-term goals for each of the five physical fitness assessments.</p> <p>4. Students will apply previously learned fitness principles to personally improve the five physical fitness components and compare and contrast effective methods of mindfulness practices to apply to everyday life.</p>	<ul style="list-style-type: none"> - Gain a core understanding of the emerging science on the effects of mindfulness practice for mental and physical health. -Distinguish the concepts of the five components of fitness. (DOK 2) -Demonstrate the skills of movement in aerobic activities for an extended period of time to improve cardiovascular endurance. (DOK 1) -Enhance muscular strength and endurance through multiple means of weight bearing exercises and activities. (DOK 1) -Demonstrate the skills of warming and stretching the muscles and tendons to improve flexibility. (DOK 1) -Enhance speed and agility through multiple means of exercises and activities. (DOK 1) -Assess personal fitness levels. (DOK 3) -Construct short-term and long-term fitness goals. (DOK 2) -Apply maximum effort during each fitness assessment. (DOK 1) -Demonstrate proper techniques during each fitness assessment. (DOK 1) -Understand and apply proper safety procedures at all times. (DOK 2) -Evaluate test ranges as it compares to personal performance. (DOK 2)
Unit 3-A:	1 week	2.1.8.A.1	1. Students will distinguish	-Review and define essential stress related

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<i>(Health)</i> - Intro to Stress Education	(5 sessions)	<p>Assess and apply Health Data to enhance each dimension of personal wellness.</p> <p>2.1.8.E.2</p> <p>Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.4</p> <p>Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p> <p>2.2.8.E.2</p> <p>Compare and contrast situations that require support from trusted adults or health professionals.</p>	<p>between stressors and stress, analyze the key parts of the brain involved in thinking and learning, comprehend what it means to be mindful and how to apply it to their daily lives.</p>	<p>vocabulary terms. (DOK 1)</p> <p>-Describe the relationship between stress and stressors. (DOK 2)</p> <p>-Identify stressors in everyday life. (DOK 1)</p> <p>-Describe the body's stress response fight or flight. (DOK 2)</p> <p>-Identify signs of physical, mental, and emotional stress. (DOK 1)</p> <p>-Analyze tools for managing stress and discuss why sharing emotions can relieve stress. (DOK 4)</p> <p>-Explain why preventing distress is important and list ways to prevent it. (DOK 1)</p> <p>-Identify the 3 key parts of the brain, amygdala, hippocampus and prefrontal cortex (PFC) on a diagram. (DOK 1)</p> <p>-Investigate what each key part of the brain does and how it relates to stress. (DOK 3)</p> <p>-Recognize how feelings arise and understand that they have the ability to change what they do in response. (DOK 1)</p> <p>-Define and describe the difference between mindful and unmindful thoughts and actions. (DOK 2)</p> <p>-Apply the concepts of mindful awareness to their own lives. (DOK 3)</p> <p>-Demonstrate mindful exercises that combines listening and breathing to calm and focus their minds. (DOK 2)</p> <p>-Analyze the importance of practicing</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
				focusing exercises regularly. (DOK 3)
Unit 4-A: <i>(Health)- Relationships & Reproductive Health</i>	1 week (5 sessions)	<p>2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> <p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p> <p>2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</p> <p>2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p>	1. Students will analyze how to maintain healthy relationships with friends, family, and significant others, resolve and cope with conflicts, apprise appropriate dating practices, and distinguish the changes that occur during puberty and adolescence.	<ul style="list-style-type: none"> -Review and define essential relationship and sexuality vocabulary terms. (DOK 1) -Compare and contrast healthy relationship characteristics and unhealthy relationship characteristics. (DOK 3) -Interpret how refusal skills help maintain healthy relationships. (DOK 2) -Identify ways to cope with family problems. (DOK 1) -Analyze how the media has influences on relationships. (DOK 4) -List ways to make new friends. (DOK 1) -Determine why keeping a friendship healthy is important. (DOK 2) -Demonstrate ways to resolve unhealthy relationships and conflict. (DOK 2) -Compare and Contrast benefits of different types of dating situations. (DOK 3) -Differentiate between affection, infatuations, love, and sexual attraction. (DOK 3) -Analyze the benefits of sexual abstinence. (DOK 3) -Describe how refusal skills can be used to promote sexual abstinence. (DOK 2) -Summarize the role of the endocrine system in growth and development. (DOK 2)

