

# Clinton-Glen Gardner School District



## Curriculum Management System

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Health

Grade 7

August 2015

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015  
Revised: August 20, 2015**

# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Supervisor of Special Services**

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## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

**Writers' Names:** Tim Bidwell  
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# **Clinton-Glen Gardner School District**

## **Mission**

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Responsible decision-making, health enhancing behaviors, being a discriminating consumer, dealing safely with unhealthy or dangerous situations, and developing dependable support systems are all traits that contribute to one's wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. The curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

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**New Jersey State Department of Education  
Core Curriculum Content Standards**

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**A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:**

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21<sup>st</sup> Century Skills by the Partnership of 21<sup>st</sup> Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

# New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION

## Comprehensive Health and Physical Education in the 21<sup>st</sup> Century

Health literacy is an integral component of 21<sup>st</sup> Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

### Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

## **Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21<sup>st</sup> Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

### **Health Literacy includes:**

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

## Grade 7 Health Scope and Sequence

<p><b>Topic: Fitness and Nutrition</b></p> <ul style="list-style-type: none"> <li>a. Nutritional needs assessment</li> <li>b. Healthy meal plans</li> <li>c. Variety in food preparation</li> <li>d. Cultural and ethnic choices</li> <li>e. Unit pricing and food labels</li> <li>f. Barriers to establishing and maintaining healthy eating practices and/or fitness goals</li> <li>g. Influences on food choices and behaviors</li> <li>h. Caloric values of foods</li> <li>i. Nutritional supplements</li> <li>j. Consequences of choices and body image</li> </ul>	<p><b>Topic: Substance Abuse Prevention</b></p> <ul style="list-style-type: none"> <li>a. Difference between helpful and harmful use of prescription and non-prescription drugs</li> <li>b. Long and short term effects of various illegal drugs</li> <li>c. How to report or seek assistance in unsafe situations involving drugs and/or poisonous substances</li> <li>d. Building personal assets</li> <li>e. Avoiding self destructive behavior</li> <li>f. Ways to use positive peer pressure to counteract negative effects of culture</li> <li>g. Resisting negative peer pressure</li> <li>h. Influence of marketing and advertising</li> <li>i. Reinforcement that most teens do not use drugs</li> <li>j. Evaluating government policies and initiatives in substance abuse prevention</li> <li>k. Community resources</li> </ul>
<p><b>Topic: Safety, Injury, and Violence Prevention</b></p> <ul style="list-style-type: none"> <li>a. Strategies to avoid danger</li> <li>b. Ways to avoid, recognize and respond to negative social influences</li> <li>c. Identifying possible causes and effects of conflict on the individual, family and community including dating violence</li> <li>d. Refusal/communication skills regarding dangerous behaviors</li> <li>e. Developing proficiency in first aid</li> <li>f. Precautionary measures to deal with blood</li> <li>g. Causes of death in adolescent age range</li> <li>h. Personal and family emergency health plans</li> </ul>	<p><b>Topic: Social and Emotional Health</b></p> <ul style="list-style-type: none"> <li>a. Importance of short and long term goals</li> <li>b. Interpersonal and intrapersonal skills</li> <li>c. Ways to enhance personal, family and community health</li> <li>d. Group decision-making</li> <li>e. Working cooperatively</li> <li>f. Time management</li> <li>g. Respecting the decisions of others</li> <li>h. Following rules, procedures and process</li> <li>i. Assessing strengths and weaknesses</li> <li>j. Importance of a trusted personal support system</li> <li>k. Identifying healthy and unhealthy relationships</li> <li>l. Dealing with prejudice</li> </ul>
<p><b>Topic: Consumer and Community Health</b></p> <ul style="list-style-type: none"> <li>a. Reliability of health related information</li> <li>b. Role of media in disseminating health information</li> <li>c. Considering socio-economic effects in health related issues</li> <li>d. Health care and productivity</li> <li>e. Availability and accessibility of health care services</li> <li>f. Health advocacy</li> <li>g. Actions of informed consumers</li> </ul>	



**21<sup>st</sup> Century Skills** (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

**21st Century Themes** (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

**Differentiation:** Refer to CPS Differentiation Tool Kit

**Assessment:** District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Topic: Fitness and Nutrition</b>	
		<b>Goal 1:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; design a healthy meal plan within a budget; determine his/her daily healthy caloric intake and expenditure; analyze the nutritional value of foods.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-6	<p>1.1. Use USDA guidelines to assess nutritional needs, analyze dietary intake and make healthy meal plans within a budget. (2.1.8.B.1, 2.1.8.B.3)</p> <p>1.2. Analyze how factors such as health status, age, interests, eating patterns, environmental conditions, culture and personal schedule impact on a fitness level. (2.1.8.B.1)</p> <p>1.3. Use the fitness guidelines of the Food Pyramid to establish a healthy balance of caloric intake and expenditure. (2.1.8.B.1, 2.1.8.B.2)</p> <p>1.4. Analyze the nutritional value of food products, especially those consumed more commonly by adolescents. (2.1.8.B.4)</p> <p>1.5. Set goals for overcoming</p>	<p><b>Essential Questions:</b> What are valid healthy guidelines/resources in making healthy food choices? What factors impact on eating and exercise patterns? How do we determine our daily calorie needs? What nutrients do we need to consider when planning a healthy meal? What information can we find on a food label? What are your fitness and nutrition goals?</p> <p><b>Conceptual Understandings:</b> Eating patterns are influenced by a variety of factors.</p>	<p><b>Materials:</b> Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, nutrition posters</p> <p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> activity</li> <li>2. Discuss USDA dietary guidelines</li> <li>3. Create an economic meal based on nutritional content, value, calories: Can we eat on a budget? Activity #1</li> <li>4. F.I.T.T.ness Pyramid Activity #7</li> <li>5. Body Image/Eating Disorders</li> <li>6. Food Label Scavenger Hunt Activity #3</li> <li>7. BMI Activity # 9</li> <li>8. Other GBS targeted extension activities</li> </ol> <p><b>Assessment Models:</b> Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Topic: Fitness and Nutrition</b>	
		<b>Goal 1:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; design a healthy meal plan within a budget; determine his/her daily healthy caloric intake and expenditure; analyze the nutritional value of foods.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>barriers to establishing and maintaining healthy eating and exercise practices. (2.1.8.B.1, 2.1.8.B.2)</p> <p>1.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>1.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>1.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p><b>Additional Resources:</b> <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K. Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit Internet resources</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Topic: Safety, Injury, and Violence Prevention</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
5-6	<p><b><u>The 2011 NJ DOE mandate to address incidents of dating violence should be integrated into this unit.</u></b></p> <p>2.1. Explain how to take an active role in making your community safe and identify the benefits of community service. (2.2.8.D.1)</p> <p>2.2. Identify types and possible causes of violence upon the health of the individual, family, school and community. (2.1.8.D.1)</p> <p>2.3. Respond appropriately to situations involving bullying. (2.1.8.D.2)</p> <p>2.4. Practice ways to proactively prevent and respond to unsafe situations, recognize emergencies and respond appropriately to dangerous situations. (2.1.8.D.2, 2.1.8.D.3,</p>	<p><b>Essential Questions:</b> What are ways you can get involved in helping make your community safe? What are the benefits of community service? What are the types and causes of violence? What can you do to help prevent bullying? What are ways to respond to emergency situations?</p> <p><b>Conceptual Understandings:</b> Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.  Applying first-aid procedures can minimize injury and save lives.</p>	<p><b>Materials:</b> Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, magazines, newspaper articles</p> <p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Identify local and/or national community service initiatives in which teens are involved</li> <li>2. Discuss types and causes of violence and effect on the health of the individual, family school and community: Conflict and Violence: Activity # 9</li> <li>3. Discuss ways to deal with bullying: Activity #6</li> <li>4. Demonstrate ways to respond to emergencies: Activities #13-18</li> </ol> <p><b>Assessment Models:</b> Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Safety, Injury, and Violence Prevention</b>	
	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Goal 2:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify ways to volunteer and help keep his/her community healthy and safe; identify types and causes of violence; proactively prevent and respond to unsafe situations.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.1.8.D.4)</p> <p>2.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.6. Implement problem-solving strategies to solve a problem in school or the community. (9.1.8.A.2)</p> <p>2.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.8. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>2.9. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		<p><b>Additional Resources:</b></p> <p><i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc.</p> <p><i>Health Education Ideas and Activities:</i> R. Puza</p> <p><i>How to Survive Teaching Health:</i> K.Tillman and P. Toner</p> <p><i>Totally Awesome Health:</i> Meeks and Heit</p> <p>Internet resources</p>

Suggested days of Instruction	Curriculum Management System	<b>Topic: Safety, Injury, and Violence Prevention</b>	
	<u>Subject/Grade Level:</u> <b>Grade 7</b> <b>Health</b>	<u>Goal 2:</u> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify ways to volunteer and help keep his/her community healthy and safe; identify types and causes of violence; proactively prevent and respond to unsafe situations.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	2.10. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)		

Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b>	<b>Topic: Social and Emotional Health</b>	
	<b>Grade 7 Health</b>	<b>Goal 3:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify the components of well-being, skills, and character traits that support healthy social and emotional health, describe strategies needed for response to unhealthy and unsafe social and emotional situations.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
5-6	<p>3.1. Assess internal and external influences, the components of well-being, skills and character traits that support healthy social and emotional health. (2.1.8.E.1, 2.1.8.E.2, 2.2.8.C.1)</p> <p>3.2. Explore internal and external factors that lead to harmful behaviors socially and emotionally (including stress, anger, depression, suicide, harassment, dating violence and bullying). (2.1.8.E.1, 2.1.8.E.2, 2.1.8.E.3, 2.1.8.E.4, 2.2.8.C.2, 2.2.8.C.3)</p> <p>3.3. Demonstrate individual and group strategies to respond or intervene to unhealthy social and emotional situations. (2.1.8.E.1, 2.1.8.E.2, 2.1.8.E.3, 2.1.8.E.4, 2.2.8.B.1, 2.2.8.B.2, 2.2.8.C.1)</p> <p>3.4. Develop strategies to</p>	<p><b>Essential Questions:</b></p> <p>What character traits benefit emotional and social health? Why is it important to utilize character values in everyday decision making? What are some internal and external factors that lead to harmful social and emotional behaviors? How can positive coping strategies and anger/stress management skills assist in handling situations? What is the leading cause of death for teens? What can you do if you notice the signs of depression in yourself or a classmate?</p> <p><b>Conceptual Understandings:</b></p> <p>Social and emotional development impacts all components of wellness.</p> <p>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</p>	<p><b>Materials:</b></p> <p>Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, magazines, newspaper articles, DVDs</p> <p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Character Values Scavenger Hunt</li> <li>2. Character Ridge activity</li> <li>3. Self Responsibility Contract: Activity #1</li> <li>4. Discuss the top three causes of death for teens, ages 15-19: accidents, assault and suicide</li> <li>5. Compare and contrast the internal and external influences on social and emotional health</li> <li>6. Explore strategies and resources to use to overcome harmful influences to social and emotional health</li> <li>7. Anger Management Activity #19</li> <li>8. Stress Management Activity # 20</li> <li>9. Time Management Lesson Helper #12</li> <li>10. Other GBS targeted extension activities</li> </ol> <p><b>Assessment Models:</b></p> <p>Teacher observation Class participation</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Social and Emotional Health</b>	
	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Goal 3:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify the components of well-being, skills, and character traits that support healthy social and emotional health, describe strategies needed for response to unhealthy and unsafe social and emotional situations.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>3.5. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>3.6. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>3.7. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>3.8. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>	<p>Rules regulations and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p>	<p>Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p> <p><b>Additional Resources:</b> <i>The Great Body Shop</i> Middle School Program: The Children’s Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K.Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit Internet resources</p>



