

Somers Point School District



Curriculum

Health
Grades 7-8
August 2016

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Somers Point School District

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

Administrator: Mrs. Kim Tucker, Supervisor of Curriculum

Secretarial Staff: Mrs. Suzanne Klotz

Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.

- A quality Physical Education program should employ an interdisciplinary approach to teaching the content of Physical Education. Therefore the program should integrate the contents of the field with the content that students learn in their other classes.
- A quality Physical Education program should provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; rhythm and dance; and lifetime recreational activities. Areas should be linked to health concepts and health skills.
- A quality Physical Education program should integrate the use of technology. Therefore students should be encouraged to research and use valid and reliable sources for health information.
- A quality Physical Education program should be non-excluding. Therefore students should be actively engaged in the learning experience
- A quality Physical Education program will teach children to become excited about physical fitness and encourage them to gain a level of fitness that they will strive for well into the future.

New Jersey State Department of Education

Core Curriculum Content Standards

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness.

The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Standards, Strands and Cumulative Progress Indicators

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources.

PDF Version

[New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education](#)

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

Health Year Long Plan
Grades: 7-8
(32 Weeks)

<u>Unit 1</u> Weeks: 10	<u>Unit 2</u> Weeks: 4	<u>Unit 3</u> Weeks: 9	<u>Unit 4</u> Weeks: 9
Title: Wellness	Title: Community Health Skills	Title: Alcohol, Tobacco, & Other Drugs	Title: Family Life
Personal Growth & Development 2.1.8A.1 2.1.8A.2 2.1.8A.3 2.1.8A.4 Nutrition 2.1.8.B.1 2.1.8.B.2 2.1.8.B.3 2.1.8.B.4 Diseases & Health Condition 2.1.8.C.1 2.1.8.C.2 2.1.8.C.3 Safety 2.1.8.D.1 2.1.8.D.2 2.1.8.D.3 2.1.8.D.4 Social & Emotional Health 2.1.8.E.1 2.1.8.E.2 2.1.8.E.3 2.1.8.E.4	Interpersonal Communication 2.2.8.A.1 2.2.8.A.2 Decision Making & Goal Setting 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 Character Development 2.2.8.C.1 2.2.8.C.2 2.2.8.C.3 Advocacy & Service 2.2.8.D.1 2.2.8.D.2	Medicines 2.3.8.A.1 2.3.8.A.2 Alcohol, Tobacco & Drugs 2.3.8.B.1 2.3.8.B.2 2.3.8.B.3 2.3.8.B.4 2.3.8.B.5 2.3.8.B.6 2.3.8.B.7 2.3.8.B.8 Dependency /Addiction & Treatment 2.3.8.C.1 2.3.8.C.2 Fitness & Physical Activity 2.6.8.A.6	Relationships 2.4.8.A.1 2.4.8.A.2 2.4.8.A.3 2.4.8.A.4 2.4.8.A.5 2.4.8.A.6 Sexuality 2.4.8.B.1 2.4.8.B.2 2.4.8.B.3 2.4.8.B.4 2.4.8.B.5 2.4.8.B.6 Pregnancy & Parenting 2.4.8.C.1 2.4.8.C.2 2.4.8.C.3 2.4.8.C.4 2.4.8.C.5

Comprehensive Health Education Curriculum

Unit Plan # 1

Title Wellness

Grade Level Cluster: 7-8

Length of Time: 10 weeks (10-20 days)

Unit Summary: All students will take responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Learning Targets

Standard: 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: A. Personal Growth and Development

CPI# (s):	CPI(s):	Content Statement:
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.	
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.	
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	

Strand: B. Nutrition

CPI# (s):	CPI(s):	Content Statement:
2.1.8.B1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	Eating patterns are influenced by a variety of factors.
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	
2.1.8.B.4	Analyze the nutritional values of new products and supplements.	Eating patterns are influenced by a variety of factors.

