



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Course Title: Health

Content Area: Health

Grade Level(s): 7

Curriculum Writer(s): Steven Stabile

Date Created: July 2022

Date Approved by Board of Education: September 2022

Course Description: The seventh grade health course will focus on personal and mental health and how goal setting and decision making play a significant role in our overall wellness. The course begins with a review of the wellness wheel, addressing the balance of physical, emotional, social, and mental health. The course will then transition to social health and self-esteem. Alcohol, tobacco, and other drugs are also included in the unit. This portion of the course will address how people can become dependent on drugs and how they can seek help and treatment for addiction. The course will conclude with a review of health conditions, diseases, and medicines. Additionally, the Lifelines program content will be introduced in this course on a weekly basis. Lifelines focuses on suicide prevention and is taught in grades 7, 9, 11, and 12.

Pacing Guide

Unit 1: Personal and Mental Health

Unit 1: 2 weeks

Unit 2: Social Health and Self-Esteem

Unit 2: 2 weeks

Unit 3: Alcohol, Tobacco, and Other Drugs/Dependency, Substances Disorder, and Treatment

Unit 3: 3 weeks

Unit 4: Health Conditions, Diseases, and Medicines

Unit 4: 2 weeks



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Unit 1: Personal and Mental Health

Unit Summary: This unit will assist students with acquiring the knowledge and skills that are most essential to becoming individuals who possess health and physical literacy and who pursue a life of wellness by developing the habits necessary to live healthy and productive lives.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).



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Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.IH.2: Compare how technologies have influenced society over time.

NJSLS Number	NJSLS Content
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.PGD.1	Explain how appropriate healthcare can promote personal health.
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.

Enduring Understandings:

- Being responsible and acting appropriately can impact one's health as well as others.

Essential Questions:

- What is the difference between health and wellness?
- How can identifying the four aspects of health determine one's overall health?



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- An individual's health at different life stages is dependent on heredity, environmental factors, and lifestyle choices.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

- How can preventive healthcare help to improve all aspects of your health?
- How can your family history and genetics impact your personal health?
- Can you make sense of your own thoughts and feelings?
- How can developing emotional intelligence support mental and emotional health?
- How can understanding stress management improve resilience?

Instructional Outcomes:

- SWBAT: Identify the aspects of health and determine the role these have on their wellness.
- SWBAT: Explain how appropriate healthcare can promote personal health.
- SWBAT: Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets



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Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- **Achieving Wellness Review:** Students will define health in their own words and take a health assessment. Students will then define the term wellness in their own words. Students will observe pictures through Google Slides, via Google Classroom, of situations covering physical, emotional, mental, and social health. Students have to list all that they observe in the pictures. Class discussion will follow explaining and clarifying what the pictures are actually depicting and how our goal is to achieve balance of the aspects of health to achieve wellness.
- Class discussion will follow introducing the wellness wheel covering physical, emotional, mental, and social health.
- Continuing with the review of the wellness wheel, students will create a graphic organizer (i.e. wellness triangle or Jamboard) to determine the aspects of each type of health - physical, emotional, mental, and social. Students will list personal ways to stay healthy in each part. The class will discuss in small groups the areas of health and wellness.
- **Decision Making Process (DECIDE acronym)** D - Define the Problem; E - Explore the Alternatives; C - Consider the Consequences; I - Identify your Family Values; D - Decide and Act; E - Evaluate your Decision. Students will watch a video clip of a person being pressured to make a decision. The acronym is introduced in the clip. Students will discuss what they would do in that situation as well as discuss if they ever figured that that much thought goes into a decision. Discussion will continue explaining that not all decisions take very long or require that much thought, but it is the decisions that cause us to have conflicting views. The DECIDE acronym hopefully would help us make responsible and rational decisions. Students will be given scenarios in which people are faced with conflicting decisions. Students have to put themselves in the place of that person using the DECIDE process followed by discussion comparing with classmates' answers.
- **Lifelines Training: "When a Friend Is in Trouble"** - Define the following words without looking them up: successful and committed. Students will complete a pretest questionnaire about any prior knowledge of suicide. Students will receive a worksheet titled, "What would you do?", which



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provides a scenario of a friend who is contemplating taking his or her life. Students will answer questions on what they would do and how the situation made them feel. Students will then engage in a class discussion when worksheets are complete.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Lifelines
- Teen Health - McGraw Hill

Notes/Comments:

- This is an introductory unit that builds on what was learned in sixth grade. Lifelines is designed to be taught once a week keeping in mind the sensitivity of the subject matter.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 2: Social Health and Self-Esteem

Unit Summary: In this unit, students will explore skills to communicate with others by respecting and accepting differences in race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The unit will then transition to personal and human growth development such as understanding hormonal changes and their impact on sexuality. It will conclude by discussing the stages of pregnancy and the responsibility of parenting.



