

CONTENT AREA: HEALTH	GRADE: 7	UNIT: I	UNIT NAME: WELLNESS
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TEEN HEALTH COURSE 3 GLENCOE 2005	ESSENTIAL QUESTIONS
Chapter 2: Health Skills: The Foundation	<ul style="list-style-type: none"> • How do your decisions affect your health and the health of others? • In what situations should you use refusal skills? • What are some positive ways to manage the stress in your life? • What are some behaviors that enhance the way you look and feel?
Chapter 3: Being a Health Consumer	<ul style="list-style-type: none"> • Why is it important to be an informed health consumer? • In what ways can you protect yourself from health fraud? • What is the role of government agencies in protecting public health?
Chapter 4: Mental and Emotional Health	<ul style="list-style-type: none"> • How do your thoughts, behaviors, and attitudes affect the way you feel about yourself? • In what ways can you meet emotional needs in healthy ways? • What are some types of mental and emotional problems? • How do you seek treatment for mental and emotional problems?
Chapter 10: Your Body Image	<ul style="list-style-type: none"> • What is the relationship between weight, growth, and health? • How do eating habits and physical activity affect weight? • Why do some people develop eating disorders? • What are the health risks involved with eating disorders?

CONTENT AREA: HEALTH

GRADE: 7

UNIT: I

UNIT NAME: WELLNESS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Analyze and predict factors in certain social situations that may require the use of effective decision making strategies to ensure personal health and wellness • Investigate different case scenarios and how food choices/supplements impact total well-being 	<ul style="list-style-type: none"> • 2.2.6.B.1: Use effective decision-making strategies. • 2.2.6.B.2: Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. • 2.1.6.A.3: Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. • 2.1.8.A.1: Assess and apply health data to enhance each dimension of personal wellness. • 2.1.8.B.1: Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. • 2.1.8.B.4: Analyze the nutritional values of new products and supplements. 	<p><i>Suggested length of study:</i> 3 weeks</p> <p>Classroom text</p> <p>Labels worksheet</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Eating Disorders video</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p> <p>Nutritional Product Project</p>

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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> Evaluate the marketing and reliability of new nutritional products and supplements Identify and analyze the multiple factors (i.e. depression, eating disorders, and compulsive disorders) that may impact one's physical, social, emotional wellness 	<ul style="list-style-type: none"> 2.1.6.A.3: Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. 2.1.8.A.4: Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. 2.1.6.B.4: Compare and contrast nutritional information on similar food products in order to make informed choices 2.1.8.B.1: Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 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. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Exit slips</p> <p><i>Summative:</i></p> <p>Chapter Reviews</p> <p>Eating Disorders Quiz</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Nutritional Product Projects</p> <p>Worksheet</p>

CONTENT AREA: HEALTH**GRADE: 7****UNIT: II****UNIT NAME: FAMILY LIFE**

TEEN HEALTH COURSE 3 GLENCOE 2005	ESSENTIAL QUESTIONS
Chapter 5: Promoting Social Health	<ul style="list-style-type: none"> • How is character important in a relationship? • What are the responsibilities involved in being a parent? • What are some of the consequences of being a teen parent?
Chapter 6: Relationships: The Teen Years	<ul style="list-style-type: none"> • What are some advantages of group dating? • Why is it so important to set limits in dating situations?
Chapter 17: Communicable Diseases; Lessons 4-5	<ul style="list-style-type: none"> • What are some of the common STDs and the problems they cause? • How is HIV spread and how is it not spread? • What are possible problems that can be caused if a pregnant woman contracts an STD?

CONTENT AREA: HEALTH	GRADE: 7	UNIT: II	UNIT NAME: FAMILY LIFE
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Evaluate how affection, love, and commitment relate to healthy relationships and the effect on one’s wellness • Evaluate contraceptive methods and factors that influence their use • Analyze the influences that hormones, nutrition, environment, and heredity play on the physical, social, and emotional aspects of the adolescent years 	<ul style="list-style-type: none"> • 2.4.8.A.4: Differentiate between affection, love, commitment, and sexual attraction. • 2.4.8.A.5: Determine when a relationship is unhealthy and explain effective strategies to end the relationship. • 2.4.8.A.6: Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age. • 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.1: Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. 	<p><i>Suggested length of study:</i> 3 weeks</p> <p>Classroom text</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Pregnancy posters</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p>

CONTENT AREA: HEALTH	GRADE: 7	UNIT: II	UNIT NAME: FAMILY LIFE
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Discuss being a teenage parent and the effect it has on academic, social, and family life • Summarize the signs and symptoms of pregnancy and correlate prenatal care to the prevention of complications during pregnancy and childbirth 	<ul style="list-style-type: none"> • 2.4.8.C.4: Predict short- and long-term impacts of teen pregnancy. • 2.4.8.C.1: Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. • 2.4.8.C.5: Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Thumbs up/ Thumbs down</p> <p><i>Summative:</i></p> <p>Chapter Reviews</p> <p>Contraception Quiz</p> <p>Chapter Tests</p> <p>Unit Tests</p>

