



Nutley Public Schools

Health

Grade: 7

Unit 1: Alcohol, Tobacco and other Drugs	
Summary and Rationale	
<p>This unit aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.</p>	
Recommended Pacing	
4 weeks	
Standards	
Personal Growth and Development	
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
Nutrition	
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds
2.1.8.B.4	Analyze the nutritional values of new products and supplements.
Diseases and Health Conditions	
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.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
Safety	
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
Social and Emotional Health	
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
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.
Decision-Making and Goal Setting	
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
Character Development	
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
Advocacy and Service	
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
Health Services and Information	
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.

Medicines	
2.3.8.A.1	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.
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.
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.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
2.3.8.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, pregnancy, and STIs.
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.
Dependency/Addiction and Treatment	
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.
Relationships	
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
Sexuality	
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus

Enduring Understandings

Health is affected by personal decisions and outside forces.
Understanding pressures can help in making decisions.
Individuals can make decisions that protect their health.
People can help others resist health-risky behaviors.
Taking responsibility to be tobacco, drug and alcohol free is the best choice a teen can make for his or her health.

Essential Question

Why use tobacco, alcohol, and marijuana?
Why avoid tobacco, alcohol, and marijuana?
What are the risks involved with current drugs, their use and abuse?
Why some teens do chose to begin using tobacco, alcohol and other drugs?
How can I evaluate the validity and reliability of health information?

Evidence of Learning (Assessments)

Tests
Quizzes
Rubrics
Projects
Homework
Peer/Self-Assessment

Objectives

Students will know or learn:

- Reasons that people use alcohol, tobacco, and marijuana.
- Reasons not to use alcohol, tobacco, and marijuana (benefits of nonuse).
- Social and physical consequences of using alcohol, tobacco, and marijuana.
- Where pressures come from.
- Alternatives to drug use.
- The harmful effects of tobacco use to smokers and non-smokers.
- The short-term and long-term effects of alcohol and drug use.
- The benefits of remaining tobacco, alcohol and drug free.

Students will be able to:

- Resist pressures to use tobacco, alcohol and other drugs.
- Analyze advertising messages.
- Support others in resisting pressures to use drugs.
- Describe the harmful effects of tobacco use to smokers and non-smokers.
- Describe the short-term and long-term effects of alcohol and drug use.
- List the benefits of remaining tobacco, alcohol and drug free.
- Accept personal responsibility for choices about alcohol, tobacco and other drugs
- Encourage others not to use alcohol, tobacco and other drugs
- Know to how get help.

Integration
Technology Integration
Chrome Books
Writing Integration
Reflection
Competencies
Suggested Resources
www.inhalant.org/inhalant-abuse/ http://teens.drugabuse.gov/ http://www.scholastic.com/drugs-and-your-body/index.htm http://drugfactsweek.drugabuse.gov/index.php http://www.webmd.com/mental-health/addiction/marijuana-use-and-its-effects http://www.drugfree.org/ http://www.toosmartostart.samhsa.gov/leaders/default.aspx



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Unit 2: First Aid	
Summary and Rationale	
<p>This unit is designed to have students become familiar with basic first aid knowledge and skills. Another important area within the unit will focus on addressing and developing personal safety practices. Students will also become familiar with first aid procedures and safety practices that will be helpful in times of emergency, these skills will be beneficial to the community in which they live in. The unit will also prepare students to be involved in important decision making regarding safety practices. Basic first-aid techniques can save lives, reduce the severity of an injury, and enhance recovery. Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p>	
Recommended Pacing	
2 weeks	
Standards	
Personal Growth and Development	
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
Safety	
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
Social and Emotional Health	
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
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.
Decision-Making and Goal Setting	
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
Character Development	
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
Advocacy and Service	
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
Health Services and Information	
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
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.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.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	

