

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health
Grade 7

<p>Topic 1: Personal Health</p> <p>Objectives:</p> <p>Describe the appropriate selection and use of healthcare and personal hygiene products.</p> <p>Evaluate the impact of behaviors and choices on personal and family wellness.</p> <p>Essential Questions:</p> <p>How do personal health choices impact our own health as well as the health of others?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will investigate hygiene products and discuss their effectiveness.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.8.A: Personal Growth and Development: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p>2.1.8.A.1: Assess and apply health data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.2: Compare and contrast the impact of genetics, family history, personal health practices, and</p>
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				<p>environment on personal growth and development in each life stage.</p> <p>2.1.8.A.4: Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p>
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<p>Topic 2: Growth and Development</p> <p>Objectives:</p> <p>Investigate the physical, social, emotional, and intellectual changes that occur at each stage of life and how those changes impact wellness.</p> <p>Essential Questions:</p> <p>How do personal health choices impact our own health as well as the health of others?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Working in groups, students will discuss information concerning physical and emotional changes that occur in adolescents and present information to the class.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess group presentations according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.1.8.A.1: Assess and apply health data to enhance each dimension of personal wellness.</p> <p>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.</p>
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<p>Topic 3: Nutrition</p> <p>Objectives:</p> <p>Analyze how culture, health status, age, and eating environments can influence personal eating patterns and discuss ways to improve nutritional balance.</p> <p>Describe healthy ways to lose, gain, or maintain weight.</p> <p>Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol.</p> <p>Essential Questions: How are food choices influenced by culture and tradition?</p> <p>What role do family, peers, and the media have on food choices now and throughout life?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will create entries in their Health Journals that address the topic of nutrition.</p> <p>Using the internet to access information, students will create personal health plans.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p> <p>Internet research at:choosemyplate.gov</p>	<p>Assessment:</p> <p>Topic Quiz</p> <p>Assess students' personal health plans according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.1.8.B: Nutrition: Eating patterns are influenced by a variety of factors.</p> <p>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.</p> <p>2.1.8.B.2: Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> <p>2.1.8.B.3: Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p>
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<p>Topic 4: Diseases and Health Conditions</p> <p>Objectives:</p> <p>Investigate current and emerging methods to diagnose and treat diseases and health conditions.</p> <p>Classify diseases and health conditions as communicable, acute, chronic, or inherited.</p> <p>Investigate forms of mental illness.</p> <p>Essential Questions:</p> <p>How can a personal commitment to wellness influence the health of others?</p> <p>How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will research various forms of mental conditions, their diagnoses and treatment. They will present their findings in small groups.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p> <p>Computers</p>	<p>Assessment:</p> <p>Lesson Review Quiz</p> <p>Assess student research presentations.</p>	<p>NJCCCS:</p> <p>2.1.8.C: Diseases and Health Conditions: The prevention and control of diseases and health conditions are affected by many factors.</p> <p>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.</p> <p>2.1.8.C.2: Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.8.C.3: Analyze the impact of mental illness (e.g., depression, impulse disorders such</p>
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				as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
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<p>Topic 5: Safety</p> <p>Objectives:</p> <p>Assess situations in the home, social groups, and the community for perceived vs. actual risks of injury.</p> <p>Investigate the short-and long-term impacts of injuries on the individual, the family, or community.</p> <p>Essential Questions:</p> <p>Why is it so difficult to educate people about risky behaviors?</p> <p>Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Using index cards, students will describe various injuries and how to treat them.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Lesson Review Quiz</p>	<p>NJCCCS:</p> <p>2.1.8.D: Safety: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>2.1.8.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.8.D.3: Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p>
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<p>Topic 6: Social and Emotional Health</p> <p>Objectives:</p> <p>Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.</p> <p>Discuss the developmental tasks of adolescence including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.</p> <p>Essential Questions:</p> <p>What role does social and emotional health play in total health?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will interview a family member on how personal assets benefited their social and emotional health.</p> <p>After research and discussion, students will create a list of situations that could cause stress.</p> <p>Working in groups, students create presentations to describe the body's response to stress and demonstrate healthy ways to manage stress.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p> <p>Internet Access</p>	<p>Assessment:</p> <p>Assess student products according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.1.8.E: Social and Emotional Health: Social and emotional development impacts all components of wellness.</p> <p>Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>2.1.8.E.1: Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.1.8.E.4: Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>
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<p>Topic 7: Interpersonal Communication</p> <p>Objectives:</p> <p>Analyze health ideas, opinions and issues from a variety of reliable health sources.</p> <p>Essential Questions:</p> <p>What are the benefits of verbal and non-verbal communication?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will create presentations to demonstrate their findings through research.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Health Magazines</p> <p>Posterboard</p> <p>Computers</p> <p>Internet Access</p>	<p>Assessment:</p> <p>Assess students' presentations according to scoring rubric.</p>	<p>NJCCCS:</p> <p><u>2.2: Integrated Skills:</u> <u>All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u> 2.2.8.A: Interpersonal Communication: Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. 2.2.8.A.1: Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p>
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<p>Topic 8: Decision Making and Goal Setting</p> <p>Objectives:</p> <p>Demonstrate and assess the use of decision making skills in health and safety situations.</p> <p>Compare and contrast the influence of peers, family, media, and past experiences on the use of decision making skills.</p> <p>Predict social situations and conditions that may require adolescents and young adults to use decision making skills.</p> <p>Analyze factors that support or hinder the achievement of personal health goals.</p> <p>Essential Questions:</p> <p>How will my decisions affect my overall health?</p> <p>What are some common goals that teens have?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Following small group discussions about social situations and conditions that affect adolescents and their decisions, students will journal their conclusions by identifying the factors that will support or hinder their specific goals.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess students' journal entries according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2.8.B: Decision Making and Goal Setting: Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.8.B.1: Predict social situations that may require the use of decision-making skills.</p> <p>2.2.8.B.2: Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8.B.3: Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p>
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<p>Topic 9: Character Development</p> <p>Objectives:</p> <p>Analyze how character development can be enhanced and supported by individual, group, and team activities and discussions.</p> <p>Compare and contrast the characteristics of various role models and the core ethical values they represent.</p> <p>Explain how community and public service supports the development of core ethical values.</p> <p>Analyze personal and group adherence to student codes of conduct.</p> <p>Essential Questions:</p> <p>How is character related to health?</p> <p>What aspects of our</p>	<p>Lessons, Activities, and Student Products:</p> <p>Following discussion, students will present their analysis of their school’s code of conduct policy.</p> <p>Students will participate in a community service project.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess student presentations according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2.8.C: Character Development: Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</p> <p>Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p> <p>2.2.8.C.1: Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.2.8.C.2: Analyze to what extent various cultures have responded effectively to individuals with disabilities.</p> <p>2.2.8.C.3: Hypothesize</p>
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<p>character can be changed?</p>				<p>reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p>
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<p>Topic 10: Advocacy and Service</p> <p>Objectives:</p> <p>Discuss the motivational techniques used to improve personal and group achievements and develop rewards for group accomplishments.</p> <p>Plan and implement volunteer activities to benefit a health organization or cause.</p> <p>Essential Questions:</p> <p>How can you inspire others to address health issues?</p>	<p>Lessons, Activities, and Student Products:</p> <p>In small groups, students will identify motivational techniques used to achieve group accomplishments.</p> <p>Students may choose to assist as a volunteer to benefit a health organization independently or as part of a small group.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p> <p>Computers</p> <p>Internet Access</p>	<p>Assessment:</p> <p>Assess student participation in small group work.</p>	<p>NJCCS:</p> <p>2.2.8.D: Advocacy and Service: 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>2.2.8.D.1: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2: Defend a position on a health or social issue to activate community awareness and responsiveness.</p>
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<p>Topic 11: Health Services and Information</p> <p>Objectives:</p> <p>Compare and contrast health and fitness services that are available in the school and community, demonstrate how to access them, and evaluate each, comparing benefits and costs.</p> <p>Essential Questions:</p> <p>How and where do we access information about good health and fitness services?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Using magazines and local newspapers, students will identify health and fitness services that are available to the community.</p> <p>As a class, students will develop a folder to evaluate the benefits and costs of services that are available.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p> <p>Computers</p> <p>Internet Access</p> <p>Newspapers</p> <p>Magazines</p>	<p>Assessment:</p> <p>Assess student participation in class discussions.</p> <p>Assess students' contributions to class project.</p>	<p>NJCCCS:</p> <p>2.2.8.E: Health Services and Information: Potential solutions to health issues are dependent on health literacy and available resources.</p> <p>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.8.E.1: Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals.</p>
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<p>Topic 12: Medicines</p> <p>Objectives:</p> <p>Understand the proper usage of commonly used over-the –counter medicines.</p> <p>Classify commonly administered medicines and describe the potential side effects of each classification.</p> <p>Learn to recommend safety practices for the use of prescription medicines.</p> <p>Compare and contrast the benefits and dangers of naturally occurring substances such as herbs, organics, and supplements.</p> <p>Essential Questions:</p> <p>How can I determine whether or not a medication will be effective?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Working in groups, students will compare and contrast over-the-counter medicines.</p> <p>Students will brainstorm safety practices for the use of prescription medicines.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p> <p>Computers</p> <p>Internet Access</p> <p>Newspapers</p> <p>Current Health Magazine</p> <p>Brainpop.com</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p><u>2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.8.A: Medicines: 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>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.</p>
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<p>Topic 13: Alcohol/Tobacco and Other Drugs</p> <p>Objectives:</p> <p>Understand how the use and abuse of alcohol contributes to illnesses.</p> <p>Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.</p> <p>Describe inhalant abuse.</p> <p>Analyze the risks associated with injection drug abuse.</p> <p>Investigate the relationship between tobacco use and respiratory disease, cancer, heart disease, stroke, and injuries.</p> <p>Investigate the health risks posed to nonsmokers by second-hand/passive smoking.</p> <p>Understand how the use of alcohol and other drugs influences</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will write persuasive essays convincing a friend to stop abusing alcohol and/or drugs.</p> <p>In small groups, students will discuss negative effects of smoking and present their thoughts to the class.</p> <p>Students will investigate the health risks posed to nonsmokers by secondhand/ passive smoking.</p> <p>Students will investigate the relationship between tobacco use and respiratory disease, cancer, heart disease, stroke, and injuries.</p> <p>Students will compare the physical and behavioral effects of each classification of drugs.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebooks</p> <p>Computers</p> <p>Internet Access</p> <p>Newspapers</p> <p>Current Health Magazine</p> <p>Brainpop.com</p>	<p>Assessment:</p> <p>Topic Quiz</p> <p>Assess student essays according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.3.8.B: Drugs and Medicines: There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>2.3.8.B.1: Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.3: Analyze the effects of all types of tobacco use on the aging process.</p> <p>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.</p> <p>2.3.8.B.7: Explain the</p>
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<p>decision-making and places one at risk for sexual assault, pregnancy, and STDs.</p> <p>Essential Questions:</p> <p>How can a teen avoid being pressured to use alcohol, tobacco and other drugs?</p>	<p>Students will investigate the relationship between tobacco use and respiratory disease, cancer, heart disease, stroke, and injuries.</p> <p>Students will discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.</p>			<p>impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p>
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<p>Topic 14: Dependency/Addiction and Treatment</p> <p>Objectives:</p> <p>Analyze the physical, social, and emotional indicators and stages of dependency.</p> <p>Discuss ways to quit using substances and discuss factors that support the ability to quit.</p> <p>Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs.</p> <p>Describe how substance abuse affects the individual, the family, and the community.</p> <p>Discuss theories about dependency such as genetic predisposition, gender related predisposition, and multiple risks.</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will brainstorm a list of ways to quit using harmful substances.</p> <p>In small groups, students will create anti-substance abuse posters.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebook</p> <p>Internet/Brainpop.com activities</p> <p>Poster Board</p> <p>Markers</p>	<p>Assessment:</p> <p>Assess student-made posters according to scoring rubric.</p> <p>Assess student participation in discussions.</p>	<p>NJCCCS:</p> <p>2.3.8.C: Dependency/Addiction and Treatment: Substance abuse is caused by a variety of factors. 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.</p> <p>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.</p> <p>2.3.8.C.2: Summarize intervention strategies that assist family and friends to cope with the impact of substance</p>
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Essential Questions:

Why does one person become an addict while another does not?

What are some benefits of staying drug-free?

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<p>Topic 15: Relationships</p> <p>Objectives:</p> <p>Discuss changes in family structures and understand factors that enhance and sustain loving, healthy relationships.</p> <p>Essential Questions:</p> <p>How do you know when a relationship is not worth saving?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Working in groups, students will discuss positive factors that influence a healthy relationship.</p> <p>Students will create and perform skits that demonstrate traits of healthy relationships.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebook</p>	<p>Assessment:</p> <p>Assess student presentations of skits according to scoring rubric.</p>	<p>NJCCCS:</p> <p><u>2.4: Human Relationships and Sexuality</u>All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>2.4.8.A: Relationships: The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</p> <p>2.4.8.A.1: Predict how changes within a family can impact family members.</p> <p>2.4.8.A.2: Explain how the family unit impacts character development.</p> <p>2.4.8.A.5: Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p>
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<p>Topic 16: Sexuality</p> <p>Objectives:</p> <p>Understand the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.</p> <p>Essential Questions:</p> <p>How do you know when the time is right to become sexually active?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will produce essays focused on the topic of puberty.</p> <p>In small groups, students will discuss changes that occur during puberty.</p> <p>Students will record in Journal entries their thoughts on the topic of physical, social, and emotional changes that occur during puberty.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 2</p> <p>Student Notebook</p>	<p>Assessment:</p> <p>Assess student essays according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.4.8.B: Sexuality: Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>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.</p> <p>2.4.8.B.2: Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</p>
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