

HEALTH GRADE 7

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Rationale and Summary:

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

Pacing: 35-45 Days

NJSLS for Health Education:

Personal Growth and Development

Core Idea: 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.

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

Core Idea: 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

Core Idea: An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth

2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

Core Idea: There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

2.1.8.PP.5: Identify resources to assist with parenting.

Emotional Health

Core Idea: 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: Inclusive schools and communities are accepting of all people and make them feel welcome and included. .

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

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

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.

Core Idea: There are factors that contribute to making healthy decisions about sex.

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

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 staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

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.

Core Idea: Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

Core Idea: 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.

Personal Safety

Core Idea: 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 (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

Core Idea: Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

2.3.8.PS.2: Define sexual consent and sexual agency.

2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

Core Idea: Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. .

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases and Medicines

Core Idea: 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.

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.

2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

Core Idea: The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Alcohol, Tobacco and other Drugs

Core Idea: The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

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.

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.

Dependency, Substances Disorder, and Treatment

Core Idea: A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, and environment) and a wide variety of treatment options are available depending on the needs of the individual.

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.

Core Idea: The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

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

NJSLS for 21st Century Life and Careers:

Career Ready Practices

CRP 2 Apply appropriate academic and technical skills

CRP 4 Communicate clearly and effectively and with reason

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

CRP11. Use technology to enhance productivity

Career Awareness, Exploration and Preparation

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology Integration:

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Cross-Curricular Integration and Connections:

PS:B1.8 Know when peer pressure is influencing a decision.

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.

2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instructional Focus:

Enduring Understandings:

- 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 interaction and relationship and resolving conflicts
- Every health –related decision has short-and long-term consequences and affects the ability to reach health goals
- Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values
- Developing and maintain wellness requires ongoing evaluation of factors impacting health and modification of lifestyle behaviors accordingly
- The prevention and control of diseases and health conditions are affected by a wide range of factors
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors may affect an individual's choices
- Social and emotional development impacts all components of wellness
- 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
- Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- The values acquired from family, culture, personal experiences, and friends impact all types of relationships
- 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.
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
- Early detection strategies assist in the prevention and treatment of illness or disease.
- Pregnancy, childbirth, and parenthood cause significant changes in one's life and the lives of others.

- Essential Questions
- How can outside influences affect my ability to achieve goals?
- How do I make the right decision when faced with outside pressures? (Friends, Peer, Media, Family)
- Why do teens still experiment with tobacco products given all the warnings?
- Why should I continue to keep my dimensions of wellness in balance?
- How can my personal commitment to wellness contribute to a long and healthy life?
- How will my healthy decisions reduce my risk for diseases and injuries?
- How can short term goal attainment help me achieve a lifelong dream?
- Why do some people still engage in risky/unsafe behaviors even when aware of risks?

Objectives:

- Students will know
 - Advertising techniques and media messages that influence their decisions
 - The changes that occur to their bodies as they develop into young men and women
 - The anatomy and physiology of the male and female reproductive system
 - The sequence that occurs from conception to birth
 - The dimensions of wellness and how they are interconnected to achieve their overall health
 - Goal making processes
 - Decision-making strategies when confronted by risky situations
 - Impact of family values, culture, personal experiences, and friends on decision-making and goals
 - Long and short term effects of tobacco use including physical, social and financial consequences
 - Fluids that transmit HIV and ways that they can be passed from partner to partner
 - Methods to prevent STD's, HIV, HPV's, unintended pregnancy
 - Routine healthcare procedures for early detection of disease
 - Attributes of healthy relationship
- Students will be able to
 - Explain the damage that occurs to the circulatory and respiratory system when using tobacco products
 - Analyze the financial and social effects of tobacco
 - Analyze advertisements and identify the different techniques used to influence decisions
 - Develop an action plan for a health related goal that they have set

- Research the benefits of a personal health goal
- Enact decision making scenarios related to risky behaviors of adolescents; create a decision making chart that outlines steps in the process.
- Identify factors that influence the decision making process
- Identify and explain the different anatomy of the male and female reproductive systems
- Explain the path that a reproductive cell takes
- Sequence the stages of pregnancy
- Define HIV and AIDS
- Identify behaviors that puts an individual at higher risk for contracting HIV, STD's, HPV and unintended pregnancy
- Develop refusal skills when found in threatening situations

Assessments:

- Teacher observations
- Classroom Discussion
- Written assessments
- Verbal Assessment
- End of Term Assessment