

Grade 7
Content Area: Health Curriculum
Length of Course: One Quarter of the School Year

Curriculum

Course Description:

Every student must complete one quarter of Health Education. Students are scheduled for a 8-9 week Health course during their Physical Education period. Non-music students have three or four days of Health and one or two days of Physical Education per week. All students are asked to have PE clothes and sneakers available in the event of cancelled music classes.

The diversified health curriculum allows students to explore topics that are relevant to their social, mental, emotional and physical development. The 7th grade health curriculum follows a sequence that determines topics to be emphasized, reinforced, or introduced throughout the quarter. Pertinent areas include:

- Recognition and identification of the different categories of medicines and their effects on the body.
- Understanding the proper use of medicines and safe practices when taking medicines.
- Learning the different types of illegal substances and their respective categories.
- Developing the understanding of negative health effects that drug abuse causes.
- Decision making, stress management and recognizing and handling peer pressure.

The unit on Medicines, Drugs, Alcohol and mental health will allow students to recognize the dangers of these substances and develop the skills and knowledge to choose a healthy, drug free lifestyle. This is accomplished through the introduction and review of alcohol, illegal drugs and medicines. Psychological, physical and emotional effects associated with drug use, misuse and abuse will also be discussed with refusal skills, positive decision making, peer pressure. The unit on Mental Health will represent a positive approach to understanding stress and emotions, their causes and its management. Decision making skills will also be applied to many different situations in life, throughout life. We will examine the factors that influence emotions as well as define stress and recognize positive and negative effects of stress. Peer pressure situations and effective ways to manage peer pressure will also be eminent.

Big Ideas: *Course Objectives / Content Statement(s)*

Lawton C Johnson Summit Middle School students will experience the following objectives.

Course Objectives:

- Students will be able to identify categories of medicines and the purposes that different medicines serve.
- Students will be able to make educated decisions about refusing the use of illegal substances and drug abuse.
- Students will develop an understanding of the negative effects that drugs and alcohol have on the body long and short term, mentally, physically and emotionally.
- Students will be able to recognize the many aspects of mental health and will utilize decision making skills, stress coping skills and be able to better recognize and manage peer pressure.

Grade 7
Unit 1- Medicines, Drugs and Alcohol

Essential Questions

- What is the difference between over the counter medicines and prescription medicines?
- What is the purpose of medications and how should you effectively choose the appropriate one?
- What are some common medications used to treat illnesses?
- What are the classifications of medicines?
- What is the difference between drug use, misuse and abuse?
- Why do people use and abuse drugs and alcohol, despite the warnings about the dangers to self and others?
- What are the types of alcohol and drugs prevalent in today's society? What classification do they fall into?
- What are the physical and behavioral effects of each classification of drugs?
- What effects does alcohol have on the body short term?
- What effects does alcohol have on the body long term?
- What is Blood Alcohol Concentration?
- What are the physical, mental and emotional effects on the body due to alcohol and drug use/abuse?
- Where can one go for help to support someone's dependency on drugs?
- What are strategies of refusing drugs?
- What type of influences will help me abstain from alcohol and drug use?

Enduring Understandings

Students will understand that...

- There is a difference between use, misuse and abuse of drugs and medicines.
- Over the counter medications differ from prescription medications.
- Different medications serve different purposes.
- There are different classifications of medicines.
- Drug and alcohol is a growing problem worldwide amongst various ages.
- There are various types of drugs and alcohol.
- Alcohol and illegal drugs can affect the body mentally and physically, for short-term and long-term.
- Family and friends are also affected by substance abuse.
- The signs and symptoms of substance abuse.
- How to find treatment services and how they function..
- There are multiple ways to refuse drugs and alcohol.
- The ratios between one drink of beer, liquor and wine is equal.
- There are many alternative activities to partake in other than abusing drugs and alcohol.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Students will:

By the end of Gr. 7

2.3 Drugs and Medicines: Medicines

- 2.3.8.A.2-Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

2.3 Drugs and Medicines: Alcohol, Tobacco, and Other Drugs

- 2.3.8.B.1-Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- 2.3.8.B.3- Analyze the effects of all types of tobacco use on the aging process.
- Rrrrrt.e2.3.8.B.4-Compare and contrast smoking laws in New Jersey with other states and countries.
- 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.
- 2.3.8.B.6-Relate the use of alcohol and other drugs to decision-making and risk for sexual assault,

Examples, Outcomes, Assessments

(see [note](#) below about the content of this section)

Instructional Focus:

- Drug education
- grrrIndividual drug research
- Curiosity, your body on drugs
- Natural high
- Communication strategies

Sample Assessments:

- Entrance & Exit tickets
- Self assessments
- Pair & Share assessments
- Pre & Post Tests
- Projects: Independent and cooperative

Teacher observation

- Motivation levels
- Teamwork & Cooperation
- Social & Emotional skill sets

Instructional Strategies:

- Students will have the opportunity to work independently,

<p>pregnancy, and STIs.</p> <ul style="list-style-type: none"> • 2.3.8.B.7-Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. • 2.3.8.B.8-Analyze health risks associated with injected drug use. <p>2.3 Drugs and Medicines: Dependency/Addiction and Treatment</p> <ul style="list-style-type: none"> • 2.3.8.C.1-Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life. • 2.3.8.C.2-Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. <p>Referring</p> <p>Re</p> <p>To Uu</p>	<p>in partnerships and small groups throughout the unit.</p> <ul style="list-style-type: none"> • Post Essential questions, rubrics, class expectations on website. • Post Rubrics Clear goals and objectives for student learning and performance are communicated to Students and parents. • Students are held accountable for those various strategies (e.g., teacher monitoring, rubrics, assessment and evaluations will be utilized). <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Geography- Substances and abuse that may occur more prevalently in some places than others. • Literature - could include bulletin board postings, website articles and possible blog, student initiated writing <p>Technology Integration</p> <ul style="list-style-type: none"> • Use of available technology & appropriate apps • Google Docs for Educators • Google Classroom • Individual Google Sites with links for students and parents <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • Drug and alcohol abuse is prevalent in every culture across the world however is more prevalent in some places than other it is an individual choice to live a healthy, safe lifestyle no matter where you live.
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NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Civic Literacy
- Health Literacy

**Grade 7
Unit 2- Mental Health**

<p>Essential Questions</p> <ul style="list-style-type: none"> • What are the different types of stress? • What are positive strategies to manage stress? • What are health risks associated with stress? • Define stress and understand why stressors can be both positive and negative in our lives. • Describe the body's response to stress and healthy ways to manage stress. • Identify the factors that contribute to stress and how to combat them. • Discuss techniques that will help resolve conflicts and avoid difficult situations. • Identify what is involved in positive decision making. • What are the steps in making a thoughtful decision? • Why are effective thinking skills a good thing in decision making? • What is peer pressure? • Is peer pressure always negative? • How can one recognize and solve peer pressure situations? • Why does peer pressure exist? • When does peer pressure end? 	<p>Enduring Understandings Students will understand that...</p> <ul style="list-style-type: none"> • Mental health is a constantly evolving aspect of life. • There are common stressors that affect most people and how one can handle them in a positive manner. • There are health risks associated with stress. • Stress can be positive and negative. • You can combat stress through various mental and physical exercises. • There are many factors that influence stress • Effective decision making is more than a one step process. • Decision making is a vital part of life. • Decisions shape your life and outcomes. • Peer pressure exists throughout a lifetime. • Peer pressure is real. • Peer pressure, while portrayed as negative, can also be positive. • By managing stress, peer pressure and having positive decision making skills, one can live a healthier mental lifestyle.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: By the end of Gr. 7</p> <p>2.1 Wellness: Social and Emotional Health 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children. 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations. 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p> <p>2.2 Integrated Skills: Interpersonal Communication 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. 2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</p> <p>2.2 Integrated Skills: Decision-Making and Goal Setting 2.2.2.B.2 Relate decision-making by self and others to one's health. 2.2.6.B.1 Use effective decision-making strategies.</p> <p>2.3 Drugs and Medicines: Dependency/Addiction</p>	<p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Mental health • Stress Management • Decision making • Peer pressure <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Entrance & Exit tickets • Self assessments • Pair & Share assessments • Pre & Post Tests • *Rubric used to assess participation & effort, development of skill, fitness level, overall knowledge, cooperation, attitude & respect, safety, rules and preparation. <p>Teacher observation</p> <ul style="list-style-type: none"> • Motivation levels • Teamwork & Cooperation • Social & Emotional skill sets

and Treatment

2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Instructional Strategies:

- Students will have the opportunity to work independently, in partnerships and small groups throughout the unit.
- Post Essential questions, rubrics, class expectations on on website.
- Post Rubrics
- Communicate clear goals and objectives for student learning and performance to students and parents.
- Students are held accountable for various assessment strategies (e.g.,teacher monitoring, rubrics, written assessment)

Interdisciplinary Connections

- Geography- Different people have to face different situations and are constantly evolving.
- Literature - could include bulletin board postings, website articles and possible blog, student initiated writing

Technology Integration

- Use of available technology & appropriate apps
- Google Docs for Educators
- Google Classroom
- Individual Google Site's with links for students and parents

Culturally Responsive Teaching

- Understand that decision making, stress and peer pressure is worldwide and exists in every culture but in different ways.

NOTE re: Examples, Outcomes and Assessments

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Critical Thinking and Problem Solving

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Media Literacy
Life and Career Skills

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Health Literacy

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading