

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 7 Health Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

## Curriculum Scope and Sequence

<b>Content Area</b>	Health Education	<b>Course Title/Grade Level:</b>	7th Grade
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	<b>Topic/Unit Name</b>	<b>Suggested Pacing (Days/Weeks)</b>
<a href="#"><u>Topic/Unit #1</u></a>	Nervous System	5
<a href="#"><u>Topic/Unit #2</u></a>	Respiratory System	4
<a href="#"><u>Topic/Unit #3</u></a>	Digestive System/Nutrition	5
<a href="#"><u>Topic/Unit #4</u></a>	Tobacco Education	10
<a href="#"><u>Topic/Unit #5</u></a>	Alcohol Education	10
<a href="#"><u>Topic/Unit #6</u></a>	Branchburg Police Department (Rx/OTC drugs)	9

<b>Topic/Unit 1 Title</b>	<b>Nervous System</b>	<b>Approximate Pacing</b>	<b>5</b>
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<p><b>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.</b></p> <p><b>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>1.3.8.D.2- CONTENT Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making. STATEMENT INDICATOR Apply various art media, art mediums, technologies, and process in the creation of allegorical, theme- based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</b></p> <p><b>(Ex. Students create a representation of the brain showcasing a passion in the students life with the anatomical components of the brain.)</b></p>		<p><b>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</b></p> <p><b>9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</b></p> <p><b>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</b></p> <p><b>(Ex. Students work in group settings to create and/or critique projects related to the nervous system.)</b></p>	
<b>Technology Standards:</b>		<b>Career Ready Practices:</b>	
		<p><b>CRP1. Act as a responsible and contributing citizen and employee.</b></p>	

<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Students are grouped or work individually when participating in review games on the computer. )</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>(Ex. Classroom discussions will surround the importance of protecting the brain and different professions who work to protect &amp; “fix” the brain).</p>
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**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

<p>What does the Brain control?</p> <p>What is the purpose of the Spinal Cord?</p> <p>What are the 3 parts of the Brain?</p> <p>What are Neurons?</p> <p>What is the Somatic and Autonomic System?</p> <p>Why is damage to the Nervous System so serious?</p> <p>What can I do to protect and care for the Nervous System?</p>
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**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <p>Nervous System</p> <p>Brain</p> <p>Spinal Cord</p> <p>Central Nervous System (CNS)</p> <p>Peripheral Nervous System (PNS)</p> <p>Neuron</p> <p>Somatic System</p> <p>Autonomic System</p> <p>Injuries (Concussions)</p>	<p><i>Students will be able to:</i></p> <p>Define the Brain.</p> <p>Identify the three parts of the brain and what they control</p> <p>Explain the difference between the peripheral nervous system and central nervous system</p> <p>Demonstrate how the neurons work</p> <p>Understand the importance of the spinal cord</p> <p>List ways to protect and care for the nervous system</p> <p>List common injuries to the nervous system</p>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p><b>Assessment - Short answer, matching, multiple choice, fill in the blank</b></p>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Brain-Pop quiz</li> <li>● Kids Health quiz</li> <li>● Vocabulary Matching Activity</li> <li>● Kahoot</li> <li>● Quizlet</li> <li>● Quizizz</li> <li>● Show of Hands</li> <li>● Exit Cards</li> <li>● Teach a friend</li> <li>● Think-Pair-share</li> <li>● Three facts and a Fib</li> <li>● Thumbs up, Thumbs down</li> <li>● Traffic Light</li> <li>● Turn and Talk</li> <li>● Discussions</li> <li>● Whip Around</li> <li>● Brainstorming</li> <li>● List 10 things (list 3 things)</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Game: The Brain Race</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Substance Abuse affecting the body</b> <b>Alcohol and its effect on the human body relating to physical, emotional, mental, and social needs</b></p>
<p><b>RESOURCES</b></p>	

**Core instructional materials:**

Teen Health book

Kids Health

Brain Pop

Health Promotion Wave Curriculum

**Supplemental materials:**

Scholastic Choice Magazine

**Modifications for Learners**

See [appendix](#)

Topic/Unit 2 Title	Respiratory System	Approximate Pacing	4
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<p><b>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.</b></p> <p><b>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>1.3.8.D.2- CONTENT Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.STATEMENT INDICATOR Apply various art media, art mediums, technologies, and process in the creation of allegorical, theme- based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.</b></p> <p><b>1.4.8.B.1- CONTENT Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.STATEMENT INDICATOR Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</b></p>		<p><b>9.1.8.B.1 Use multiple points of view to create alternative solutions.</b></p> <p><b>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</b></p> <p><b>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</b> (Ex. Students work in collaboration during activities to present and respond to each other in relation to the importance and function of the lungs.)</p>	

(Ex. Students represent the respiratory system through art and the class uses critique as a way to highlight the anatomy and physiology of breathing.)	
<b>Technology Standards:</b>	<b>Career Ready Practices:</b>
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Students utilize technology for research purposes when identifying the critical structures of the respiratory system.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies. (Ex. Students demonstrate creativity in their representations of the respiratory system and communicate clearly the different parts of related anatomy and their role in the system.)</p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p>Why is breathing so important to stay alive?</p> <p>What is the function of the Respiratory System?</p> <p>What are the parts of the Respiratory System?</p> <p>How does each part of the Respiratory System work?</p> <p>Why is it important to care for the Respiratory System?</p> <p>What are the problems and complications of the Respiratory System?</p> <p>How do tobacco products affect the Respiratory System?</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><i>Students will know:</i></p> <p>Respiratory System</p> <p>Epiglottis</p> <p>Larynx</p> <p>Bronchi tubes</p> <p>Trachea</p> <p>Lungs</p>	<p><i>Students will be able to:</i></p> <p>Define the Respiratory System</p> <p>Understand the importance of caring for the Respiratory System</p> <p>Explain how smoking can destroy the Respiratory System</p> <p>Understand the step by step process in the exchange of oxygen</p>



<p><b>Diaphragm</b> <b>Alveoli</b></p>	
<b>ASSESSMENT OF LEARNING</b>	
<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p><b>Assessment - Short answer, matching, multiple choice, fill in the blank</b></p>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● <b>Brain-Pop quiz</b></li> <li>● <b>Kids Health quiz</b></li> <li>● <b>Vocabulary Matching Activity</b></li> <li>● <b>Kahoot</b></li> <li>● <b>Quizlet</b></li> <li>● <b>Quizizz</b></li> <li>● <b>Show of Hands</b></li> <li>● <b>Exit Cards</b></li> <li>● <b>Teach a friend</b></li> <li>● <b>Think-Pair-share</b></li> <li>● <b>Three facts and a Fib</b></li> <li>● <b>Thumbs up, Thumbs down</b></li> <li>● <b>Traffic Light</b></li> <li>● <b>Turn and Talk</b></li> <li>● <b>Discussions</b></li> <li>● <b>Whip Around</b></li> <li>● <b>Brainstorming</b></li> <li>● <b>List 10 things (list 3 things)</b></li> <li>● <b>Respiratory System Model</b></li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Peer Assessments</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline)</p>	<p><b>Substance Abuse affecting the body</b> <b>Alcohol and its effect on the human body relating to physical, emotional, mental, and social needs</b></p>

achievement data and measure progress towards grade level standards; given 2-3 X per year)	
<b>RESOURCES</b>	
<b>Core instructional materials:</b> Teen Health book Kids Health Brain Pop Health Promotion Wave Curriculum	
<b>Supplemental materials:</b> Scholastic Choice Magazine	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 3 Title	Digestive System/Nutrition Education	Approximate Pacing	5
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<p><b>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</b></p> <p><b>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</b></p> <p><b>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</b></p> <p><b>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</b></p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b><u>Systems and System Models</u></b>  <b>Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems.</b>  <b>(MS-ESS2-6)</b>  <b>(Ex. Students represent the digestive system through a model highlighting the anatomy and physiology of digestion.)</b></p>		<p><b>9.1.8.B.1 Use multiple points of view to create alternative solutions.</b></p> <p><b>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</b></p> <p><b>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</b>  <b>(Ex. Students work in collaboration during activities to present and respond to each other in relation to the importance and function of the parts of the digestive system.)</b></p>	
<b>Technology Standards:</b>		<b>Career Ready Practices:</b>	
<p><b>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</b></p>		<p><b>CRP1. Act as a responsible and contributing citizen and employee.</b></p> <p><b>CRP2. Apply appropriate academic and technical skills.</b></p>	

