

Pine Hill Public Schools Curriculum

| | | | |
|----------------------------|--|--------------------------------------|------------------|
| Content Area: | | Health and Physical Education | |
| Course Title/ Grade Level: | | Health Grade 7 | |
| Unit 1: | Nutrition | Month: | 2.5 weeks |
| Unit 2: | Alcohol, Tobacco, and Other Drugs | Month: | 2.5 weeks |
| Unit 3: | Fitness and Physical Activity | Month: | 2 weeks |
| Unit 4: | Personal Growth and Development | Month: | 2 weeks |
| Unit 5: | Diseases | Month: | 1.5 weeks |
| BOE Approval Date: | | August 28, 2012 | |

**Pine Hill Public Schools
Curriculum**

| | | |
|---|---|----------------------------------|
| Unit Title: Nutrition | | Unit #: |
| Course or Grade Level: 7 | | Length of Time: 2.5 weeks |
| Date Created: | | BOE Approval Date: |
| Pacing | 2.5 weeks | |
| Essential Questions | <ul style="list-style-type: none"> • What are factors that influence one’s food choices? • What are some ways to maintain a healthy weight? • How can one conclude they’ve made a good food choice based on a nutrition facts label? • What are some ideas for healthy snacking? • How can one meet their nutrient needs? | |
| Content | <ul style="list-style-type: none"> • Nutrients • Dietary Guidelines • Choosemyplate.gov • Healthy Eating Plans • Snacking • Food Safety • Body Image • Healthy Weight Maintenance • | |
| Skills | <ul style="list-style-type: none"> • List the nutrient groups one needs to be healthy. • Discuss the health benefits of good nutrition. • Identify nutrient rich foods. • Analyze the information on a Nutrition Facts Panel • Use Choosemyplate.gov to make healthful food choices. • Identify influences on food choices. • Plan nutritious meals. • Choose healthful snacks. • Describe why eating a healthy breakfast is important. • Explain the concept of body image. • Determine your BMI • State the benefits of having a positive body image and a healthy weight. • Identify common health risks related to weight. | |
| Math Skills/ Science Processes | <ul style="list-style-type: none"> • Determine BMI • Building bones • Dietary supplements | |
| Assessments | <ul style="list-style-type: none"> • Lesson tests • Vocabulary tests • Written summation of marking period content to achieve 60% recall. • Classwork assignments/participation • Projects | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • | |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • | |

| | | | | | | | |
|--|---|--|---|--|---------------------------------|--|----------------------|
| Lesson resources / Activities | <ul style="list-style-type: none"> • Textbooks • Handouts • Smartboard • Brainpop • Food Labels • Choosemyplate.gov | | | | | | |
| 2009 NJCCCS | | | | | | | |
| Standard:2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. | | | | | | | |
| Strand(s): Nutrition | | | | | | | |
| Content Statement(s): | | | | CPI # / CPI(s):2.1.8.B.1; 2.1.8.B.2; 2.1.8.B.3; 2.1.8.B.4 | | | |
| <u>21st Century Themes</u> | | | | | | | |
| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
| <u>21st Century Skills</u> | | | | | | | |
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

| | |
|---|--|
| Pine Hill Public Schools Curriculum | |
| Unit Title: Alcohol, Tobacco and Other Drugs | Unit #: |
| Course or Grade Level: 7th | Length of Time: 2 weeks |
| Date Created: | BOE Approval Date: |
| Pacing | 2.5 weeks |
| Essential Questions | <ul style="list-style-type: none"> • What are the comparisons of physical and behavioral effects of commonly abused substances by adolescents. • What are the effects of all types of tobacco use on one's aging process. • How does NJ compare to other states in relation to tobacco laws. • What impact does alcohol have on one's brain? • How can alcohol and other drugs affect one's decision making? • What factors may cause substance abuse? |
| Content | <ul style="list-style-type: none"> • Forms of tobacco. • Effects of body systems from tobacco. • Why teens use tobacco. • Tobacco addiction • Tobacco effect's to nonsmokers • Short and long term effects of alcohol • Alcoholism • Why do teens use alcohol • Saying no to alcohol and tobacco • Drug misuse and abuse • Types of drugs |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Why do teens use drugs • Drug use and the law • Staying drug free |
| Skills | <ul style="list-style-type: none"> • Describe how tobacco affects the body. • Identify reasons why teens use tobacco. • Explain how a person can become addicted to nicotine. • Describe how antismoking efforts are helping teens stay tobacco free. • List the effects of tobacco use on nonsmokers. • List the reasons why it is good to be tobacco free. • Identify the dangers of alcohol. • Explain ways that alcohol use can damage body systems. • Describe reasons why some teens may choose to use alcohol. • Describe how alcohol may affect the user's decision. • Identify reasons not to use alcohol. • Describe drug abuse. • Identify risks associated with drug use. • Explain how different drugs affect the body. • Identify the dangers if different drugs. • Describe reasons drug use is harmful to teens. • Explain how drug use may lead to crime. • Describe some reasons to be drug free. • |
| Math Skills/ Science Processes | <ul style="list-style-type: none"> • |
| Assessments | <ul style="list-style-type: none"> • Lesson tests • Vocabulary tests • Written summation of marking period content to achieve 60% recall. • Classwork assignments/participation • Projects |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • |
| Lesson resources / Activities | <ul style="list-style-type: none"> • Textbooks • Handouts • Smartboard • Brainpop • |

