Summit Public Schools
Summit, New Jersey
Grade Level: 7/ Content Area: Health
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Overview:

Course Description

Each 7th grade student is enrolled in one quarter of 7th grade health. Each quarter is 8 or 9 weeks long. Disciplinary concepts and core ideas in the curriculum include mental health, medicine and drugs, addiction and treatment and alcohol. These concepts are integrated into 4 units, listed below.

- Unit 1: Mental Health
- Unit 2: Medicine and Drugs
- Unit 3: Addiction and Treatment
- Unit 4: Alcohol

Unit 1: Mental Health	
Big Ideas: *Course Objectives/Content Statement(s)* Students will be able to understand that… ● Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. ● Relationships are influenced by a wide variety of factors, individuals, and behaviors. ● Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. ● Mental health disorders frequently coincide with physiological imbalances.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What is stress and what are the different kinds of stress? ○ Kids Health ● What are different stress management techniques? ● What is the difference between typical sadness and depression? ● Where can you get help or depression or anxiety? ● What is mental illness? ● What is stigma? ● What are ways to end the stigma of mental health? ● What are specific feelings one might experience from stress? ● What are stressors and coping skills? ● What are positive coping skills?	**Students will understand that:** ● Stress is the reaction of the body & mind to everyday challenges & demands. Stress can be long term, short term and environmental. ● Different stress management techniques can include but are not limited to exercise, listening to music, gardening, etc. ● Typical sadness is a natural human emotion and depression is a chemical imbalance in the brain that lasts long-term. ● Students can get help from guidance counselors, health professionals, and help-lines. ● Mental illnesses are health conditions involving changes in emotion, thinking or behavior (or a combination of these). ● Stigma is perceived shame or guilt associated with something. ● Ways to end the stigma of mental health include spreading awareness, educating others, and promoting positive language of mental health. ● People react to stressors in different ways and not all coping skills work for everyone. ● What stresses a person out may also be a coping skill.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will:	Instructional focus: ● Students will compare stress management

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). **2.1.8.EH.2**: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. **2.1.8.CHSS.8**: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.	strategies by creating a virtual calm space that exhibits different ways to relieve stress. ● Students will apply their knowledge of factors supporting mental and emotional help by creating a mental health Ted Talk to help end the stigma of mental health. **Lesson 1:** ● Pre-Assessment ● Intro to Course ● Health Reflection **Lesson 2:** ● Stress management strategies ○ "My Problem Solving Plan" to alleviate stress ○ Incorporating 5 senses into managing stress ○ Positive Affirmations to promote well being ● Intro to Virtual Calm Space ○ Virtual Calm Space Rubric ○ Virtual Calm Space template **Lesson 3-4:** ● Research and design of Virtual Calm Space ○ How to create calm space tutorial **Lesson 5:** ● Explore peers' Virtual Calm Spaces ● Peer assessment **Lessons 6-10:** ● "End the Stigma" Ted Talk project (research, recording, presentations) - Intro ○ Research Template ○ Modified Project
Differentiation	**Assessments**
Interdisciplinary Connections ● Science: Discussion about what happens to the body when it is going through stress ● Language arts: Persuasive writing, critical reading ● Digital art: Creating calm spaces **Technology Integration** ● Google Slides ● EdPuzzle ● WeVideo ● Podcast	**Formative Assessments:** ● Health Reflections ● Virtual Calm Space ● Peer Virtual Calm Space Assessment ● TedTalk **Summative Assessments, Projects, and Celebrations:** ● Pre-test ● Post-test ● BrainPOP quizzes ● Self-Care Bingo - coping with stress

- TedTalk Examples
- BrainPOP
- Google Classroom
- MTV website
- YouTube - Stress Management
- Flocabulary - What is stress?

Global Perspectives

- What is the stigma of mental illness in other countries and cultures like?