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Interdisciplinary Connections:

English Language Arts: (writing an essay on relationships in MLA format and responding to questions in writing)

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (ability to communicate with others in healthy and appropriate ways regardless of race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions)

- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).



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- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

NJSLS Number	NJSLS Content
2.1.8.SSH.1	Differentiate between gender identity, gender expression, and sexual orientation.
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 families' coping with traumatic situations, crises, and change.



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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 the risk of unintended pregnancy and STIs (including HIV).
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.

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Relationships affect a person’s health and wellbeing. ● Good communication and conflict resolution can help maintain a healthy relationship with parents, siblings, and dating partners. ● Relationships are influenced by a wide variety of factors, individuals, and behaviors. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you promote healthy relationships with family, friends, and dating partners? ● How can good communication skills promote a healthy relationship? ● How is conflict resolution a part of building a healthy relationship? ● What coping strategies help families deal with crisis, traumatic events, or change? ● What chemical, hormonal, and physical changes occur during puberty?
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| <ul style="list-style-type: none">● The values acquired from family, culture, personal experiences, and friends impact all types of relationships.● Individual actions, genetics, and family history can play a role in an individual's personal health.● An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.● There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. | <ul style="list-style-type: none">● What are the primary and secondary sex characteristics of puberty?● What intellectual, emotional, and social developments occur during each stage of life? |
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Instructional Outcomes:

- SWBAT: Recognize the difference between healthy and unhealthy relationships.
- SWBAT: Identify the signs of an abusive relationship (i.e. dating violence).
- SWBAT: Recognize the signs of sexual abuse and assault.
- SWBAT: Locate resources on how to report and prevent sexual harassment and abusive relationships.
- SWBAT: Properly diagram the male and female reproductive systems and define the specific functions of each organ, gland, cells, etc.
- SWBAT: Identify the physical changes that occur during puberty (i.e. adolescence) and how they may also affect emotional and social changes.
- SWBAT: Explain the importance of proper hygiene for the reproductive systems.
- SWBAT: List and explain the stages of fetal development from fertilization to birth.
- SWBAT: Identify and explain the responsibilities of parenting.

Formative Assessments:

- Do now (terms and definitions, think pair share)



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- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Gender Stereotyping: Using Google Slides, sent through Google Classroom, students will view people in various activities, careers, or just in a public setting. Students have to identify and list in the comments what they see. They will then discuss with their groups to compare and contrast answers, which will be displayed for the class. Discussion will follow covering how we may tend to stereotype when we see people only at face value.
- Safe Dating: Students will answer questions in essay MLA format summarizing their feelings on a healthy relationship. Students will revisit their essays at the end of the unit and have the opportunity to add and/or alter anything after having learned the information in this unit.
- Students will be presented a Google Slideshow via Google Classroom. There will be 12 slides that have elements of a relationship such as respect me and make me laugh. The slideshow will be interactive for all students to respond on the same slide. In the comments, they will rank each element from most important to least important.
- Students will receive a diagram of the reproductive systems with word banks. Students will complete the diagrams followed by discussion covering the role of each organ, gland(s), cells, etc. Proper hygiene will also be discussed.