2009 NJCCCS

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

Strand(s): Alcohol,Tobacco and Other Drugs

Content Statement(s):

CPI # / CPI(s): 2.3.8.A.1; 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

| | |
|--|--|
| | |
| | |

| <u>21st Century Themes</u> | | | | | | | |
|---------------------------------------|------------------------------|--|---|--|------------------------------------|--|----------------------|
| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
| <u>21st Century Skills</u> | | | | | | | |
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

| Pine Hill Public Schools Curriculum | |
|---|---|
| Unit Title: Fitness and Activity | Unit #: |
| Course or Grade Level: 7 th grade | Length of Time: 2 weeks |
| Date Created: | BOE Approval Date: |
| Pacing | 2.5 weeks |
| Essential Questions | <ul style="list-style-type: none"> • What are the short and long term physical, social, and emotional benefits of regular physical activity? • How can one use health data to develop and implement a personal fitness plan and evaluate its effectiveness? • How does medical and technological advances impact personal fitness? • What ways can one achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors? • What does F.I.T.T. stand for and how does it affect personal levels of fitness? |
| Content | <ul style="list-style-type: none"> • Physical activity benefits • 5 elements of fitness • Types of exercise • Setting fitness goals • Fitness plan • Warm up/Cool down • F.I.T.T. • Target heart rate • Weight training basics • Eating right for sports |
| Skills | <ul style="list-style-type: none"> • Discuss the benefits of physical activity. • Explain how to increase your strength, endurance, and flexibility. • Recognize the influence of body composition on fitness. • Measure your fitness using fitness tests. • List factors to consider when developing a personal fitness program. • Identify the keys to a good workout. • Calculate your target heart rate. • Assess your progress in meeting fitness goals. • Recognize the benefits of weight training. • Discuss the advantages of individual and team sports. • Identify eating habits that can improve athletic performance. |
| Math Skills/ Science Processes | <ul style="list-style-type: none"> • |

| | |
|---|---|
| Assessments | <ul style="list-style-type: none"> • Lesson tests • Vocabulary tests • Written summation of marking period content to achieve 60% recall. • Classwork assignments/participation • Projects |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • |
| Lesson resources / Activities | <ul style="list-style-type: none"> • Textbooks • Handouts • Smartboard • Brainpop • |

2009 NJCCCS

Standard: 2.6 Fitness: All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand(s):
Fitness and Physical Activity

| | |
|------------------------------|--|
| Content Statement(s): | CPI # / CPI(s):2.6.8.A.1; 2.6.8.A.2; 2.6.8.A.3; 2.6.8.A.4; 2.6.8.A.5; 2.6.8.A.6 |
| | |
| | |

21st Century Themes

| | | | |
|------------------|---|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
|------------------|---|----------------|-----------------|

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| Media Literacy | ICT Literacy | Life and Career Skills | |

**Pine Hill Public Schools
Curriculum**

| | | |
|-------------------------------|--|--------------------------------|
| Unit Title: | Personal Growth and Development | Unit #: |
| Course or Grade Level: | 7th | Length of Time: 2 weeks |
| Date Created: | BOE Approval Date: | |
| Pacing | 2 weeks | |
| Essential Questions | <ul style="list-style-type: none"> • How do hormones, nutrition, the environment, and heredity influence physical, social, and emotional changes that occur during puberty? • What are the benefits of abstinence? • What impact does genetics, family history, personal health practices, and environment have on personal growth and development in each life stage? • What are the signs and symptoms of pregnancy? | |

| | |
|---|---|
| | <ul style="list-style-type: none"> • What are the physical, social, and emotional changes that occur during each stage of pregnancy? |
| Content | <ul style="list-style-type: none"> • Adolescence • Puberty • Male/Female changes to the human body • Mental and social growth during puberty • Hormones • Male/Female reproductive systems • Heredity • Fertilization/Human development • Stages of fetal development • Life cycle • Preparing for adulthood |
| Skills | <ul style="list-style-type: none"> • Identify the emotional, physical, mental, and social changes that occur during adolescence. • Describe healthy ways of expressing your emotions. • Develop ways to manage strong emotions. • Describe the functions of male/female reproductive systems. • Explain how humans inherit certain characteristics. • Describe how a fetus develops. • Identify ways an expectant mother can care for her developing fetus. • Describe the stages of life. • Identify the ways in which adolescence will prepare you for adulthood • List ways to reduce stress in your life. |
| Math Skills/ Science Processes | <ul style="list-style-type: none"> • |
| Assessments | <ul style="list-style-type: none"> • Lesson tests • Vocabulary tests • Written summation of marking period content to achieve 60% recall. • Classwork assignments/participation • Projects |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • |
| Lesson resources / Activities | <ul style="list-style-type: none"> • Textbooks • Handouts • Smartboard • Brainpop • |
| 2009 NJCCCS | |
| <p>Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>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.</p> | |
| Strand(s): Personal Growth and Development; Sexuality | |
| Content Statement(s): | CPI # / CPI(s):2.1.8.A.2; 2.4.8.B.1; 2.4.8.B.2; 2.4.8.C.1; |

2.4.8.C.2

21st Century Themes

Global Awareness

Financial, Economic,
Business, and Entrepreneurial
Literacy

Civic Literacy

Health Literacy

21st Century Skills

Creativity and
Innovation

Critical Thinking and Problem
Solving

Communication and
Collaboration

Information Literacy

Media Literacy

ICT Literacy

Life and Career Skills

**Pine Hill Public Schools
Curriculum**

| | | |
|---|--|----------------------------------|
| Unit Title: Disease | | Unit #: |
| Course or Grade Level: 7 th grade | | Length of Time: 1.5 weeks |
| Date Created: | | BOE Approval Date: |
| Pacing | 1.5 weeks | |
| Essential Questions | <ul style="list-style-type: none"> • What methods are there to diagnose and treat disease and health conditions that are common in young adults? • What is the difference between Communicable and noncommunicable diseases? • What are some ways to prevent disease? • How can one protect oneself from STDs and HIV? • How does asthma affect the respiratory system? • How can one protect themselves from heart disease? • What are the most common types of cancer? • How can diabetes affect one's daily life? | |
| Content | <ul style="list-style-type: none"> • Communicable disease • Kinds of pathogens • Disease prevention • STDs/HIV • Noncommunicable disease • Asthma • Heart disease • Cancer • Reducing the risk of cancer • Diabetes | |
| Skills | <ul style="list-style-type: none"> • Identify types of germs that can cause disease • Explain how germs are spread • Distinguish the difference between a cold and a flu • Identify some common communicable diseases • Describe how to protect yourself against pathogens • Explain how to avoid spreading pathogens to others when you are sick • Identify habits that can keep you healthy • Identify common STDs • Explain how to protect yourself from sexually transmitted diseases • Explain how people become infected with HIV and develop AIDs • Identify causes of noncommunicable disease • Describe what asthma is and how it is treated • Explain how to prevent heart disease • Identify what cancer is • Give examples of different kinds of health | |
| Math Skills/ Science Processes | <ul style="list-style-type: none"> • | |
| Assessments | <ul style="list-style-type: none"> • Lesson tests • Vocabulary tests • Written summation of marking period content to achieve 60% recall. • Classwork assignments/participation • Projects | |

| | |
|---|--|
| Interventions / differentiated instruction | • |
| Inter-disciplinary Connections | • |
| Lesson resources / Activities | <ul style="list-style-type: none"> • Textbooks • Handouts • Smartboard • Brainpop • |

2009 NJCCCS

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

Strand(s):Disease and Health Conditions

| | |
|------------------------------|---|
| Content Statement(s): | CPI # / CPI(s):2.1.8.C.1; 2.1.8.C.2; 2.1.8.C.3 |
| | |
| | |

21st Century Themes

| | | | |
|------------------|---|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
|------------------|---|----------------|-----------------|

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| Media Literacy | ICT Literacy | Life and Career Skills | |

Revised: December 18, 2012