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
				<ul style="list-style-type: none"> -Compare and contrast the changes that happen in males with the changes that happen in females during puberty. (DOK 3)
<p>Unit 5-A: <i>(Health)- Diseases</i></p>	<p>1 week (5 sessions)</p>	<p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p> <p>2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and</p>	<p>1. Students will compare and contrast the difference between infectious and non-infectious diseases, how they affect the body as well as how infectious diseases are spread and explain how to prevent and properly care for infectious and non-infectious diseases, the impact of the environment, genetics, and risk factors on diseases.</p>	<ul style="list-style-type: none"> -Review and define essential disease vocabulary terms. (DOK 1) -Evaluate types of infectious agents. (DOK 2) -Determine ways in which infections can spread. (DOK 2) -Analyze what bacterial and viral infections are. (DOK 4) -Determine how antibiotics fight bacterial infections. (DOK 1) -Describe how the body fights diseases internally. (DOK 1) -Describe the causes and symptoms of three common bacterial infections. (DOK 1) -Evaluate what common viral infections are and why vaccines are important. (DOK 2) -Describe ways to prevent infectious diseases from spreading. (DOK 1) -Define what noninfectious diseases are. (DOK 1) -Explain the relationships between risk factors and noninfectious diseases. (DOK 1) -Determine strategies for preventing non-infectious diseases. (DOK 2) -Describe how genes are related to hereditary diseases. (DOK 1)

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		health conditions.		<ul style="list-style-type: none"> -List examples of hereditary diseases. (DOK 1) -Determine how metabolism and nutrition are related to disease. (DOK 2) -Give examples of metabolic diseases and ways to prevent them. (DOK 1) -Summarize how the growth of cancer cells is different from the growth of normal cells. (DOK 1) -Classify different ways to treat cancer. (DOK 2) -Identify different possible sources of environmental poison and how this can cause disease. (DOK 1) -Examine how accidents and injuries may cause disease and determine strategies to prevent accidents from occurring. (DOK 3)
<p>Unit 5-B, 6-B, 7-B: (PE)- Individual & Dual Sports</p> <p><i>badminton, pickleball, skate pass, bowling, Dance, frisbee</i></p>	6 weeks 30 sessions (10 sessions per unit)	<p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and</p>	<p>1. Students will apply concepts of throwing, rolling, striking, scoring, and balance techniques and apply them in a game setting.</p> <p>2. Students will apply concepts of gameplay, sportsmanship, rules, and safety procedures in order to achieve individual and partner goals.</p>	<ul style="list-style-type: none"> -Identify the history of the sport/activity. (DOK 1) -Identify basic terminology used and affiliated to the sport/activity. (DOK1) -Exercise communication, teamwork, and problem solving during skill and game settings. (DOK 2) -Foster skills in order to promote life-long health and wellness through physical fitness. (DOK 3) -Comprehend all of the rules, regulations, and concepts of gameplay of the

