



Health Curriculum

Grade 7

Developed By:

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Effective Date: September 2022

Scope and Sequence

| Unit 1 | Emotional and Mental Health | 2 Weeks (8 class lessons) |
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| Unit 2 | Tobacco, Alcohol, and Other Drugs | 4 weeks (20 class lessons) |
| Unit 3 | Violence and Injury Prevention | 3 weeks (15 class lessons) |

Unit 1: Emotional and Mental Health

This unit introduces students to different dimensions of health such as emotional and mental health.

Summary and Rationale

This unit introduces students to different dimensions of health such as emotional and mental health and discusses ways young people can maintain or improve these aspects of their health by identifying characteristics of healthy relationships and developing communication skills. Students will examine what it means to be emotionally healthy, qualities and benefits of healthy relationships and practice skills for effective communication. Lessons will focus on learning self-control strategies for managing anger and emphasize the importance of getting help for troublesome feelings and how self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Recommended Pacing

2 weeks

Standards

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

Core Idea

Performance Expectations

Individual actions, genetics, and family history can play a role in an individual's personal health.

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Pregnancy and Parenting

Emotional Health

Core Idea

Performance Expectations

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations

- 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.

Social and Sexual Health

Core Idea

Performance Expectations

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.

| Community Health Services and Support | |
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| Core Idea | Performance Expectations |
| Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. | 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. |
| 2.2 Physical Wellness by the End of Grade 8 | |
| Movement Skills and Concepts (Please see Physical Education Curriculum document) | |
| Physical Fitness (Please see Physical Education Curriculum document) | |
| Lifelong Fitness (Please see Physical Education Curriculum document) | |
| Nutrition (Please see Physical Education Curriculum document) | |
| 2.3 Safety by the End of Grade 8 | |
| Personal Safety | |
| Core Idea | Performance Expectations |
| Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. | <ul style="list-style-type: none"> • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully. • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships. |
| Health Conditions, Diseases and Medicines | |
| Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition. | <ul style="list-style-type: none"> • 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. |
| Alcohol, Tobacco and other Drugs | |
| Core Idea | Performance Expectations |
| The use of alcohol, tobacco (including e- cigarettes, vaping), and other drugs (including cannabis products) | <ul style="list-style-type: none"> • 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.4: Explain the impact of alcohol and other drugs on areas of the brain that |

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| can result in social, emotional, and physical harm to oneself and others. | 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. |
| Dependency, Substances Disorder and Treatment | |
| Core Idea | Performance Expectations |
| The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | <ul style="list-style-type: none"> • 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 by substance disorders in the community and at the state level. |
| Interdisciplinary Connections | |
| Standard x.x | |
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| Integration of Technology | |
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| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <p>Describe characteristics of an emotionally healthy person.</p> <p>Explain ways to improve emotional health.</p> <p>Describe healthy ways to deal with troublesome feelings.</p> <p>Summarize the benefits of talking with parents or other trusted adults about troublesome feelings.</p> <p>Describe warning signs that troublesome feelings require help.</p> <p>Describe characteristics of healthy relationships.</p> <p>Describe benefits of healthy relationships.</p> <p>Describe effective communication skills.</p> <p>Demonstrate decision-making skills that can be used to support emotional health.</p> | <p>What are the different dimensions of health?</p> <p>What does it mean to be emotionally healthy?</p> <p>How does your physical health affect your emotional health?</p> <p>How does your emotional health affect your social health?</p> <p>What are the qualities and benefits of a healthy relationship?</p> <p>How does developing effective communication skills support healthy relationships and emotional health?</p> <p>How does expressing feelings impact relationships either in a positive or negative way?</p> |
| Evidence of Learning (Assessments) | |
| <p>Informal Assessments</p> <p>Homework/Classwork</p> | |

Peer/Self Assessment

Unit Assessment

Objectives (SLO)

Lesson 1: Dimensions of Health

Students will be able to:

1. Explain the interrelationship of physical, mental, emotional, social and spiritual health.

Lesson 2: Classroom Rules & Responsibilities

Students will be able to:

1. Describe what it means to be a responsible person.
2. Describe prosocial behaviors that contribute to a positive classroom environment.
3. Generate classroom rules that will contribute to a positive classroom environment.

Lesson 3: Being Emotionally Healthy

Students will be able to:

1. Describe characteristics of an emotionally healthy person.
2. Explain ways to improve emotional health.

Lesson 4: Qualities of Healthy Relationships

Students will be able to:

1. Compare and contrast healthy and unhealthy relationships.
2. Describe characteristics of healthy relationships.
3. Describe benefits of healthy relationships.