Enduring Understandings
<p>Basic first-aid techniques can save lives, reduce the severity of an injury, and enhance recovery. Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p>
Essential Question
<p>How do you recognize a medical emergency and how will you respond? What are the steps in assessing emergency situations? What the basic first-aid responses to minor situations? What are the emergency responses to major or life threatening situations? How can you determine if a situation is safe or unsafe?</p>
Evidence of Learning (Assessments)
<p>Tests Quizzes Rubrics Projects Homework Peer/Self-Assessment</p>
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • The major wounds and injuries including, fractures, sprains, strains, and burns. • The Good Samaritan Law • The R.I.C.E treatment • Sources that cause burns & explain safety and treatment procedures for minor burns • How to identify life threatening injuries <p>Students will be able to:</p> <ul style="list-style-type: none"> • Assess when to use basic first-aid procedures. • Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. • Demonstrate first-aid procedures including victim and situation assessment, the care of head trauma, bleeding and wounds, burns, fractures, and poisoning. • Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
Integration
Technology Integration
<p>Chrome Books</p>

Writing Integration
Reflections
Suggested Resources
http://www.brainpop.com/educators/community/bp-topic/first-aid/ http://www.webmd.com/first-aid/default.htm http://www.mayoclinic.org/first-aid http://kidshealth.org/teen/safety/#cat20182



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Unit 3: Peer Pressure, Stress, And Decision Making	
Summary and Rationale	
<p>Students will learn about the effects of peer pressure, and their own self-esteem in relation to making good decisions. During this unit students will explore their role and choices in how they respond to stress, and identify the supports they need in place to cope with stress in a healthy way. Students will discuss the meaning of stress and brainstorm the causes of stress for people their age. They will rate how stressful they find different situations and learn techniques and strategies to deal and cope with stress.</p>	
Recommended Pacing	
2 weeks	
Standards	
Personal Growth and Development	
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
Nutrition	
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
Diseases and Health Conditions	
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
Safety	
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.

2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
Social and Emotional Health	
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
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.
Decision-Making and Goal Setting	
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
Character Development	
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
Advocacy and Service	
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
Health Services and Information	
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
Medicines	
2.3.8.A.1	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.
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.
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.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
2.3.8.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, pregnancy, and STIs.
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.
Dependency/Addiction and Treatment	
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.
Relationships	
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
Sexuality	
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.
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)

Instructional Focus
Enduring Understandings
<p>The effects of peer pressure and the importance of good decision making skills lead to a healthy, active lifestyle. Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. Health is affected by personal decisions and outside forces. Understanding pressures can help in making decisions. Individuals can make decisions that protect their health.</p>
Essential Question
<p>How will you develop and use personal and interpersonal skills to support a healthy, active lifestyle? What effect does stress have on my emotional health? What are strategies to prevent or minimize stress? What are some healthy ways to reduce stress?</p>
Evidence of Learning (Assessments)
<p>Tests Quizzes Rubrics Projects Homework Peer/Self-Assessment</p>
Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • Characteristics of positive role models • Positive ways to handle/express emotions • Ways to manage and reduce anger and conflict • How to resist peer pressure • How to identify stressors • Strategies to reduce stress <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify various sources of stress • Recognize signs and symptoms of stress • Describe healthy ways of managing stress • Describe ways of reducing risks for stress-related illnesses • Describe strategies to resist peer pressure
Integration
Technology Integration
<p>Chrome Books</p>

Writing Integration
Reflection
Suggested Resources
http://classroom.kidshealth.org/6to8/personal/growing/peer_pressure.pdf http://www.thecoolspot.gov/ http://www.bam.gov/sub_yourlife/yourlife_gotbutterflies.html http://www.bam.gov/sub_yourlife/yourlife_stressometer.html http://www.bam.gov/sub_yourlife/yourlife_feelingfrazzled.html http://kidshealth.org/teen/your_mind/emotions/stress.html www.brainpop.com http://www.toosmartostart.samhsa.gov/leaders/default.aspx