Strand: C. Diseases and Health Condition		
CPI# (s):	CPI(s):	Content Statement:
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.	The prevention and control of diseases and health conditions are affected by many factors.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.	
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	
Strand: D. Safety		
CPI# (s):	CPI(s):	Content Statement:
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.	
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system .	
2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.	Applying first-aid procedures can minimize injury and save lives.
Strand: E. Social and Emotional Health		
2.1.8.E.1	Analyze how personal assets , resiliency , and protective factors support healthy social and emotional health.	Social and emotional development impacts all components of wellness.

2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	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.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.	Stress management skills impact an individual's ability to cope with different types of emotional situations.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.	

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are the consequences (especially unforeseen) of our choices in terms of wellness? • What causes optimal growth and development? • What makes a food healthy? • How do you determine appropriate portion sizes? • To what extent can we keep ourselves disease free? Healthy and unhealthy risks? • Why do we sometimes take risks that can cause harm to ourselves or others? • How can you learn to like yourself and others? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. • An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. • There are many short and long term health benefits and risks associated with nutritional choices. • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. • Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
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Unit Objectives (unpacking CPIs where needed):

- *Students will define common mental illnesses and evaluate one’s ability to recognize and adapt negative risk factors in one’s lifestyle.*
- *Students will evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifespan.*
- *Students will identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one’s physical, social, emotional wellness.*
- *Students will identify how conflicts may be resolved between individuals in relationships.*
- *Students will evaluate the marketing and reliability of new nutritional products and supplements.*
- *Students will research and design a meal plan for a special case study (family back ground, special needs, dietary restrictions, etc.) implementing new products and supplements.*

Evidence of Learning**Formative Assessments:**

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Summative #1 2.1.8.A.1, 2.1.8.A.2, 2.1.8.A.3, 2.1.8.A.4 (Personal Growth and Development)
- Common Summative #2 2.1.8.B.1, 2.1.8.B.2 , 2.1.8.B.3 , 2.1.8.B.4 (Nutrition)
- Common Summative #3 2.1.8.C.1, 2.1.8.C.2 , 2.1.8.C.3 (Diseases and Health Condition)
- Common Summative #4 2.1.8.D.1, 2.1.8.D.2, 2.1.8.D.3, 2.1.8.D.4 (Safety)
- Common Summative #5 2.1.8.E.1, 2.1.8.E.2, 2.1.8.E.3, 2.1.8.E.4 (Social and Emotional health)

Lesson Plans (10-20 lessons per year)

Lessons	Timeframe
Lesson #1 Title: Personal Growth and Development	2-4 days
Lesson #2 Title: Nutrition	2-4 days
Lesson #3 Title: Diseases and Health Condition	2-4 days
Lesson #4 Title: Safety	2-4 days
Lesson #5 Title: Social and Emotional health	2-4 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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Comprehensive Health Education Curriculum

Unit Plan # 2

Title Community Health Skills

Grade Level Cluster: 7-8

Length of Time: 4 weeks (4-8 days)

Unit Summary: All students will make use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

Learning Targets

Standard: 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: A. Interpersonal Communication

CPI# (s):	CPI(s):	Content Statement:
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

Strand: B. Decision-Making and Goal Setting

2.2.8.B.1	Predict social situations that may require the use of decision-making skills.	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.	
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.	

Strand: C. Character Development

2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
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2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.
Strand: D. Advocacy and Service		
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.	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.
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do you know whether or not health information is accurate? • How do I learn to stand for and communicate my beliefs to others without alienating them? • Why might educated people make poor health decisions? • How do I overcome negative influences when making decisions about my personal health? • In order to achieve lifetime wellness, what should I plan for and what should I just let happen? • How are character and health related? What aspects of our character can be changed? • To what extent do outside influences shape values? • How can I inspire others to address health issues? 		<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Making good health decisions requires the ability to access and evaluate reliable resources. • Effective communication skills enhance a person's ability to express and defend their beliefs. • Decision-making can be affected by a variety of influences that may not be in a person's best interest. • Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. • Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. • Character is who you are when no one is looking. • Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