CONTENT AREA: HEALTH**GRADE: 7****UNIT: III****UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS**

TEEN HEALTH COURSE 3 GLENCOE 2005	ESSENTIAL QUESTIONS
Chapter 11: Medicines and Drugs	<ul style="list-style-type: none"> • How do medicines affect the body? • What are the effects of narcotics, stimulants and depressants on the body? • What are the risks of using marijuana? • What are the differences between hallucinogens, inhalants, club drugs and steroids on the body? • Where can drug abusers get help? • What are some alternatives to drugs?
Chapter 12: Tobacco	<ul style="list-style-type: none"> • What are some of the negative effects tobacco has on the body and its systems? • How much money would a person spend each year on cigarettes if he/she smoked a pack of cigarettes daily?
Chapter 13: Alcohol	<ul style="list-style-type: none"> • Why does alcohol affect people differently? • What effects does alcohol have on the different body systems? • What are some of the dangers of alcoholism?

CONTENT AREA: HEALTH	GRADE: 7	UNIT: III	UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Describe the positive effects and the potential risks that may occur when one uses over the counter medicines, prescription drugs, and supplements • Summarize the effects of alcohol/drug use on the body systems 	<ul style="list-style-type: none"> • 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. • 2.3.8.B.3: Analyze the effects of all types of tobacco use on the aging process. • 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.7: Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. 	<p><i>Suggested length of study:</i> 4 weeks</p> <p>Classroom text</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p> <p>Drunk Driving goggles</p> <p>A Year’s Worth of Tar Jar</p>

CONTENT AREA: HEALTH

GRADE: 7

UNIT: III

UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Compare and contrast how the effects of alcohol, tobacco, and other drugs vary in different people • 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 	<ul style="list-style-type: none"> • 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. • 2.3.8.B.1: Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. • 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.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. • 2.3.8.C.2: Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Drunk Driving course</p> <p><i>Summative:</i></p> <p>Drug Projects</p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p>

CONTENT AREA: HEALTH**GRADE: 7****UNIT: IV****UNIT NAME: COMMUNITY HEALTH SKILLS**

TEEN HEALTH COURSE 3 GLENCOE 2005	ESSENTIAL QUESTIONS
Chapter 6: Relationships: The Teen Years; Lesson 2	<ul style="list-style-type: none"> • What are the risks of negative peer pressure? • How can you develop and use refusal skills and assertiveness? • In what situations would you need these skills?
Chapter 7: Conflict Resolution; Lessons 1-2	<ul style="list-style-type: none"> • What factors cause conflicts to escalate? • Why is compromise so important in conflict resolution?
Chapter 19: Safety and Emergencies; Lesson 2	<ul style="list-style-type: none"> • What are some safety and traffic rules for bicycles, skaters, skateboards, and scooters? • How can pedestrians protect themselves from injury?

CONTENT AREA: HEALTH

GRADE: 7

UNIT: IV

UNIT NAME: COMMUNITY HEALTH SKILLS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Demonstrate the use of negotiation, refusal, and assertiveness skills when responding to various scenarios (peer pressure, conflict) • Develop methods and strategies that will promote character development in individual, group, and team environments • Investigate different opportunities available and implement a plan that motivates volunteerism 	<ul style="list-style-type: none"> • 2.2.6.A.2: Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. • 2.2.8.C.1: Analyze strategies to enhance character development in individual, group, and team activities. • 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. • 2.1.8.E.2: Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. • 2.2.8.D.1: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. 	<p><i>Suggested length of study:</i> 2 weeks</p> <p>Classroom text</p> <p>Peer pressure scenarios</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p> <p>Computer Lab for Health Product Projects</p>

CONTENT AREA: HEALTH	GRADE: 7	UNIT: IV	UNIT NAME: COMMUNITY HEALTH SKILLS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Using technology, develop a web-based glossary of health products, services, and resources for purposes of intervention • Describe the components of the traffic safety system, how the participants contribute to its effectiveness, and what the causes and consequences are for not complying with the traffic safety laws 	<ul style="list-style-type: none"> • 2.2.8.E.1: Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. • 2.1.8.E.1: Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. • 2.1.6.D.3: Summarize the components of the traffic safety system and explain how people contribute to making the system effective. • 2.1.8.D.3: Analyze the causes and the consequences of noncompliance with the traffic safety system. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Peer assessments</p> <p><i>Summative:</i></p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Health Product Projects</p>