

**Comprehensive Health and Physical Education
Grade 7**

Unit I Nutrition	
Pacing (# of hours)	2.5 weeks
Essential Questions	What makes a food healthy? How do you determine appropriate portion sizes? How are food choices influenced by culture and tradition? What role does family, peers, and the media have on food choices now and throughout life? What are the consequences (especially unforeseen) of our choices in terms of wellness?
Enduring Understand/ NJCCCS Content Standards	Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health. It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture. Peers and the media also have a significant impact on food choices and the availability of healthy options. Making healthy eating choices is an important part of achieving and sustaining wellness. There are many short and long term health benefits and risks associated with nutritional choices.
Learning Targets: Content	Nutrition terminology: nutrition, nutrients, nutritionist, appetite, hunger Nutrients and how the body uses them (carbohydrates, fat, protein, vitamins, minerals, water) MyPlate food guidance system Benefits of good nutrition and consequences of poor nutrition and effect on components of health (physical, mental/emotional, social) Factors that influence food choices (family and culture, environment, advertising, knowledge of nutrition, convenience, peer pressure) Healthy ways to lose, gain or maintain weight Reading food labels (serving size, calories, fat from calories, saturated fat, unsaturated fat, trans fat, cholesterol, dietary fiber, percent daily allowances) Portion control tips including visual cues and lifestyle changes Creating a meal plan that meets student specific nutritional needs and applying plan to daily life
Learning Targets: Skills	<i>Students will be able to:</i> Analyze how various internal and external factors (culture, age, health status, eating environment) influence their food choices. Discuss how specific nutrients benefit body functioning. Examine nutritional values on a food label as they relate to daily allowance and explain why a food may be a good or bad food choice. Discuss tips for controlling portion sizes. Create a customized food plan that meets students’ individual nutritional needs and apply to daily living.
Assessments: Formative	Use online tools, such as the Choose My Plate food planner, to calculate recommended daily nutritional allowances Completion of analysis questions

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Unit I Nutrition	
	Teacher observation and feedback Creation of customized food plan Food label quiz
Assessments: Summative	Nutrition Test Final Exam
NJCCCS CPI Health and PE	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.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. 2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.
NJCCCS CPI Technology	8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
NJCCCS CPIs 21st Century Life and Career	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
Common Core Language Arts Standards	RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Comprehensive Health and Physical Education
Grade 7**

Unit II Alcohol and Tobacco	
Pacing (# of weeks)	1.5 weeks
Essential Questions	Why do people use and abuse alcohol and tobacco despite warnings about the dangers to self and others? What are the consequences (especially unforeseen) of our choices in terms of wellness?
Enduring Understand/ NJCCCS Content Standards	The use and abuse of alcohol and other drugs does not only have an impact on the individual and but may have a profound impact on others. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
Learning Targets: Content	Alcohol-related terminology: alcoholism, intoxication, alcohol poisoning, blood-alcohol concentration, legal drinking age, DUI, DWI Physical, social and emotional health problems related to alcohol use Definition and consequences of binge drinking Factors contributing to alcoholism and addiction Dangers of drunk driving Where to get help for a drinking problem Impact of tobacco use on aging. Smoking laws in New Jersey and other states and countries
Learning Targets: Skills	<i>Students will be able to:</i> Explain the impact of alcohol use on brain and body functions. Describe how using alcohol can affect personality and behavior. Describe the consequences of binge drinking. Discuss the dangers of drinking and driving. Analyze the impact of alcohol use on decision-making skills and the potential for sexual assault, pregnancy and STIs. Determine when to ask for help and people/places to go to for help with a drinking problem. Compare and contrast the smoking laws in New Jersey with other states and countries. Discuss factors that contribute to addiction. Identify and discuss the role of adults and professionals who can assist with tobacco addiction.
Assessments: Formative	Use alcohol terms to create compound sentences. Read binge drinking article and answer related questions. Compare and contrast scenarios to determine when to ask for help and places to go to for help with a drinking problem. Feedback from participation in alcohol simulation activities that analyze the relationship between the activities to alcohol use.