<p><b>8.2.8.ITH.4:</b> Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p><b>8.2.8.ITH.5:</b> Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p><b>8.2.8.NT.4:</b> Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Students utilize technology tools when researching the anatomy and physiology of the digestive system.)</p>	<p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP6.</b> Demonstrate creativity and innovation.</p> <p><b>CRP7.</b> Employ valid and reliable research strategies. (Ex. Students demonstrate creativity in their representations of the digestive system and communicate clearly the different parts of related anatomy and their role in the system.)</p>
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**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

**What is the Digestive System?**  
**How does the Digestive System work?**  
**What are some problems and complications of the Digestive System?**  
**What are some ways to care for the Digestive System?**  
**How does alcohol affect the Digestive System?**  
**What are the structures and functions of the Digestive System?**

**What is Nutrition?**  
**What does it mean to have a balanced diet and why is it important?**  
**What are some ways to improve nutrition?**  
**Name the 5 areas of the 'MY Plate' and list 5 examples of food in each category. (Ex. Dairy- Milk)**  
**How does eating healthy affect your body systems? Example.... Brain (Nervous) Stomach (Digestive)**  
**Why are more and more people choosing to eat organic foods?**  
**Create a balanced diet for a person that is gluten free, diabetic, or a vegan (breakfast, lunch, and dinner)**  
**Why is good nutrition healthy for the mind and body?**

**STUDENT LEARNING OBJECTIVES**

<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
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<p><b>Students will know:</b>  <b>Digestive System</b>  <b>Esophagus</b>  <b>Small intestine</b>  <b>Large intestine (Colon)</b>  <b>Liver</b>  <b>Stomach</b>  <b>Gallbladder</b>  <b>Pancreas</b></p> <p><b>Differentiating between organic, gluten free, vegan, diabetic diets</b>  <b>MyPlate</b></p>	<p><b>Students will be able to:</b></p> <p><b>Understand the Digestive System, its organs and the role of each in the process of digestive.</b>  <b>Explain the role of the digestive process</b>  <b>Recognize signs and symptoms of digestive problems</b>  <b>List ways to care for the Digestive System</b>  <b>Understand how drinking alcohol affects the Digestive System</b></p> <p><b>Develop an understanding of the importance of healthy eating</b>  <b>Understand the importance of how healthy eating can affect the various body systems.</b>  <b>Acquire knowledge of the variety of food choices from the ‘My Plate’.</b>  <b>Make connections between healthy choices that can affect the mind and body.</b>  <b>Understand the positive benefits of healthy eating.</b></p>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>          (Assessment at the end of the learning period)</p>	<p><b>Assessment - Short answer, matching, multiple choice, fill in the blank</b>  <b>Projects may include but not limited to the following ideas:</b></p> <ul style="list-style-type: none"> <li>● Wevideo</li> <li>● Prezi</li> <li>● Powtoon</li> <li>● Video</li> <li>● Slideshow</li> <li>● Renderforest.com (This is another tool for presenting projects that make it fun to do and watch)</li> </ul>
<p><b>Formative Assessments</b>          (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Brain-Pop quiz</li> <li>● Kids Health quiz</li> <li>● Vocabulary Matching Activity</li> <li>● Kahoot</li> </ul>

	<ul style="list-style-type: none"> <li>● Quizlet</li> <li>● Quizizz</li> <li>● Gimkit</li> <li>● Exit Cards</li> <li>● Teach a friend</li> <li>● Think-Pair-share</li> <li>● Three facts and a Fib</li> <li>● Thumbs up, Thumbs down</li> <li>● Turn and Talk</li> <li>● Discussions</li> <li>● Whip Around</li> <li>● Brainstorming</li> <li>● List 10 things (list 3 things)</li> <li>● Flipgrid</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Peer Assessments</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Substance Abuse affecting the body</b>  <b>Alcohol and its effect on the human body relating to physical, emotional, mental, and social needs</b></p>
<p><b>RESOURCES</b></p>	
<p><b>Core instructional materials:</b>  <b>Teen Health book</b>  <b>Kids Health</b>  <b>Brain Pop</b>  <b>Health Promotion Wave Curriculum</b></p>	
<p><b>Supplemental materials:</b></p>	