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		<p>make recommendations for improvement.</p> <p>2.5.8.C.1</p> <p>Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p> <p>2.5.8.C.2</p> <p>Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities</p>	<p>3. Students will apply previously learned fitness principles to personally improve the five physical fitness components and compare and contrast effective methods of mindfulness practices to apply to everyday life.</p>	<p>sport/activity. (DOK 2)</p> <ul style="list-style-type: none"> -Apply concepts of safety and sportsmanship during applied settings. (DOK 3) -Implement defensive and offensive mental strategies to achieve individual and partner goals. (DOK 3) -Apply concepts of spatial awareness and moving in space in applied settings. (DOK 2) -Demonstrate proper concepts of throwing, rolling, striking, scoring, and balance skills in a game setting. (DOK 2) -Differentiate mindfulness practices in order to cultivate an open, receptive, and non-judgmental orientation to one's present experience. (DOK 3)
<p>Unit 6-A: (Health)- Illegal Drugs & Medicine</p>	<p>1 week (5 sessions)</p>	<p>2.2.8.E.1</p> <p>Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>2.3.8.A.1</p> <p>Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p> <p>2.3.8.A.2</p> <p>Compare and contrast adolescent and adult abuse of prescription and</p>	<p>1. Students will analyze various types of drugs and medicines, physical and psychological dependence, addiction, treatment, and the use of refusal skills when responding to peer pressure.</p>	<ul style="list-style-type: none"> -Review and define essential drug vocabulary terms. (DOK 1) -Define nicotine and how it affects the body. (DOK 1) -List the different types of tobacco products, smokeless and smoke-able. (DOK 1) -Describe how cancer and respiratory diseases are related to tobacco use. (DOK 2) -Describe immediate and chronic effects of smokeless and smoke-able tobacco. (DOK 2) -Determine how tobacco products affect social and emotional health. (DOK 2) -Demonstrate the addictive qualities of prescription and illegal drugs. (DOK 2)

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		<p>over-the-counter medicines and the consequences of such abuse.</p> <p>2.3.8.B.2</p> <p>Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.4</p> <p>Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8.B.8</p> <p>Analyze health risks associated with injected drug use.</p>		<ul style="list-style-type: none"> -Analyze the different strategies for quitting tobacco habits and its benefits. (DOK 4) -Compare and contrast smoking laws in New Jersey with other states and countries. (DOK 3) -List five different ways that drugs can enter the body. (DOK 1) -Compare and contrast prescription and over-the-counter medications. (DOK 3) -Understand drug addiction, tolerance, and withdrawal. (DOK 2) -Explain and describe the difference between stimulants and depressants and the effects and dangers of the body. (DOK 2) -List the most common effects of marijuana. (DOK 1) Compare and contrast the legalization of marijuana vs being illegal. (DOK 3) -Describe the addictive nature and dangers of opiates and prescription opiates. (DOK 2) -Identify the dangers of using hallucinogens and inhalants. (DOK 1) List the dangers of vaping and relate it to tobacco products. (DOK 1)
<p>Unit 7-A: <i>(Health)- Alcohol</i></p>	<p>1 week (5 sessions)</p>	<p>2.2.8.E.2</p> <p>Compare and contrast situations that require support from trusted adults or health professionals.</p>	<p>1. Students will analyze the mental and physical effects of drinking alcohol and demonstrate how it impacts ones' vision, reaction time</p>	<ul style="list-style-type: none"> -Review and define essential drug vocabulary terms. (DOK 1) -Hypothesize and demonstrate how drugs and alcohol affects ones' vision, reaction time and balance through the use of vision

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		<p>2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p>	<p>and the impairment of behavior, judgement and memory.</p>	<p>impairment goggles. (DOK 3)</p> <p>-Analyze health risks associated with injected drug use. (DOK 4)</p> <p>-Describe the mental and physical effects of drinking alcohol. (DOK 2)</p> <p>-Describe how alcohol affects one’s behavior. (DOK 2)</p> <p>-Explain the long-term effects of alcohol consumption. (DOK 1)</p> <p>-Determine the pressures that tempt teens to drink alcohol. (DOK 2)</p> <p>-Identify the risks of alcohol consumption. (DOK 1)</p> <p>-Identify how the body processes alcohol and the factors that affect an individual’s reaction to it. (DOK 1)</p> <p>-Interpret blood alcohol content and its relation to the legalities of drinking and driving. (DOK 2)</p>