

Course Overview Health

Content Area: **Health**
Course(s): **Health Cycle 7**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade-7

Course Number:3813

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/16/2010

Course Overview

The purpose of the seventh grade health course is to establish a solid foundation of health information that the student will use throughout their life. It is a crucial point in the development of the student to create a base for healthy lifestyle practices including: proper diet, exercise habits, leadership skills, and refusal skills. The student will also be informed of the risk factors of an unhealthy lifestyle including: tobacco products and their effects on the human body, alcohol and its effect on the human body, as well as other drugs. The students will also undergo an intricate family life unit that will inform the student on the anatomy and physiology of the reproductive systems as well as other risk factors to a healthy lifestyle in this area. The students will develop a sense of self-worth and personal responsibility in this health class. We will establish this foundation by relating these new ideas with the concepts the student is learning in other areas of education such as Math, Science, Language Arts, Career Education and Consumer/Family/Life Skills.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course.

Textbooks and Other Resources

COURSE RESOURCES

- **Second Step Program**, Committee for Children, 3rd edition, 2002

Standards

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.

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

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- 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.
- 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.
- 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.
- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 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.
- 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.
- 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).
- 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 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.
- 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.

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.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

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).

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).

2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).

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).

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

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).

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

2.3.8.HCDM.6: Explain how the immune system fights disease.

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

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.

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.

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.

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated NJSLs to be achieved	Other Pacing Guide References	Proficiency (Summative/Formative Assessments)
<p>UNIT I: <u>Personal Hygiene</u></p> <p><i>Essential THEME:</i> Students will learn of the changes that take place during puberty and some of the side-effects. Students will learn of these effects and how to properly care for them.</p> <p><i>Essential Question:</i> What is deodorant? What is antiperspirant? What causes acne? How do you care for acne? How has technology affected my personal health choices? How can personal health choices affect me and those I care about? How can health choices I make now affect me later in life?</p>	2.1.8.PGD.2 2.1.8.PGD.3 2.1.8.PGD.4	4 days	Worksheets (S) Essay (S)
<p>UNIT II: <u>Interpersonal Communication</u></p> <p><i>Essential THEME:</i> Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. In today's diverse culture, it is important for students to be able to recognize these differences as well as communicate their situations to others.</p> <p><i>Essential Question:</i> What are some effective communication skills? What should I ask? How do I effectively assert myself when necessary?</p>	2.1.8.SSH.3 2.3.8.PS.7	1 day	Class Discussions (F) Scenarios (F)
<p>UNIT III: <u>Decision Making/Planning and Goal Setting</u></p> <p><i>Essential THEME:</i> The students at this level are becoming more independent and are going to start taking more personal responsibility. Students' will be guided on what to take into account when making important decisions.</p>	2.3.8.ATD.2	1 day	Class Discussions (F)