Lesson 5: Building Healthy Relationships Through Communication

Students will be able to:

1. Demonstrate effective communication skills.
2. Demonstrate effective listening skills.

Lesson 6: Expressing Your Feelings

Students will be able to:

1. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
2. Explain appropriate and healthy ways to express emotions.
3. Explain how the expression of emotions can help or hurt oneself and others.

Lesson 7: Self-Control Skills for Dealing with Difficult Feelings

Students will be able to:

1. Describe examples of situations that require self-control.
2. Analyze the risks of impulsive behaviors.
3. Demonstrate appropriate ways to respond when angry or upset.

Lesson 8: Getting Help for Troublesome Feelings

Students will be able to:

1. Identify trusted adults to talk to about troublesome feelings.
2. Summarize the benefits of talking with parents or other trusted adults about troublesome feelings.

3. Describe warning signs that troublesome feelings require help.
4. Identify anxiety and depression as troublesome feelings that require professional help.
5. Demonstrate how to effectively ask for help for troublesome feelings for themselves or a friend.

Suggested Resources/Technology Tools

Required: ETR HealthSmart Online Resources

Modifications

Special Education -
ELL -
Gifted and Talented -
504 -

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 2: Tobacco, Alcohol & Other Drug Prevention

This unit aims to provide students with information on the effects of alcohol, tobacco, and other drugs.

Summary and Rationale

This unit aims to provide students with information on 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 and lead to illness and injury. Helping students to separate fact from fiction and 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.

Recommended Pacing

4 weeks

Standards

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Pregnancy and Parenting

Emotional Health

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

- 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.

Social and Sexual Health

Community Health Services and Support

Core Idea

Performance Expectations

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school

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| | <p>staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</p> <ul style="list-style-type: none"> • 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources. |
| <p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p> | <ul style="list-style-type: none"> • 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. • 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.t. |
| <p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p> | <p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available</p> |
| 2.2 Physical Wellness by the End of Grade 8 | |
| Movement Skills and Concepts (Please see Physical Education Curriculum document) | |
| Physical Fitness (Please see Physical Education Curriculum document) | |
| Lifelong Fitness (Please see Physical Education Curriculum document) | |
| Nutrition (Please see Physical Education Curriculum document) | |
| 2.3 Safety by the End of Grade 8 | |
| Personal Safety | |
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| Health Conditions, Diseases and Medicines | |
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| Alcohol, Tobacco and other Drugs | |
| Core Idea | Performance Expectations |
| <p>The use of alcohol, tobacco (including e- cigarettes, vaping), and other drugs (including cannabis products)</p> | <ul style="list-style-type: none"> • 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. |

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| <p>can result in social, emotional, and physical harm to oneself and others.</p> | <ul style="list-style-type: none"> • 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. |
| <p>Dependency, Substances Disorder and Treatment</p> | |
| <p>Core Idea</p> | <p>Performance Expectations</p> |
| <p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p> | <ul style="list-style-type: none"> • 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. |
| <p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p> | <ul style="list-style-type: none"> • 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 by substance disorders in the community and at the state level. |
| <p>Interdisciplinary Connections</p> | |
| <p>Standard x.x</p> | |
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| <p>Integration of Technology</p> | |
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| <p>Instructional Focus</p> | |
| <p>Enduring Understandings:</p> | <p>Essential Questions:</p> |
| <p>Health is affected by personal decisions and outside forces. Individuals can make decisions that protect their health.</p> | <p>What are the risks involved with using drugs, alcohol, and tobacco? How can I evaluate the validity and reliability of health information?</p> |

Evidence of Learning (Assessments)

Informal Assessments
Homework/Classwork
Peer/Self Assessment
Unit Assessment

Objectives (SLOs):

Lesson 1: Teens & Drugs: What's the Truth?

Examine perceived norms around vaping, and the use of other tobacco products, alcohol, marijuana and opioids.
Explain that most teens do not use tobacco, alcohol or other drugs.

Lesson 2: Alcohol: What's the Truth?

Students will be able to:

Summarize the negative consequences of using alcohol.
Explain how using alcohol could negatively affect their lives.
Describe the relationship between alcohol use and other risky behaviors.

Lesson 3: Vaping & Other Tobacco Products: What's the Truth?

Students will be able to:

Describe the negative short- and long-term physical effects of using tobacco.
Summarize the negative health effects of secondhand smoke.
Describe negative effects of vaping.
Summarize the personal benefits of being tobacco free.

Lesson 4: Marijuana: What's the Truth?

Students will be able to:

Summarize the negative short- and long-term effects of marijuana use.
Explain that most teens do not use marijuana.

Lesson 5: Medicines: What's the Truth?

Students will be able to:

Explain directions for correct use of over-the-counter and prescription medicines.
Differentiate between proper use and misuse of over-the-counter and prescription medicines.
Describe negative effects of misusing over-the-counter and prescription medicines.

Lesson 6: Experimentation & Addiction: What's the Truth?

Students will be able to:

Determine reasons teens choose to use tobacco, alcohol and other drugs.
Evaluate the dangers of experimenting with tobacco, alcohol or other drugs.
Explain why using alcohol or other drugs is an unhealthy way to manage stress.

Lesson 7: Opioids: What's the Truth?

Students will be able to:

Differentiate between proper use and abuse of prescription opioids.
Describe negative consequences of misusing opioids.

Lesson 8: Consequences of Drug Use: How Bad Could It Be?

Students will be able to:

- Explain how using tobacco, alcohol and other drugs can negatively affect multiple aspects of a person's life.
- Examine the likelihood and seriousness of negative consequences resulting from tobacco, alcohol and other drug use.
- Describe how negative consequences of using tobacco, alcohol and other drugs could affect them personally.

Lesson 9: Influences on My Choices About Drugs

Students will be able to:

- Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs.
- Describe strategies to strengthen positive influences and counter negative influences on choices about drug use.

Lesson 10: Self-Talk for Being Drug Free

Students will be able to:

- Analyze influences that might pressure someone to use tobacco, alcohol and other drugs.
- Demonstrate self-talk to counter influences to use tobacco, alcohol and other drugs.

Lesson 11: My Peers & Their Feelings About Drugs

Students will be able to:

- Determine reasons teens choose to use or not use tobacco, alcohol and other drugs.
- Describe healthy alternatives to using tobacco, alcohol and other drugs.
- Summarize the personal benefits of being drug free.

Lesson 12: Family, School & Community Rules About Drugs

Students will be able to:

- Summarize family rules about vaping, other tobacco products, alcohol and other drugs.
- Access resources to find information about school policies on drug use.
- Summarize school policies regarding vaping, other tobacco products, alcohol and other drugs.
- Summarize community laws regarding purchasing and using vaping and other tobacco products, alcohol and other drugs.

Lesson 13: Tobacco Companies: Are They Targeting Youth?

Students will be able to:

- Analyze ways the tobacco industry promotes vaping and the use of other tobacco products among young people.

Lesson 14: Counter-Advertisements

Students will be able to:

- Support a positive health message about being tobacco or alcohol free with accurate information.
- Advocate for peers to be tobacco and alcohol free.

Lesson 15: Peer Pressure: Ways to Say NO

Students will be able to:

- Describe effective verbal and nonverbal ways to resist pressure to vape or use other tobacco products, alcohol or other drugs.

Lesson 16: Roleplay Practice: Resisting Drug Pressure

Students will be able to:

Demonstrate effective refusal skills to say NO to pressure to use drugs.

Lesson 17: Drug-Free Pledges: Support for Myself & Others

Students will be able to:

Express intentions to be drug free.

Summarize the personal benefits of being drug free.

Identify ways to help others be drug free.

Suggested Resources/Technology Tools

Required: ETR HealthSmart Online Resources

Optional:

Modifications

Special Education-

ELL-

Gifted and Talented -

504 -

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 3: Violence and Injury Prevention

Students will learn about violence and injury prevention.

Summary and Rationale

This unit will focus on addressing and developing personal safety practices. Students will also become familiar with safety practices that will be helpful in times of emergency. The unit will also prepare students to be involved in important decision making regarding safety practices. 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.

Recommended Pacing

3 weeks

Standards

2.1 Personal and Mental Health by the End of Grade 8

Personal Growth and Development

| Core Idea | Performance Expectations |
|---|--|
| Responsible actions regarding behavior can impact the development and health of oneself and others. | <ul style="list-style-type: none"> • 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. |

Pregnancy and Parenting

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Emotional Health

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| Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations | <ul style="list-style-type: none"> • 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. |
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Social and Sexual Health

| Core Idea | Performance Expectations |
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| Relationships are influenced by a wide variety of factors, individuals, and behaviors. | <ul style="list-style-type: none"> • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships • 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. • 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. • 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. |
| There are factors that contribute to making healthy decisions about sex. | <ul style="list-style-type: none"> • 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. • 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). • 2.1.8.SSH.9: Define vaginal, oral, and anal sex. • 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). • 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). |
| Community Health Services and Support | |
| Core Idea | Performance Expectations |
| Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health. | <ul style="list-style-type: none"> • 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. |
| Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial. | 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. |
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| Lifelong Fitness (Please see Physical Education Curriculum document) | |
| Nutrition (Please see Physical Education Curriculum document) | |

| 2.3 Safety by the End of Grade 8 | |
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| Personal Safety | |
| Core Idea | Performance Expectations |
| Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. | 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others. |
| Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. | <ul style="list-style-type: none"> • 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully • 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships |
| Health Conditions, Diseases and Medicines | |
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| Alcohol, Tobacco and other Drugs | |
| Core Idea | Performance Expectations |
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| Dependency, Substances Disorder and Treatment | |
| Core Idea | Performance Expectations |

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| <p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p> | <ul style="list-style-type: none"> • 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. |
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| Interdisciplinary Connections | |
| Standard x.x | |
| Integration of Technology | |
| | |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <p>Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</p> <p>Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> | <p>What is the difference between intentional injury and unintentional injury?</p> <p>What is the difference between good and unsafe risks?</p> <p>What are the negative consequences of injury and the benefits of avoiding risks?</p> |
| Evidence of Learning (Assessments) | |
| <p>Informal Assessments</p> <p>Homework/Classwork</p> <p>Peer/Self Assessment</p> <p>Unit Assessment</p> | |
| Objectives (SLO) | |

Lesson 1: Understanding Risks & Unintentional Injury

Students will be able to:

- Describe consequences of unintentional injury.
- Describe situations that could lead to unsafe risks that cause injuries.
- Identify benefits of reducing the risks for injury.

Lesson 2: Avoiding Motor Vehicle Injuries

Students will be able to:

- Describe ways to reduce risks of injuries while riding in or on a motor vehicle.
- Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.
- Describe ways to avoid riding in or on a motor vehicle with a driver who has been using alcohol or other drugs.

Lesson 3: Safety Rules to Prevent Common Injuries

Students will be able to:

- Describe ways to reduce the risk of injuries around water.
- Describe ways to reduce the risk of injuries in case of fire.
- Describe ways to reduce the risk of injuries during sports and recreational activities.
- Describe ways to reduce the risk of injuries from firearms.
- Describe ways to reduce the risk of injuries as a pedestrian.
- Describe ways to reduce the risk of injuries from falls.
- Identify actions to take to prevent injuries during severe weather.

Lesson 4: Safety Gear & Me

Students will be able to:

- Explain the importance of helmets and other safety gear for biking, skateboarding, inline skating and other activities.
- Demonstrate advocacy skills to support others to be safe by encouraging the use of safety gear.

Lesson 5: Resisting Dares

Students will be able to:

- Describe words and actions they can use to resist dares.
- Demonstrate effective refusal skills to say NO to pressure to take unsafe risks.

Lesson 6: Making Safe Decisions

Students will be able to:

- Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries

Lesson 7: Preparing for School Emergencies

Students will be able to:

- Demonstrate how to respond to school emergencies.

Lesson 8: Understanding Violence

Students will be able to:

- Identify causes of violence.
- Describe consequences of violence to perpetrators, victims and bystanders.
- Explain the role of bystanders in escalating, preventing or stopping violence.
- Describe prosocial behaviors that help stop or prevent violence.

Lesson 9: Understanding Bullying

Students will be able to:

- Explain the effects of bullying on targets and bystanders.
- Describe how power and control differences can contribute to bullying.

Lesson 10: Taking a Stand Against Bullying

Students will be able to:

- Explain and identify actions to prevent or stop bullying.
- Express intentions to help prevent bullying at school.
- Demonstrate how to effectively ask for help to stop bullying, the effects of bullying on targets and bystanders.
- Describe how power and control differences can contribute to bullying.

Lesson 11: Hazing: A Different Kind of Bullying

Students will be able to:

- Define hazing and explain why it is a form of bullying.
- Describe consequences of hazing.
- Explain ways to prevent or stop hazing.

Lesson 12: Our Code of Conduct

Students will be able to:

- Advocate against bullying and hazing.

Lesson 13: Feelings & Fights

Students will be able to:

- Describe situations that could lead to physical fighting.
- Describe nonviolent ways to respond when angry or upset.

Lesson 14: Skills to Resolve Conflict

Students will be able to:

- Describe ways to manage interpersonal conflict nonviolently.
- Explain why it is important to understand the perspectives of others in resolving conflicts.
- Determine the benefits of using nonviolent means to solve interpersonal conflicts.
- Describe strategies to avoid physical fighting.

Lesson 15: Conflict Resolution Role Plays

Students will be able to:

- Demonstrate skills for resolving conflict.

Lesson 16: Dealing with Unwanted Touch

Students will be able to:

- Demonstrate using assertive communication to defend personal boundaries.
- Explain why individuals have the right to refuse sexual contact.

Lesson 17: Understanding Sexual Abuse

Students will be able to:

- Explain that a person who has been sexually abused is not at fault.
- Explain that sexual abuse should be reported to a trusted adult.

Explain that there are resources and supports that can help survivors of abuse heal and recover.
Demonstrate how to ask for help for themselves or a friend.

Suggested Resources/Technology Tools

Required: ETR HealthSmart Online Resources

Modifications

Special Education -
ELL -
Gifted and Talented -
504 -

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>