<b>Scholastic Choice Magazine</b>
<b>Modifications for Learners</b>
See <a href="#">appendix</a>

Topic/Unit 4 Title	Tobacco Education	Approximate Pacing	10
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<p>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.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>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.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>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>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>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.</b></p> <p><b>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></p>		<p><b>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</b></p> <p><b>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</b> (Ex. Student communication of information to their peers through video as an effective methodology. )</p>	



<p><b>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</b></p> <p><b>C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</b></p> <p><b>D. Acknowledge new information expressed by others and when warranted, modify their own views.</b></p> <p><b>(Ex. Students conduct research and present on the various health effects of tobacco use.)</b></p>	
<p><b>Technology Standards:</b></p>	<p><b>Career Ready Practices:</b></p>
<p><b>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</b></p> <p><b>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</b></p> <p><b>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</b></p> <p><b>(Ex. Students use research tools to explore the negative effects of tobacco use and utilize WeVideo as the platform to relay information to their peers.)</b></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee.</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason.</b></p> <p><b>CRP6. Demonstrate creativity and innovation.</b></p> <p><b>CRP7. Employ valid and reliable research strategies.</b></p> <p><b>CRP11. Use technology to enhance productivity.</b></p> <p><b>(Ex. Understand the logistical impact of personal tobacco addiction and the physical and social health concerns for others.)</b></p>
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p><b>What is tobacco?</b></p> <p><b>What are the different types of tobacco?</b></p> <p><b>What are the different health risks of tobacco?</b></p> <p><b>What does tobacco addiction include?</b></p> <p><b>How to choose to be tobacco free?</b></p> <p><b>What are the chemicals in tobacco?</b></p> <p><b>How are the different forms of tobacco used?</b></p>	

<p>How does the use of tobacco products affect the brain, heart, and lungs?          What are the short and long term effects of tobacco use?          What are some of the physical and mental withdrawals for tobacco use?          What impact can tobacco have on my financial future?</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><i>Students will know:</i>  <b>Tobacco</b>  <b>Nicotine</b>  <b>Tar</b>  <b>Carbon Monoxide</b>  <b>Addiction</b>  <b>Bronchi Tubes</b>  <b>Alveoli</b>  <b>Cilia</b>  <b>Psychological Dependence</b>  <b>Physical Dependence</b>  <b>Withdrawal</b>  <b>Vaping</b>  <b>E-Cigarettes</b>  <b>Juuls</b>  <b>ulcer</b>  <b>Emphysema</b>  <b>COPD</b></p>	<p><i>Students will be able to:</i>  <b>Strengthen students knowledge in skills for resisting all forms of tobacco</b>  <b>Heighten student awareness of the serious consequences for the use of tobacco products</b>  <b>Acknowledge factors that influence tobacco use</b>  <b>Demonstrate refusal skills in avoiding tobacco products</b>  <b>Understand the importance of avoiding peer pressure to make healthy decisions</b>  <b>Identify the health risks of tobacco and its effects on the body including changes to the nervous, circulatory, respiratory, and digestive system</b></p>
<b>ASSESSMENT OF LEARNING</b>	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	<b>Assessment - Short answer, matching, multiple choice, fill in the blank</b>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>● <b>Brain-Pop quiz</b></li> <li>● <b>Kids Health quiz</b></li> <li>● <b>Vocabulary Matching Activity</b></li> <li>● <b>Kahoot</b></li> <li>● <b>Quizlet</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Quizizz</li> <li>● Show of Hands</li> <li>● Exit Cards</li> <li>● Teach a friend</li> <li>● Think-Pair-share</li> <li>● Three facts and a Fib</li> <li>● Thumbs up, Thumbs down</li> <li>● Traffic Light</li> <li>● Turn and Talk</li> <li>● Discussions</li> <li>● Whip Around</li> <li>● Brainstorming</li> <li>● List 10 things (list 3 things)</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Tobacco/Smoking Video Project</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Substance Abuse affecting the body</b>  <b>Alcohol and its effect on the human body relating to physical, emotional, mental, and social needs</b></p>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b>  <b>Teen Health book</b>  <b>Kids Health</b>  <b>Brain Pop</b>  <b>Health Promotion Wave Curriculum</b></p>	
<p><b>Supplemental materials:</b>  <b>Scholastic Choice Magazine</b></p>	

**Videos**

**Game: Occaboton Clinic**

**Game: Play it Straight**

**Tobacco Bingo**

**Smoking Goggles**

**Modifications for Learners**

See [appendix](#)

Topic/Unit 5 Title	Alcohol Education	Approximate Pacing	10
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<p><b>2.3.8.ATD.1:</b> 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.</p> <p><b>2.3.8.ATD.2:</b> Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p><b>2.3.8.ATD.3:</b> 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.</p> <p><b>2.3.8.ATD.4:</b> Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p><b>2.3.8.ATD.5:</b> Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p> <p><b>2.3.8.DSDT.1:</b> Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p><b>2.3.8.DSDT.2:</b> Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p> <p><b>2.3.8.DSDT.3:</b> Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</p> <p><b>2.3.8.DSDT.4:</b> Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p><b>2.3.8.DSDT.5:</b> 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>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>SL.7.1</b> 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><b>E.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		<p><b>9.1.8.C.1</b> Determine an individual’s responsibility for personal actions and contributions to group activities.</p> <p><b>9.1.8.C.2</b> Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p> <p><b>9.1.8.D.3</b> Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p>	

<p>F. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>G. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>H. Acknowledge new information expressed by others and when warranted, modify their own views.</p> <p>(Ex. Students conduct research and present on the physical and psychological effects of alcohol on the body.)</p>	<p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p> <p>(Ex. Students work together to present a role playing scenario related to the effects of alcohol sharing the responsibilities across all members of the group.)</p>
<p style="text-align: center;"><b>Technology Standards:</b></p>	<p style="text-align: center;"><b>Career Ready Practices:</b></p>
<p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</p> <p>(Ex. Students utilize family members, role playing, and scenarios to create a video demonstrating the effects of alcohol usage.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>(Ex. Students discuss the impact of personal alcohol addiction and the physical and social health concerns for others.)</p>
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p>How can alcohol use affect my learning?</p> <p>How can alcohol affect my personal health?</p> <p>What effect does alcohol have on my home environment?</p> <p>What is alcoholism?</p> <p>What are the short and long term effects of alcohol use?</p> <p>How can goal setting help me to be drug free?</p> <p>How can a mother's alcohol use affect her unborn child?</p> <p>How easy is it to become addicted to alcohol and is it based on heredity?</p>	