<p>Students will also learn that there are consequences to every choice made and that they will have to deal with those consequences.</p> <p>Essential Question: What decisions will I be facing in the near future? What can I do to be prepared? What are consequences that I can expect? What are some of the best ways to evaluate a situation and determine any possible problems I can face?</p>			
<p>UNIT IV: Nutrition</p> <p>Essential THEME: Children are very busy these days and healthy nutritious foods are sacrificed for quick easy unhealthy alternatives. In this unit students will learn what foods are important to a healthy diet. They will also learn why it is important so they understand why their body needs certain nutrients.</p> <p>Essential Question: What is a calorie? How do calories affect my weight? What are some healthy dieting changes I can make? What is a carbohydrate? Is low-carbohydrate dieting healthy? What are some unhealthy ways to lose weight? What should I be eating more of? What should I be eating less of? What is a trend diet?</p>	<p>2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4</p>	<p>5 days</p>	<p>Spreadsheet (S) Vocabulary (S) Nutrition Label Worksheet (S) Test (S)</p>
<p>UNIT V: Diseases and Health Conditions</p> <p>Essential THEME: The students will be made aware of several different diseases and conditions that affect their age group as a whole. They will learn the signs and symptoms of these illnesses and the effects on their lives as well as the lives of those around them.</p> <p>Essential Question: What are the most common illnesses for my age? What can I do to prevent these illnesses? What is diabetes? What is cancer? How does cancer affect the body? What are some risk factors for these illnesses? What are some treatments for these illnesses? How would these diseases affect me and those around me?</p>	<p>2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.3 2.1.8.CHSS.4 2.1.8.CHSS.5 2.1.8.CHSS.6 2.1.8.CHSS.7 2.1.8.CHSS.8</p>	<p>5 days</p>	<p>Surveys (S) Discussions (F)</p>
<p>UNIT VI: Safety</p> <p>Essential THEME: <i>The Big Picture: Students are becoming more aware of the dangers that are around them on a daily basis. The students must be equipped with the necessary information to handle these possibly dangerous situations. The students will learn to assess different safety situations and follow the proper safety procedures.</i></p> <p>Essential Question: <i>What do I do if...? What are some basic life support techniques? How do I handle being alone in a public setting? What do I do if someone is unconscious?</i></p>	<p>2.3.8.PS.1 2.3.8.PS.6 2.3.8.PS.7</p>	<p>5 days</p>	<p>Handouts (S) Discussions (F) Worksheets (S)</p>
<p>UNIT VII: Sexuality</p> <p>Essential THEME: <i>The Big Picture: In today's world, there is an ever-growing pressure on young teens to grow up too fast. Unfortunately, this also includes becoming sexually active. This unit will teach students of those pressures and how it will affect their lives. We will also examine the consequences of becoming sexually active at a young age. Within this unit, students will learn refusal skills as well as the benefits of practicing abstinence.</i></p> <p>Essential Question: <i>What are some of the changes that occur during puberty? Why do those changes take place? What may cause a teen to feel like they should be sexually</i></p>	<p>2.1.8.PGD.4 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.9</p>	<p>5 days</p>	<p>Handouts (S) Discussions (F) Worksheets (S) Test (S)</p>

<p>active? How can we avoid those pressures? What are some other effects of sex beside the physical? What is a risk factor? How can I lower my risk factor for STDs and pregnancy? What are some effective methods of contraception? What is the most effective method of contraception? What is sexual orientation? What determines sexual orientation?</p>			
<p>UNIT VIII: Social and Emotional Health</p> <p>Essential THEME The Big Picture: Most students are aware of the most commonly discussed area of health, physical. However, two areas that are commonly overlooked at this age are social and emotional health. These play just as big a part in our lives as physical health does but do not get enough attention. Students will learn about the stress and other issues that encompass these areas of health as well as learn effective management strategies.</p> <p>Essential Question: What is stress? What is the best way to deal with stress? What is incorporated in social, emotional health? What are some healthy ways to deal with anger? How may keeping these emotions in harm me?</p>	<p>2.1.8.EH.1 2.1.8.EH.2 2.1.8.EH.3 2.1.8.EH.4 2.1.8.EH.5 2.1.8.CHSS.8</p>	<p>4 days</p>	<p>Handouts (S) Discussions (F) Worksheets (S)</p>
<p>UNIT IX: Relationships</p> <p>Essential THEME: The Big Picture: In our ever-changing society is also the changing idea of what relationships are. The idea of a traditional family is much different than what it used to be. Students will learn of different possible relationship scenarios including the different family types, as well as different social relationships with friends or significant others. The students will also learn what the signs of an unhealthy relationship are and what they can do to end those relationships.</p> <p>Essential Question: What are the different types of families? What are some non-traditional families? What are possible relationships that change over time? Do all cultures function like ours in regards to finding significant others? What is the difference between love and sexual attraction? What are unhealthy relationship signs? Are there dos and don'ts for dating?</p>	<p>2.1.8.SSH.1 2.1.8.SSH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.6 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.9 2.1.8.SSH.10 2.1.8.SSH.11 2.1.8.PS.2 2.1.8.PS.3 2.1.8.PS.4 2.1.8.PS.5 2.1.8.PS.6 2.1.8.PS.7</p>	<p>2 days</p>	<p>Discussions (F)</p>
<p>UNIT X: Pregnancy and Parenting</p> <p>Essential THEME: The Big Picture: The students' will be introduced to sexuality, pregnancy and heredity. This will be the students' first in depth look at pregnancy and using scientific fact and terminology. The students' should be aware of the basics as well as some of the specifics regarding pre/post-natal care, possible hazards and the different stages of pregnancy.</p> <p>Essential Question: What occurs during fertilization? What are chromosomes? What are some early signs of pregnancy? What are some ways to confirm pregnancy? What are some changes that occur early/late during pregnancy? What can one do to raise the chances of a healthy pregnancy? What is a miscarriage? Are there any definitive causes of miscarriage? What may increase the</p>	<p>2.1.8.PP.1 2.1.8.PP.2 2.1.8.PP.3 2.1.8.PP.4 2.1.8.PP.5 2.1.8.SSH.1 2.1.8.SSH.2</p>	<p>10 days</p>	<p>Discussions (F) Worksheets (S) Baby Budget Project (S) Test (S)</p>