Supports for English Language Learners/SPED		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
VideoModels & Figures s & Film		In the home language
Broadcasts		With mentors

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials & project requirements

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

Unit 2: Medicine and Drugs

Big Ideas:
Students will be able to understand that…

- Awareness of potential risk factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- The use of tobacco (including e-cigarettes, vaping), and other drugs can result in social, emotional, and physical harm to oneself and others.
- Medicines are substances that improve or maintain one's personal health.
- Psychoactive drugs that are not used and monitored medically are harmful.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is the difference between over-the-counter drugs and prescription drugs? • What are the classifications of drugs? • What is the difference between drug use, misuse and abuse? • What are the physical and behavioral effects of each classification of drugs? • Who can influence decision making in difficult situations? • What are some ways to avoid a difficult situation that may involve drugs? • What are the consequences of choosing to take drugs? • What are the four categories of medicines? • What role does dopamine and other neurotransmitters play in drug use? • Why do people choose to start vaping? • What are the consequences of vaping? What are the harmful effects? • What are refusal strategies for vaping and other substances?	• Over-the-counter drugs can be purchased without a doctor's note. Prescription drugs can only be obtained with a doctor's note and signature. • Drugs can be classified as hallucinogens, stimulants, depressants, or narcotics. • Drug use is using a drug to help symptoms of an illness or injury, drug misuses may involve not following medical instructions, and drug abuse is the use of a medication without a prescription, in a way other than as prescribed, or for the experience or feelings elicited. • The effects that drugs have on an individual will depend on what classification the drug is, and the dose of the drug taken. • All medicines have a primary purpose but may also play a role in other health related ways. • It is vital that when taking any medicine that you check with an adult, read instructions and can contact a pharmacist or doctor. • Vapes are aerosols that people inhale and have significant health consequences even if used once. • Being confident, having a high self esteem and a core family/ friend group to trust helps reinforce good decisions in drug refusal.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
By the end of 7th grade, students should be able to… **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	Instructional focus: • Students will compare and contrast the differences between drugs and alcohol on the body.

physically.

2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

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

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

- Make a connection from the D.A.R.E program from elementary school.
- Make a connection to red ribbon week

Lesson 1:
- Pre-Test on drug classifications & facts
- Dopamine introducion

Lesson 2:
- BrainPOP: Addiction
- EdPuzzle
- Celebrity struggles with addiction - how to overcome

Lesson 3:
- BrainPOP: Substance Abuse
- Task Cards
- Interactive Google Slides

Lesson 4-6:
- Individual Research Project

Lesson 7-8
- Watch "Curiosity: Your Body on Drugs"
- Fill-in document

Differentiation

Interdisciplinary Connections
- Science: Discussion about what happens to the body on drugs
- Language Arts: critical reading and writing

Technology Integration
- Google Slides
- EdPuzzle
- WeVideo
- Podcast
- Curiosity: Your body on Drugs
- Google Classroom
- YouTube
- BrainPop Jr: Drugs
- BrainPop Jr: Medicine

Global Perspectives
- What are the laws against abusing drugs in other countries?

Supports for English Language Learners

Assessments

Formative Assessments:
- Mouse Party Project
- Drug Research Project

Summative Assessments, Projects, and Celebrations:
- Pre-test
- BrainPOP quiz
- Study Guide
- Modified Study Guide - Drug Classification
- Drug Classification Quiz
- Post Test
- Modified Post Test