What impact can alcohol have on my financial future?  
 How does alcohol use affect a person mentally, socially, emotionally?  
 How does the consumption of alcohol affect the different body systems (nervous, circulatory, digestive, respiratory) especially the vital organs)?  
 Where teens/adults go for help if they have a problem with alcohol?  
 How does abusing alcohol affect future lifetime goals?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>alcohol</li> <li>depressant</li> <li>alcoholism</li> <li>addiction</li> <li>cirrhosis</li> <li>blood alcohol concentration</li> <li>fetal alcohol syndrome</li> <li>Alcoholics Anonymous</li> <li>Al-Anon</li> <li>Alateen</li> <li>ulcer</li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● Identify the dangers of using alcohol</li> <li>● Describe the short term effects of alcohol</li> <li>● Explain ways that alcohol use can damage body systems</li> <li>● Analyze how messages from media influence health behaviors</li> <li>● Explain why some teens may choose to use alcohol</li> <li>● Explain why alcohol is harmful to teens</li> <li>● Describe how alcohol may affect a person's decisions</li> <li>● Explain how using alcohol affects a person's relationships</li> <li>● Describe how using alcohol can lead to violence</li> <li>● Identify reasons to not use alcohol</li> <li>● Explain how to get help for alcohol use</li> <li>● Apply refusal skills to avoid alcohol use</li> </ul>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p><b>Assessment - Short answer, matching, multiple choice, fill in the blank</b></p>
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<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Brain-Pop quiz</li> <li>● Kids Health quiz</li> <li>● Vocabulary Matching Activity</li> <li>● Kahoot</li> <li>● Quizlet</li> <li>● Quizizz</li> <li>● Show of Hands</li> <li>● Exit Cards</li> <li>● Teach a friend</li> <li>● Think-Pair-share</li> <li>● Three facts and a Fib</li> <li>● Thumbs up, Thumbs down</li> <li>● Traffic Light</li> <li>● Turn and Talk</li> <li>● Discussions</li> <li>● Whip Around</li> <li>● Brainstorming</li> <li>● List 10 things (list 3 things)</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Alcohol Video Project</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Substance Abuse affecting the body</b> <b>Alcohol and its effect on the human body relating to physical, emotional, mental, and social needs</b></p>
<p><b>RESOURCES</b></p>	
<p><b>Core instructional materials:</b> <b>Teen Health book</b> <b>Kids Health</b></p>	



**Brain Pop**  
**Health Promotion Wave Curriculum**

**Supplemental materials:**  
**Scholastic Choice Magazine**  
**Videos**  
**Game: Alcohol Changes Everything**  
**Alcohol Bingo**  
**Game: Play it Straight**

**Modifications for Learners**

See [appendix](#)

Topic/Unit 6 Title	Branchburg Police Department (Rx/OTC drugs)	Approximate Pacing	7
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<p>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.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>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.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>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>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p>7.SP.A.1 - Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (Ex. Students will review data related to drugs and alcohol and its effects on minors in order to make generalizations about a sample population.)</p>		<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.A.2 Implement problem-solving strategies to solve a problem in school or the community.</p> <p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p>	

	(Ex. Through conversations with their peers and the DARE officer, students will be presented with problems and work together to come up with viable solutions.)
<b>Technology Standards:</b>	<b>Career Ready Practices:</b>
<p>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Students will utilize technology when presented with real life situations related to drugs, alcohol and the law.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity. (Ex. Students will utilize effective research strategies when completing assignments on a regular basis for the DARE officer.)</p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p>What is R.E.A.L.?</p> <p>What is the importance of knowing the consequences of substance abuse?</p> <p>How does alcohol and drugs affect the body and brain?</p> <p>How do you become dependent on alcohol and drugs?</p> <p>How can you tell if you are making a good decision....What are the steps to think about?</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>● self-awareness and management</li> <li>● responsible decision making</li> <li>● understand others</li> <li>● relationship and community skills</li> <li>● handling responsibilities and challenges</li> <li>● reduction and cessation of substance abuse</li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● understand how drugs and alcohol affect the adolescent brain</li> <li>● describe the negative consequences of alcohol and drugs</li> <li>● accurately understand risk for experiences consequences of alcohol and drug use</li> </ul>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<p><b>Assessment - Short answer, matching, multiple choice, fill in the blank</b></p>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Brain-Pop quiz</li> <li>● Kids Health quiz</li> <li>● Vocabulary Matching Activity</li> <li>● Kahoot</li> <li>● Quizlet</li> <li>● Quizizz</li> <li>● Teach a friend</li> <li>● Think-Pair-share</li> <li>● Three facts and a Fib</li> <li>● Thumbs up, Thumbs down</li> <li>● Traffic Light</li> <li>● Turn and Talk</li> <li>● Discussions</li> <li>● Whip Around</li> <li>● Brainstorming</li> <li>● List 10 things (list 3 things)</li> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p><b>Peer Assessments</b></p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p><b>Substance Abuse affecting the body</b></p>

**RESOURCES**

<b>Core instructional materials:</b> Branchburg Police Department (Extension of the Dare Program) R.E.A.L Pamphlets
<b>Supplemental materials:</b> Scholastic Choice Magazine
<b>Modifications for Learners</b>
See <a href="#">appendix</a>