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- Lifelines Training: “When a Friend Is in Trouble” - A scenario of a person who is contemplating suicide and is confiding in another friend will be presented. Students will be guided through the signs of danger and how to find help.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Lifelines
- Teen Health - McGraw Hill
- kidshealth.org
- healthychildren.org

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 3: Alcohol, Tobacco, and Other Drugs/Dependency, Substances Disorder, and Treatment

Unit Summary: In this unit, students will acknowledge the internal and external pressures that influence them to use substances. Students will also be informed as to how various drugs and tobacco can be found in a variety of forms and that the use of alcohol and other drugs has both short-term and long-term effects. The unit will address how over-the-counter medicines and prescription medications, when taken correctly, are drugs used to treat pain and illness and the importance of reading the labels and listening to doctors’ instructions given these drugs have both benefits and risks. Discussion will occur regarding how tobacco products have expanded and include cigarettes, e-cigarettes, and marijuana, which can cause damage both physically and



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mentally. More specifically, students will learn about how tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies: (impact that drugs have socially on communities, schools, careers, and families)

- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Mathematics: (understanding the costs of certain drugs, particularly painkillers, which is why people may turn to heroin given it is cheaper than paying for a drug such as oxycontin)

- 7.EE.B.3: Solve multi step real life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25



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an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9 \frac{3}{4}$ inches long in the center of a door that is $27 \frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
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Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

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- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

NJSLS Number	NJSLS Content
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.



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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 wellbeing.
2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
2.3.8.DSDT.5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> The use of alcohol, tobacco (including e-cigarettes and vaping), and other cannabis products can result in social, emotional, and physical harm to oneself and others. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does drug abuse impact a person's life? What are the effects of drug abuse on society?
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| <ul style="list-style-type: none">● Resistance skills to avoid the misuse of alcohol, tobacco, and other drugs are essential to healthy choices promoting lifelong wellness.● Current research has determined that alcohol, tobacco, and other drugs have a variety of harmful effects on the body.● A variety of factors (e.g., mental health, genetics, environment) can contribute to alcohol, tobacco, and drug disorders, and a wide variety of treatment options are available depending on the needs of the individual.● The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | <ul style="list-style-type: none">● What are the mental, social, and legal consequences of drinking and drug use?● What factors influence young people’s beliefs about alcohol, tobacco, and other drug use?● What are methods of preventing alcohol, tobacco, and other drug use?● What are treatment methods for alcohol, tobacco, or other drug use disorders? |
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Instructional Outcomes:

- SWBAT: Students will demonstrate the ability to use drug knowledge, decision making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medication, alcohol, tobacco, and other drugs.
- SWBAT: Differentiate between and among moderate drinking, binge drinking, and heavy drinking.
- SWBAT: Analyze the effects of alcohol on the brain.
- SWBAT: Explain the mental, social, and legal consequences of drinking.
- SWBAT: Assess the role of alcohol in accidents and violence.
- SWBAT: Summarize how alcohol use can increase the risk of developing an alcohol use disorder.
- SWBAT: Identify various forms of nicotine products.
- SWBAT: Assess the hazardous effects of nicotine on the body.
- SWBAT: Explain the health risks of vaping devices.



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- SWBAT: Describe the mental, social, and legal consequences of vaping use.
- SWBAT: Identify the hazardous effects of marijuana on the body.
- SWBAT: Describe factors that influence young people's beliefs about alcohol, tobacco, and other drug use.
- SWBAT: Demonstrate methods of preventing alcohol, tobacco, and other drug use.
- SWBAT: Explain treatment methods for alcohol, tobacco, or other drug use disorders.
- SWBAT: Compare and contrast a variety of services on how to help an individual or family member who has an alcohol, tobacco, or other drug use disorder.

Formative Assessments:

- Do now (terms and definitions, think pair share)
- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:



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- Why Drink When You Can...Instead?: A Guided Discussion on Underage Consumption. Students will answer the following questions on a Google Doc: Why do you think some young people who do not want to drink feel pressured to drink? What are some things to say if someone pressures you? Why do you think young people start to drink? Why do you think someone you know would drink? Students will compare and contrast answers from different groups. Class discussion comparing and contrasting responses will follow.
- Truth Teller's Latest Hit: Students will make a music video by a fictional artist called Truth Teller. The video will realistically show how kids and teens face peer pressure to drink alcohol. Students will be in small groups and use the kidshealth.org articles to explore the issues of peer pressure and alcohol. They will then write the lyrics for Truth Teller's song "Pressure to Drink." The song can be just voices, or voices and music, too. The songs will include lyrics explaining reasons why kids and teens give into peer pressure and strategies for walking away from peer pressure.
- The Real Deal: Students will read articles from the website kidshealth.org on various drugs and their effects. Students will then report to stations around the room with different drugs that were mentioned in the articles. They will have to write a storyboard detailing what happens once someone takes that drug. The following must be included: the physical effects of using the drug, how someone might behave under the influence of the drug, and situations the person might get into while under the influence.
- The Pressure Is On: Students will read articles from the website kidshealth.org on various drugs and their effects. Working in their groups, students will write a scenario in which drugs will be offered to a group of friends causing a split in the group given there may be one or more that want to try drugs, but there also may be one or more who do not and think that it is a bad idea. How will they go about convincing the other people not to start?
- Helping Someone Who Is Addicted: Students will create a poster to be hung in the hallways displaying the services and organizations that can help a person or family member with a drug addiction.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>