Unit Objectives (unpacking CPIs where needed):

- *Students will develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.*
- *Students will demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (peer pressure, conflict).*
- *Students will develop methods and strategies that will promote character development in individual, group, and team environments.*
- *Students will investigate different opportunities available and implement a plan that motivates volunteerism.*
- *Students will analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities.*
- *Students will role play, mock trial, debate health and social issues within the community that pique awareness and responsiveness.*
- *Students will use technology to develop a web-based glossary of health products, services, and resources for purposes of intervention.*
- *Students will describe situations when an adult or professional intervention is necessary and where to find those services.*

Evidence of Learning**Formative Assessments:**

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Summative #1: 2.2.8.A.1, 2.2.8.A.2 (Communication)
- Common Summative #2: 2.2.8.B.1, 2.2.8.B.2, 2.2.8.B.3 (Decision Making)
- Common Summative #3: 2.2.8.C.1, 2.2.8.C.2, 2.2.8.C.3 (Planning and Goal Setting)
- Common Summative #4: 2.2.8.D.1, 2.2.8.D.2 (Character Development)

Lesson Plans (4-8 lesson plans per year)

Lessons	Timeframe
Lesson #1: Communication	1-2 days
Lesson #2: Decision Making	1-2 days
Lesson #3: Planning and Goal Setting	1-2 days
Lesson #4: Character Development	1-2 days

Curriculum Development Resources (Click the links below to access additional resources used to design this unit):

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Comprehensive Health Education Curriculum

Unit Plan # 3

Title: Alcohol, Tobacco, and other Drugs

Grade Level Cluster: 7-8

Length of Time: 9 weeks (9-18 days)

Unit Summary: All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

Learning Targets

Standard: 2.3 All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand: A. Medicines

CPI# (s):	CPI(s):	Content Statement:
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.	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.
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.	

Strand: B. Alcohol, Tobacco, and Other Drugs

2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.	
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.	

2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.	
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs .	
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.	
2.3.8.B.8	Analyze health risks associated with injected drug use.	
Strand: C. Dependency/Addiction and Treatment		
CPI# (s):	CPI(s):	Content Statement:
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.	Substance abuse is caused by a variety of factors.
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	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.
Standard: 2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
Supporting		
Strand: A. Fitness and Physical Activity		
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, team work, ethical behavior and positive social interaction.
Unit Essential Questions:		Unit Enduring Understandings:
<ul style="list-style-type: none"> How do I determine whether or not a medication will be effective? 		<ul style="list-style-type: none"> Medicines must be used correctly in order to be safe and have maximum benefit. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

<ul style="list-style-type: none"> • Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? • How do I make the “right” decisions in the face of peer, media and other pressures? • Why does one person become an addict and another does not? 	<ul style="list-style-type: none"> • There are common indicators, stages and influencing factors of chemical dependency.
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<p>Unit Objectives (unpacking CPIs where needed):</p> <ul style="list-style-type: none"> • <i>Students will describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements.</i> • <i>Students will analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals.</i> • <i>Students will compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people.</i> • <i>Students will summarize the effects of alcohol/drug use on the body systems.</i> • <i>Students will investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs.</i> • <i>Students will be able to identify treatment options for substance abusers and evaluate one’s ability to recognize and overcome negative risk factors in order to support a substance free lifestyle.</i> • <i>Students will research school district policy/local/state laws governing drug and alcohol use.</i>

Evidence of Learning

Formative Assessments:
 Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Summative Assessments:

- Common Summative #1: 2.3.8.A.1; 2.3.8.A.2 (Medicines)
- Common Summative #2: 2.3.8.B.1;2.3.8.B.2;2.3.8.B.3;2.3.8.B.4;2.3.8.B.5;2.3.8.B.6;2.3.8.B.7;2.3.8.B.8 (Alcohol & Tobacco)
- Common Summative #3: 2.3.8.C.1; 2.3.8.C.2 (Illegal Drugs)