<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Topic: Substance Abuse Prevention</b>	
		<b>Goal 4:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; differentiation between the helpful use and harmful misuse of legal drugs; identify the physical, behavioral, mental, emotional, social and financial effects of commonly abused substances by adolescents; understand that health-related decisions have short and long-term consequences; use resistance skills when faced with challenging situations involving unhealthy, dangerous substances; identify reliable support and valid resources when assistance is needed.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
6-7	<p>4.1. Differentiate between the helpful use of and harmful misuse of legal drugs. (2.3.8.B.1)</p> <p>4.2. Predict the legal and financial consequences of the use, sale and possession of illegal substances. (2.3.8.B.2)</p> <p>4.3. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. (2.3.8.B.1, 2.3.8.B.5, 2.3.8.B.6, 2.3.8.B.7, 2.3.8.B.8)</p> <p>4.4. Identify ways to help counteract the negative effects of living in a culture where alcohol, tobacco or other drug abuse or dependency exists. (2.3.8.C.1, 2.3.8.C.2)</p> <p>4.5. Practice strategies for</p>	<p><b>Essential Questions:</b></p> <p>What is one of your most powerful assets when it comes to avoiding risks to your health?</p> <p>How does peer pressure affect you both positively and negatively?</p> <p>Does legal mean safe?</p> <p>How does the use of alcohol and other drugs impact on decision making and the risk for STDs and pregnancy?</p> <p>Is smoking marijuana safer than smoking tobacco?</p> <p>What are recommendations for living a drug free life?</p> <p><b>Conceptual Understandings:</b></p> <p>Knowledge about drugs, drug abuse and dependency can help one make positive and healthy choices.</p> <p>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>Substance abuse is caused by a variety of factors.</p>	<p><b>Materials:</b></p> <p>Great Body Shop Middle School student issues/teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, magazines, newspaper articles, DVDs</p> <p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the difference between helpful use of and harmful misuse of legal drugs: Activity#17: Schedule 1-5 Drugs; Lesson Helper #10: Drug Research</li> <li>2. Analyze the effects of tobacco use on the body and aging</li> <li>3. Tobacco Chemical Word Search: Activity #10</li> <li>4. 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</li> <li>5. What's the Story on Drinking?: Activity #18</li> <li>6. Discuss the legal and financial consequences of the use, sale and possession of illegal substances</li> <li>7. Drug Use Facts: Pick a Number: Activity # 1</li> </ol>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Topic: Substance Abuse Prevention</b>	
		<b>Goal 4:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; differentiation between the helpful use and harmful misuse of legal drugs; identify the physical, behavioral, mental, emotional, social and financial effects of commonly abused substances by adolescents; understand that health-related decisions have short and long-term consequences; use resistance skills when faced with challenging situations involving unhealthy, dangerous substances; identify reliable support and valid resources when assistance is needed.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	resisting negative peer pressure to engage in substance abuse and self-destructive behavior. (2.2.8.B.1, 2.2.8.B.2, 2.3.8.C.1)  4.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)  4.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)  4.8. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)  4.9. Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends and others.  Every health-related decision has short and long-term consequences and affects the ability to reach health goals.	<b>Assessment Models:</b> Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes  <b>Additional Resources:</b> <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K. Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit Internet resources <i>Substance Abuse Prevention Activities:</i> P.Toner <i>Substance Abuse Prevention Activities For Secondary Students:</i> P. Gerne and T. Gerne <i>The Truth About Drugs</i> program materials: <a href="http://www.drugfreeworld.org">www.drugfreeworld.org</a>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Topic: Substance Abuse Prevention</b>	
		<b>Goal 4:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; differentiation between the helpful use and harmful misuse of legal drugs; identify the physical, behavioral, mental, emotional, social and financial effects of commonly abused substances by adolescents; understand that health-related decisions have short and long-term consequences; use resistance skills when faced with challenging situations involving unhealthy, dangerous substances; identify reliable support and valid resources when assistance is needed.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions,</b> <b>Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	societal messages. (9.1.8.E.2)  4.10. Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. (9.1.8.E.3)  4.11. Determine the undesired consequences of unethical uses of media. (9.1.8.E.4)		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 7 Health</b>	<b>Topic: Consumer and Community Health</b>	
		<b>Goal 5:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify agencies that support public health; defend a position on a health or social issue to create community awareness; participate in a volunteer activity that will benefit a health initiative.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-6	<p>5.1. Evaluate various health products, services, and resources from different sources including the internet. (2.1.8.C.2, 2.2.8.E.1)</p> <p>5.2. Plan and implement volunteer activities to benefit a local, state, national or world health initiative. (2.2.8.D.1)</p> <p>5.3. Determine opportunities for micro-financing of global charities and causes. (9.2.8.F.5)</p> <p>5.4. Defend a position on a health or social issue to activate community awareness and responsiveness. (2.2.8.D.2)</p> <p>5.5. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments,</p>	<p><b>Essential Questions:</b> Why is it important to educate yourself about health products, services and resources? How can you raise community awareness and responsiveness surrounding health or social issues?</p> <p><b>Conceptual Understandings:</b> Potential solutions to health issues are dependent on health literacy and available resources.  Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.  Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.</p>	<p><b>Materials:</b> Great Body Shop Middle School student issues/teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, magazines, newspaper articles, DVDs</p> <p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Being a Smart Consumer: Activity #15</li> <li>2. Agencies Acronym Search: Lesson Helper #13</li> <li>3. Become an Public Health Advocate: Lesson Helper #3-7</li> <li>4. Develop/support and promote a community event that supports community health (i.e. JRFH fundraiser); Make a Difference: Activity #14; Lesson Helpers #15-17</li> <li>5. The Lyme Disease Debate: Activity #4</li> </ol> <p><b>Assessment Models:</b> Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Consumer and Community Health</b>	
	<b>Subject/Grade Level:</b> <b>Grade 7</b> <b>Health</b>	<b>Goal 5:</b> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify agencies that support public health; defend a position on a health or social issue to create community awareness; participate in a volunteer activity that will benefit a health initiative.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>and projects. (9.1.8.C.2)</p> <p>5.6. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>5.7. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>5.8. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p><b>Additional Resources:</b> <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K.Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit Internet resources</p>