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- Lifelines
- Teen Health - McGraw Hill
- kidshealth.org

Notes/Comments:

- Students will learn about different types of drugs and the consequences of addiction. Lifelines will continue in ninth grade, but this unit will emphasize the importance of reaching out to people who could help somebody in need such as a teacher, coach, school counselor, student assistance coordinator, school nurse, police officer, peer leadership member, mental health specialist, social worker, and parents.
- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 4: Health Conditions, Diseases, and Medicines

Unit Summary: In this unit, students will learn about acute and chronic illnesses, which can be either controllable or life threatening. They will also learn how to gain access to care and facilities that affect the conditions of health. Students will be reminded that a healthy lifestyle will help a person avoid and reduce health risks and diseases. Early detection, treatment, screenings, and vaccines assist in preventing personal, community, and global illnesses and outbreaks. The unit will review how medications that treat or relieve diseases and pain can be misused and abused if not taken properly.

Interdisciplinary Connections:

English Language Arts: (responding to questions in writing)

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



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Social Studies: (impact that drugs have socially on communities, schools, careers, and families)

- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Mathematics: (understanding the costs of certain drugs, particularly painkillers, which is why people may turn to heroin given it is cheaper than paying for a drug such as oxycontin)

- 7.EE.B.3: Solve multi step real life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

Science:

- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).



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- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology Integration:

Google Classroom, Google (Docs, Sheets, Slides), Smart Board (screen):

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

NJSLS Number	NJSLS Content
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.6	Explain how the immune system fights disease.



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2.3.8.HCDM.7	Explain how specific methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
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<p>Enduring Understandings:</p> <ul style="list-style-type: none">• 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.• The environment can impact personal health and safety in different ways.• Federal and state laws protect people’s health and the environment.	<p>Essential Questions:</p> <ul style="list-style-type: none">• How do different types of pollution affect the environment?• How is your health influenced by the environment in which you live?• How do federal and state laws help protect the environment?• What strategies can an individual use to conserve energy and natural resources to promote greener living?
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<p>Instructional Outcomes:</p> <ul style="list-style-type: none">• SWBAT: Describe the different types of air pollution and their effects.• SWBAT: Assess causes of water pollution and ways to keep water safe.• SWBAT: Identify types of chemicals that are harmful to health and the environment.• SWBAT: Provide examples of how federal and state laws protect the environment.• SWBAT: Describe different strategies an individual can use to conserve energy and natural resources to promote greener living at home, school, and in the outside world.

<p>Formative Assessments:</p> <ul style="list-style-type: none">• Do now (terms and definitions, think pair share)



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- Monitor group assignments (participation: reading, discussion, writing, and timekeeping)
- Completion of worksheet(s)

Summative Assessments:

- Tests
- Quizzes
- Worksheets

Alternative Assessments:

- Flexible pace learning
- Collaborative learning
- Digital resources

Learning Activities:

- Vocabulary Activity: Students will fill in the boxes with definitions, pictures, sentences, and connections from the chapter.
- “Living Greener Every Day” Graphic Organizer
- Students will research the effects of federal and state laws and how they protect their health and the environment. They will present their findings to the class.
- Performance Task: “Going Green at Home”- Students will assess their home environment for opportunities to go green. They will pledge with their families to initiate two or more positive changes for going green at home. At the end of the project, students will share their work with a partner.
- Students will create a campaign Jamboard or poster on the strategies of green living in school and traveling in the outside world. They will present to the class and display them around the school.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)



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Curriculum Development Resources:

- Middletown Township Health and Physical Education Curriculum
<https://sites.google.com/middletownk12.org/mtpscourseselection>
- Lifelines
- Teen Health - McGraw Hill
- kidshealth.org

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.