<p>risk of miscarriage? How long is pregnancy? What is labor? What happens during labor? How may genetics affect a baby after it is born? What are some challenges for a young parent? What are some reasons that becoming a teenage parent would be difficult? Where can a young parent find additional support on parenting?</p>			
<p>UNIT XI: Medicines</p> <p>Essential THEME: The Big Picture: In a time when medication is used for almost anything, students know very little about it. Students should become more aware of the most common medications. They should also be made aware of the most commonly misused medications and possible side-effects of those medications. The students will also learn refusal skills for substance abuse.</p> <p>Essential Question: What are the most common medications? Why are they used? Why should or shouldn't I take any medication? When would be the right time to take certain medications? What are some different side-effects to the use of these medicines? What can happen during an overdose? What happens when these drugs are misused?</p>		3 days	Discussions (F) Worksheets (S)
<p>UNIT XII: Alcohol, Tobacco, and other Drugs</p> <p>Essential THEME: The Big Picture: During this unit students will learn about alcohol, tobacco and other types of drugs. They will learn of the negative effects of these drugs in the long term as well as the short. Students will also learn how the side effects of these drugs will have an effect on their everyday lives, not just while abusing the drug in question.</p> <p>Essential Question: What is considered a drug? What kinds of drugs my I come in contact with? What are the most popular drugs? How can I avoid those individuals that abuse drugs? How can I help someone that is abusing drugs? What are some of the physical effects of drug abuse? What are some of the psychological effects? Can drug abuse increase the risk of other diseases? If so, what diseases?</p>	<p>2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5</p>	3 days	Discussions (F) Worksheets (S)
<p>UNIT XIII: Dependency/Addiction and Treatment</p> <p>Essential THEME: During this unit students will learn about alcohol, tobacco and other types of drugs. They will learn of the negative effects of these drugs in the long term as well as the short. Students will also learn how the side effects of these drugs will have an effect on their everyday lives, not just while abusing the drug in question.</p> <p>Essential Question: What is considered a drug? What kinds of drugs my I come in contact with? What are the most popular drugs? How can I avoid those individuals that abuse drugs? How can I help someone that is abusing drugs? What are some of the physical effects of drug abuse? What are some of the psychological effects? Can drug abuse increase the risk of other disease? If so what diseases?</p>	<p>2.3.8.ATD.1 2.3.8.DSDT.1 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5</p>	3 days	Discussions (F)

COURSE EVALUATION

In Health the goal is that a minimum of 95% of the students will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students' total final course grades, and sub-groups identified by the state, to determine if modifications in the curriculum and instructional methods are needed.

In terms of proficiency the East Brunswick grades

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

Other Details

CONTENT FOCUS AREA AND COURSE NAME**Health**

Course #	School #	Course Level	Grade	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
3813	56	S	7	0	200	R	04/21/1986

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLS		NJSLS		NJSLS	
1. Visual and Performing Arts		5. Science	S	9. Career Education and Consumer/Family/ Life Skills	S
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			

4. Mathematics	S	8. Technology Literacy	S		
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