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading

	mapping	
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

Unit 3: Addiction and Treatment

Big Ideas:
Students will be able to understand that…

- A variety of factors can contribute to alcohol, tobacco, and drug disorders and a wide variety of treatment options are available depending on the needs of the individual.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.
- Addiction is a chemical dependency disease and there are strategies to overcome the illness.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is addiction? • What are some treatment options for someone who is addicted to a drug? • What is dopamine? • Where can one go for help to support someone's dependency on drugs? • How does addiction affect individuals and their families? • What factors influence addiction?	• Addiction is a compulsive need for and use of a habit-forming substance, characterized by tolerance and by well-defined symptoms. • Treatment options include in and out-patient rehab, alcoholics anonymous, etc. • Dopamine is a neurotransmitter involved in motivation, pleasure and learning. • People in need of support for dependency on drugs can contact counselors, help-lines, rehab centers, etc.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
By the end of 7th grade, students should be able to… **2.3.8.DSDT.1**: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. **2.3.8.DSDT.2**: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. **2.3.8.DSDT.3**: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. **2.3.8.DSDT.4**: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. **2.3.8.DSDT.5**: Compare and contrast the various services that are available for family members and others affected	Instructional focus: • Students will understand the various long term effects addiction can have on addicts and family members. • Students will demonstrate understanding of how addicts can receive help by creating their own rehab center website. **Lesson 1:** • Connection between substance abuse and addiction • Stages of Addiction • Scholastic - Drugs + Your Body • Scholastic - The Science of Addiction **Lesson 2-5:** • Research and design of Rehab Center Website **Lesson 6** • Peer Assessment on Rehab Center Websites

by substance disorders in the community and at the state level.

Lesson 7-9
- Course Recap

Lesson 10
- Post Assessment

Differentiation

Interdisciplinary Connections
- Science: Discussion about what happens to the body when it is going through addiction and withdrawal
- Language Arts: critical reading and writing

Technology Integration
- BrainPOP
- Google Slides
- EdPuzzle
- WeVideo
- Google Sites
- Google Classroom

Global Perspectives
- What ways are other countries combating addiction in their communities?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Assessments

Formative Assessments:
- Interactive Google Slides
- Impairment Activity
- Results - Impairment Activity
  - Modified Impairment Activity
  - Modified Impairment Results
- Create a Rehab Center Website

Summative Assessments, Projects, and Celebrations:
- Google Doc Fill-Ins

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

Unit 4: Alcohol

Big Ideas:
Students will be able to understand that…

- Potential risk factors and knowledge of strategies to evaluate choices and potential consequences of alcohol can help to reduce negative impacts when confronted with difficult or unsafe situations.
- The use of alcohol can result in long and short term social, emotional, and physical harm to oneself and others.
- Driving under the influence is harmful for one self and others.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What classification is alcohol? • What is the legal status of alcohol in the United States and other countries? • What are the physical and behavioral effects of alcohol? • What effects does alcohol have on the body short term and long term? • What is Blood Alcohol Concentration? • Who can influence decision making in difficult situations? • What are some ways to avoid a difficult situation that may involve alcohol? • What are strategies to avoid drinking and driving? • What are tell-tale signs of a drunk driver?	• Alcohol is a depressant. • One standard drink is recognized as either a beer, glass of wine or 1.5 oz of liquor. • The effects that alcohol has on the body differ depending on the individual, the type of alcohol, the amount of alcohol consumed, and the time length of consumption. • Blood Alcohol Concentration is a measurement of alcohol intoxication used for legal or medical purposes. • Drinking and driving has significant consequences.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
By the end of 7th grade, students should be able to… **2.3.8.ATD.1**: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. **2.3.8.ATD.2**: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. **2.3.8.ATD.3**: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including	Instructional focus: • Students will compare and contrast the differences between drugs and alcohol on the body. • Make a connection to red ribbon week **Lesson 1:** • Alcohol Slides and Notes **Lesson 2:** • Alcohol Brain Pop and related readings **Lesson 3:** • TCNJ drunk driving article and activity **Lesson 4-6:**

e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

- Drunk Buster Intoxicated activities

Lesson 7-8

- Debrief and review alcohol

Differentiation

Interdisciplinary Connections

- Science: Discussion about what happens to the body on alcohol
- Language Arts: critical reading and writing

Technology Integration

- Google Slides
- EdPuzzle
- WeVideo
- Podcast
- Google Classroom
- YouTube

Global Perspectives

- What are the laws of legality of alcohol in other countries?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines &	Timelines	Structures

Assessments

Formative Assessments:

- Alcohol quiz

Summative Assessments, Projects, and Celebrations:

- Pre-test
- BrainPOP quiz
- Study Guide
- Modified Study Guide - Drug Classification
- Drug Classification Quiz
- Post Test
- Modified Post Test

Newspapers		
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
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