**Comprehensive Health and Physical Education
Grade 7**

Unit II Alcohol and Tobacco	
	<p>Calculate the cost of smoking to determine lifetime purchases that could be made with the amount of money spent on tobacco products (e.g., cost of housing, cars, travel, education).</p> <p>Engage in hands-on simulation activities that represent the effects of tobacco use, i.e. collect heart rate and breathing data and record. Then, under conditions that mimic the impact of tobacco use, (e.g., using a straw to breath during the aerobic routine), record the same data and compare.</p> <p>Debate tobacco-related issues, i.e. Should smokers who develop lung cancer or other fatal diseases caused by smoking be allowed to sue the tobacco companies?</p> <p>Complete an Internet Scavenger Hunt. Record search terms used to find URLs with answers to questions relating to alcohol and tobacco use.</p>
Assessments: Summative	<p>Use printed materials and online resources to determine whether alcohol-related statements are true or false and then write a detailed explanation that corrects the false statements.</p> <p>Develop a PSA explaining how smoking and tobacco use affects your future health. Record, edit, and post on School Tube or a similar site. Solicit feedback on the PSA through a blog.</p> <p>Final Exam</p>
NJCCCS CPI Health and PE	<p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p> <p>2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>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.</p> <p>2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p> <p>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.</p> <p>2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>
NJCCCS CPI Technology	<p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>
NJCCCS CPI 21st Century Life and Career	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p>Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p>
Common Core Language Arts Standards	<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

**Comprehensive Health and Physical Education
Grade 7**

Unit III Drugs	
Pacing (# of weeks)	1.5 weeks
Essential Questions	Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others? What are the consequences (especially unforeseen) of our choices in terms of wellness? How do I determine whether or not a medication will be effective? Why does one person become an addict and another does not?
Enduring Understand/ NJCCCS Content Standards	The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others. Medicines must be used correctly in order to be safe and have the maximum benefit. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. There are common indicators, stages and influencing factors of chemical dependency.
Learning Targets: Content	Drug-related terminology: overdose, depressant, stimulant, narcotic Physical, social and emotional health problems related to drug use and abuse Impact of drug use on decision-making skills Factors contributing to drug addiction Where to get help for a drug problem
Learning Targets: Skills	<i>Students will be able to:</i> Discuss how prescription and over-the-counter drugs will have different effects on different people. Compare and contrast how adults and adolescents may use and abuse prescription and over-the-counter drugs. Discuss how drug use on affects the way the brain and body functions and put your health at risk. Describe how using drugs can affect personality and behavior. Analyze the impact of drug use on family and friends. Predict and discuss the legal and financial consequences of the use, sale, and possession of illegal substances. Determine when to ask for help and people/places to go to for help with a drug abuse problem.
Assessments: Formative	Synthesize information presented in drug video and develop written responses to questions pertaining to negative consequences of drug use, impact of drug use on behavior and relationships to friends and family to be used in multimedia presentation.

**Comprehensive Health and Physical Education
Grade 7**

Unit III Drugs	
	<p>Research an article pertaining to the abuse of prescription and/or over-the-counter drugs and write a persuasive letter to a younger sibling discouraging the abuse of these drugs. Student Leadership Corp presentation “Drug Jeopardy” in which teams collaborate on answers to drug-related questions.</p>
Assessments: Summative	<p>Create a multimedia presentation describing a drug, its slang names, how it’s used and its short- and long-term effects. Create a collage that represents activities, hobbies, interests and future goals and include a paragraph that describes how using drugs can interfere with these aspects of life i.e., education, finances, social life, family, future. Final Exam</p>
NJCCCS CPI Health and PE	<p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals. 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. 2.2.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the counter medicines and the consequences of such abuse. 2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. 2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances. 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. 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>
NJCCCS CPI Technology	<p>8.1.8.A.3 Create a multimedia presentation including sound and images.</p>
NJCCCS CPI 21st Century Life and Career	<p>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities. 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.</p>
Common Core Language Arts Standards	<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>

**Comprehensive Health and Physical Education
Grade 7**

Unit IV First Aid and Safety	
Pacing (# of weeks)	1.5 weeks
Essential Questions	<p>What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others? How do personal health choices impact our own health as well as the health of others? How does the commitment to personal health reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?</p>
Enduring Understand/ NJCCCS Content Standards	<p>Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe.</p>
Learning Targets: Content	<p>Terminology: First aid, trauma and blunt trauma, wound, pressure points, shock, fainting, closed and open fracture, 1st- 4th- degree burns What to have in a first aid kit Assessing the degree of risk in various situations Identifying strategies to reduce injuries Personal protection strategies and what to do when safety is compromised Consequences of noncompliance with the traffic safety system Treating nosebleeds, bleeding, wounds, shock, fainting, anaphylactic shock, broken bones and fractures, burns, poisoning, insect bites, ant bites, snake bites Practice proper technique for performing chest compressions using Bosu balls</p>
Learning Targets: Skills	<p><i>Students will be able to:</i> Assess the risk associated with a variety of scenarios and identify strategies to reduce that risk. Discuss personal protection strategies in public places and where to get help if safety is compromised. Analyze the consequences of noncompliance with the traffic safety system. Demonstrate first aid procedures for various types of injuries. Demonstrate the proper technique for performing chest compressions. Demonstrate the ability to access valid information, products, and services to enhance health Demonstrate the ability to advocate for personal, family, and community health.</p>
Assessments: Formative	<p>Evaluate scenarios to determine the degree of risk. Develop and perform role play scenarios that demonstrate personal protection strategies. Develop and perform role play scenarios that demonstrate first-aid procedures, including assessing and treating the victim. Perform the proper technique for performing chest compressions on a Bosu ball with peer coaching.</p>

**Comprehensive Health and Physical Education
Grade 7**

Unit IV First Aid and Safety	
	Complete an online activity that tests knowledge of basic life support. http://bethebeat.heart.org/ Present a PSA during school announcements or prepare a video to air on the school TV station that advocates for the importance of learning life-saving skills.
Assessments: Summative	Final Exam
NJCCCS CPI Health and PE	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. 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. 2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world Health initiative. 2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.
NJCCCS CPI Technology	8.1.8.A.3 Create a multimedia presentation including sound and images.
NJCCCS CPI 21st Century Life and Career	9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities. 9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
Common Core Language Arts Standards	W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Comprehensive Health and Physical Education
Grade 7**

Unit V Personal Health Skills: Communication, Decision Making, Conflict Resolution, Refusal Skills, Stress Management	
Pacing (# of weeks)	1 week
Essential Questions	<p>How can you learn to like yourself and others? 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? How are character and health related? What aspects of our character can be changed? To what extent do outside influences shape values? How do I make the "right" decisions in the face of peer, media and other pressures?</p>
Enduring Understand/ NJCCCS Content Standards	<p>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. Decision-making can be affected by a variety of influences that may not be in a person's best interest. The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions. Effective communication skills enhance a person's ability to express and defend their beliefs. Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</p>
Learning Targets: Content	<p>Terminology: communication (verbal and nonverbal), decision making, values, ethical, criteria, conflict, negotiation, mediation, neutrality, risk behaviors, abstinence, stress, stressors Verbal and nonverbal communication skills, effective speaking, listening and writing skills Sources of developing values, their role in decision making, decision making model Warning signs of a conflict building and conflict resolution strategy Avoiding pressure situations and effective refusal skills Good stress and bad stress, body's response to stress, stress management techniques Coping with negative situations and life experiences Strategies for reducing bullying in school Importance of following codes of conduct in various situations Impact of bullying on individuals of various cultures or mental/ physical abilities</p>

**Comprehensive Health and Physical Education
Grade 7**

Unit V Personal Health Skills: Communication, Decision Making, Conflict Resolution, Refusal Skills, Stress Management	
Learning Targets: Skills	<i>Students will be able to:</i> Demonstrate effective communication, decision making and refusal skills. Apply stress management techniques to stressful situations. Examine and apply effective conflict resolution skills. Analyze ways to reduce bullying in school and personal situations.
Assessments: Formative	Interview parent/guardian about what it was like dealing with pressure to use alcohol, tobacco and drugs when the parent/guardian was the student’s age, and then write a compare and contrast essay about the parent/guardian experience and the student experience. Demonstrate health skills in a variety of role play and written scenarios. Feedback from participation in bullying simulation activities presented by school peer group.
Assessments: Summative	Final Exam
NJCCCS CPI Health and PE	2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. 2.2.8.B.1 Predict social situations that may require the use of decision-making skills. 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. 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities. 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities. 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and worldwide. 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change. 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations. 2.4.8.A.1 Predict how changes within a family can impact family members.
NJCCCS CPI 21st Century Life and Career	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community. 9.1.8.B.1 Use multiple points of view to create alternative solutions.
Common Core Language Arts Standards	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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Grade 7

Addendum

Nutrition

www.ChooseMyPlate.gov

MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal

www.mypyramid.com

Outlines the importance of a food guide in order to gain better health

Alcohol and Tobacco

Videos:

“Smoking: Truth or Dare” reviews the effects tobacco has on a person’s health.

“Fatal Accident DVD” allows students to view and discuss their reactions to the drinking and driving accident.

“Alcohol: Facts, Myths & Decisions” outlines the detrimental effects alcohol has on the body.

Drugs

Video:

“The Truth About Drugs” will allow students to see the negative consequences illegal drugs can have on a teen’s life.

“Nightmare on Drug Street” describes the physical, social and emotional effects drug use can have on a person.

First Aid and Safety

<http://bethebeat.heart.org/>

This site is sponsored through the American Heart Association and allows students to navigate through information and take online quizzes about personal safety and basic life support.

Personal Health Skills: Communication, Decision Making, Conflict Resolution, Refusal Skills, Stress Management

Video

“Bullies, Loners and Violence” flips the lives of two teens from “cool” to “nerdy” in order to help promote tolerance and help stop school violence and bullying.

http://school.discoveryeducation.com/teachersguides/pdf/health/aims/teen_files_flipped_bullies_loners_and.pdf

Teacher discussion guide and suggested activities on bullying