Lesson Plans (9-18 lessons per year)

Lessons	Timeframe
Lesson #1: Medicines	2-4 days
Lesson #2: Alcohol & Tobacco	3-6 days

Lesson #3: Illegal Drugs

4-8 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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Comprehensive Health Education Curriculum

Unit Plan # 4

Title: Family Life

Grade Level Cluster: 7-8

Length of Time: 9 weeks (9-18 days)

Unit Summary: All students will understand the various aspects of human relationships and sexuality assists in making good choices about healthy living.

Learning Targets

Standard: 2.4 Human Relationships and Sexuality: 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.

Strand: A. Relationships

CPI# (s):	CPI(s):	Content Statement:
2.4.8.A.1	Predict how changes within a family can impact family members.	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
2.1.8.A.2	Explain how the family unit impacts character development.	
2.1.8.A.3	Explain when the services of professionals are needed to intervene in relationships.	
2.1.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.	
2.1.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	
2.1.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	

Strand: B. Sexuality

CPI# (s):	CPI(s):	Content Statement:
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.	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	Responsible actions regarding sexual behavior impact the health of oneself and others.

2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs , and unintended pregnancy.	
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.	Early detection strategies assist in the prevention and treatment of illness or disease.

Strand: C. Pregnancy and Parenting

CPI# (s):	CPI(s):	Content Statement:
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.
2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.	
2.4.8.C.3	Determine effective strategies and resources to assist with parenting.	
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.	
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.	

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do we learn to understand and respect diversity in relationships? • How do we know when a relationship is not worth saving? • How do you know when the time is right for you to become sexually active? • Why does the United States have such a high incidence of unintended 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. • Reliable personal and professional resources are available to assist with relationship problems. • Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience. • External pressures and opportunities that present themselves may influence a person to become sexually active.
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<p>pregnancies and sexually transmitted infections?</p> <ul style="list-style-type: none"> • What determines a person’s sexual orientation? • How do you know when you are ready to have a child? 	<ul style="list-style-type: none"> • Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. • There are many additional challenges that confront those who are not heterosexual. • Raising a child requires physical, economic, emotional, social and intellectual commitment. • Prenatal care has a direct impact on the delivery and long-term health of the child.
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<p>Unit Objectives (unpacking CPIs where needed):</p> <ul style="list-style-type: none"> • <i>Students will research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, and reproductive health.</i> • <i>Students will identify various strategies that will assist adolescents in resisting pressure and remaining abstinent.</i> • <i>Students will evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions.</i> • <i>Students will determine how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs and unintended pregnancy.</i> • <i>Students will identify how conflicts may be resolved between individuals in relationships.</i> • <i>Students will analyze the influences that hormones, nutrition, environment, and heredity play on the physical, social, and emotional aspects of the adolescent years.</i>
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Evidence of Learning

<p>Formative Assessments:</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>

<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Common Assessment #1: 2.4.8.A.1, 2.4.8.A.2, 2.4.8.A.3, 2.4.8.A.4, 2.4.8.A.5, 2.4.8.A.6 (Relationships) • Common Assessment #2: 2.4.8.B.1, 2.4.8.B.2, 2.4.8.B.3, 2.4.8.B.4, 2.4.8.B.5, 2.4.8.B.6 (Sexuality) • Common Assessment #3: 2.4.8.C.1, 2.4.8.C.2, 2.4.8.C.3, 2.4.8.C.4, 2.4.8.C.5 (Pregnancy and Parenting)
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Lesson Plans

Lessons	Timeframe
Lesson #1 Title: Relationships	2-4 days
Lesson #2 Title: Sexuality	3-6 days
Lesson #3 Title: Pregnancy and Parenting	4-8 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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COURSE BENCHMARKS

The student will be able to: