

# Carle Place Union Free School District

## CURRICULUM DOCUMENT

2019-2020

### Health Education Curriculum Grade 7

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# **Carle Place Union Free School District**

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# Carle Place Union Free School District

2019-2020

## Health Education Curriculum Grade 7

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# **Carle Place Union Free School District**

2019-2020

Health Education Curriculum  
Grade 7

## **Rationale**

7th Grade Health Education is a full year, comprehensive health program that meets every other day. The goal is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.

The topics covered in class will prepare students to become contributing members of a dynamic society and have all of the necessary information to help them live a safe and healthy life.

New York State Health, Physical Education and  
Family and Consumer Sciences Learning Standards

**Standard 1: Personal Health and Fitness**

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

The students will be able to:

- Understand human growth and development throughout the life cycle
- Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.
- Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential problems into adulthood
- Evaluate how the multiple influences which affect health decisions and behaviors can be altered.

This is evident, for example, when students:

- Analyze personal dietary patterns and develop dietary plans to meet changing nutritional requirements
- Evaluate a case study to determine strategies for health enhancement and risk reduction
- Identify the consequences associated with engaging in high risk behaviors which compromise health, such as smoking, violent behavior, or driving under the influence of alcohol/drugs
- Identify the characteristics of social and emotional health which are critical to adulthood

## **Standard 2: A Safe and Healthy Environment**

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

The students will be able to:

- Recognize hazardous condition in the home, school, work place, and community and propose solutions to eliminate or reduce them
- Evaluate personal and social skills which contribute to health and safety of self and others
- Recognize how individual behavior affects the quality of the environment

This is evident, for example, when students:

- Design and implement a plan to improve safety in the home, school, workplace or community
- Use universal precautions and apply first aid, CPR, and other emergency procedures appropriately
- Describe and demonstrate appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault
- Develop community approaches which enhance and protect the quality of the environment
- Analyze how health laws, policies, and regulations protect personal and environmental safety
- Demonstrate ways to care for and show respect for self and others

### **Standard 3: Resource Management**

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

The students will be able to:

- Demonstrate how to evaluate health information, products, and services for validity and reliability
- Analyze how cultural beliefs influence health behaviors and the use of health products and services
- Demonstrate the ability to access community health services for self and others
- Use technology and the media to promote positive health messages
- Demonstrate advocacy skills in promoting individual, family, and community health

This is evident, for example, when students:

- Identify local, state, and federal agencies which provide health information and are regulating health products and services
- Describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health services or providers
- Identify criteria to measure the accuracy, reliability, and validity of claims for health care products and services
- Design a media campaign which promotes a positive health message
- Analyze how cultural diversity enriches and challenges health behaviors

Carle Place Union Free School District

2019-2020

Health Education Curriculum

Grade 7

Scope and Sequence of the Units of Instruction  
(Weekly or Monthly)

<b>Title of Unit</b>	<b>Approximate Number of Lessons</b>	<b>Sequence of Instruction by Week or Month</b>
Emotional and Mental Health	12	Weeks 1 - 6
Nutritional Health	7	Weeks 7 - 10
Fitness and Physical Activity	8	Weeks 11 - 14
Personal Care	8	Weeks 15 - 18
Bullying/Violence Prevention	4	Weeks 19 - 20
Emergency Care and First Aid	8	Weeks 21 - 24
Human Sexuality and Family Life Education	8	Weeks 25 - 29
Communicable and Non Communicable Diseases	7	Weeks 30 - 33
Alcohol, Tobacco, and Other Drugs	8	Weeks 34 - 38
Final Exam Preparation and Review	3	Weeks 39 - 40



**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Emotional And Mental Health (weeks 1-6)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Re-examine their own view, and appreciate and value themselves and others (Standards 1,2,3)</li> <li>2. Use the wellness scale and to take responsibility for their health status (Standards 1,2,3)</li> <li>3. Access valid health information (Standards 1,2,3)</li> <li>4. List/explain the skills needed to be a health literate person (Standards 1,2)</li> <li>5. Understand principles of good communication, construct I-messages to express feelings, and outline skills for active listening (Standards 1,2,3)</li> <li>6. List the components that make up our personality and explain how that links to our self-image (Standards 1,2)</li> <li>7. Develop and understanding of peer pressure by using resistance skills in order to develop good character and self-esteem (Standards 1,2,3)</li> <li>8. Describe how values can help make decisions, evaluate people, and give guidance and structure. (Standards 1,2)</li> <li>9. Describe the 3 decision making styles (Standards 1,2,3)</li> <li>10. Identify common causes of stress and management skills that are used to deal with stressful situations (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>Worksheets:</p> <ul style="list-style-type: none"> <li>• At The Scene</li> <li>• A Healthy Puzzle</li> <li>• I-Statements</li> <li>• Clump of Clones</li> <li>• Pie of Life</li> <li>• Ways to Resist Peer Pressure</li> <li>• Pressure...How Will You Respond?</li> <li>• Peer Pressure – Activity Reflection</li> <li>• Values Clarification</li> <li>• My Stress – O – Graph</li> </ul>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Life Choice Inventory</li> <li>• One Way vs Two Way Communication</li> <li>• Peer Pressure Basketball</li> <li>• Self Esteem Activity Chain</li> <li>• Extra, Extra Read All About Me!</li> <li>• You Be The Judge (Decision Making)</li> <li>• Coping Bag of Tricks (Stress Management)</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences and Physical Education

Technology Integration: smartboard/power point presentation, chrome books

Opportunities for Differentiation: Worksheets/activities can be done individually or as a group, advertisements/pamphlets can be made by students

**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Nutritional Health (weeks 7-10)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the functions of each of the 6 basic nutrients and give examples of foods that contain these nutrients (Standards 1,2,3)</li> <li>2. Design a meal that accurately coincides with “My Plate” (Standards 1,2,3)</li> <li>3. Understand the nutritional functions and sources of fat and cholesterol as well as the disadvantages of a diet high in fat and cholesterol (Standards 1,2,3)</li> <li>4. Interpret and evaluate the information on food labels (Standards 1,2,3)</li> <li>5. Describe how to maintain healthful weight and be able to identify harmful eating patterns (Standards 1,2,3)</li> <li>6. Understand different eating disorders and prevention strategies (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>Newsday</p> <p>Internet – images of eating disorders</p> <p>Worksheets:</p> <ul style="list-style-type: none"> <li>• Favorite Foods Fold Out</li> <li>• A Look on the Label</li> <li>• Food Label Comparisons</li> <li>• Caloric Calculations</li> <li>• Bar Exam</li> </ul>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Nutrient Match Up</li> <li>• Name that Food</li> <li>• My Plate – (Food Groups)</li> <li>• Newsday Cholesterol Quiz</li> <li>• Which has less calories?</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences, Chemistry, Mathematics, Art, and Physical Education

Technology Integration: smartboard/power point presentation, internet resources for nutritional content and food label information, chrome books

Opportunities for Differentiation: Worksheets can be done individually or be discussed as a group, students can bring in their own food labels

**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Fitness and Physical Activity (weeks 11-14)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the benefits of fitness and conditioning (Standards 1,2,3)</li> <li>2. Understand and explain the reasoning for physical activity and the benefits (Standards 1,2,3)</li> <li>3. Describe the five areas of health related fitness (Standards 1,2,3)</li> <li>4. Identify skills needed for skills related fitness (Standards 1,2,3)</li> <li>5. Practice calculating heart rate</li> <li>5. Understand what is needed to develop a fitness plan (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>Internet – images of disorders</p> <p>Worksheets:</p> <ul style="list-style-type: none"> <li>• The Energized Top Ten</li> <li>• Physical Fitness x 5</li> <li>• Heart Rate Calculations</li> <li>• Fitness Plan Guidelines</li> </ul>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Benefits of Fitness Bingo</li> <li>• Vocabulary Scavenger Hunt (fitness terms)</li> <li>• Create a fitness advertisement</li> <li>• Create a fitness plan</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences, Mathematics, Art, and Physical Education

Technology Integration: smartboard/power point presentation, chrome books to create an advertisement and fitness plan

Opportunities for Differentiation: Take class to gym to practice each component of fitness and to experiment with different heart rates

**Carle Place Union Free School District  
 Health Education Curriculum – Grade 7 2019 - 2020  
 Personal Care (weeks 15-18)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand what it means to be well groomed (Standards 1,2,3)</li> <li>2. Discuss the most common skin disorders (Standards 1,2,3)</li> <li>3. Describe ways to care for the skin (Standards 1,2,3)</li> <li>4. Understand the importance of good posture (Standards 1,2,3)</li> <li>5. Discuss what the bones and muscles do for our bodies (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>Internet – diagrams of epidermis and dermis (skin), skeletal system, and muscular system</p> <p>Video: “Teens and Tanning: Sun Safety Update</p>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Design a personal care product</li> <li>• “Simon Says” (bones and muscles)</li> <li>• Bones and Muscles body puzzles</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Peer Assessment</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences, Art, Anatomy, and Physical Education

Technology Integration: smartboard/power point presentation, chrome books

Opportunities for Differentiation: students can either orally present their product or make an advertisement for it

**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Bullying/Violence Prevention (weeks 19-20)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the basic underlying dynamics of teasing, bullying, and harassment (Standards 1,2,3)</li> <li>2. Describe how to recognize violence (Standards 1,2,3)</li> <li>3. List protective factors that help reduce the risk of violence and the keys to self-protection (Standards 1,2,3)</li> <li>4. Discuss anger and stress management skills (Standards 1,2,3)</li> <li>5. Understand the steps in mediation and conflict resolution. (Standards 1,2,3)</li> <li>6. Understand the importance of victim recovery (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>YouTube:</p> <ul style="list-style-type: none"> <li>• Ryan’s Story</li> <li>• Hero in the Hallway</li> <li>• Newtown Massacre</li> <li>• Consent for Kids</li> </ul> <p>Worksheets:</p> <ul style="list-style-type: none"> <li>• Violent Behaviors Crossword</li> <li>• “I Will”</li> <li>• A Nonviolent Search”</li> <li>• Critical Thinking</li> </ul>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Comparison of a ruined sheet of paper to bullying (visual activity)</li> <li>• Self-Protection Pamphlet</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences and Physical Education

Technology Integration: smartboard/power point presentation, chrome books, internet videos

Opportunities for Differentiation: Worksheets can be done individually or be discussed as a group

**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Emergency Care and First Aid (weeks 21-24)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>List numerous ways injuries can be prevented in the home and on the road (Standards 1,2,3)</li> <li>Understand general first aid procedures: survey a scene, determine severity, and number of victims, etc (Standards 1,2,3)</li> <li>Implement first aid procedures (activate emergency plan, 911, victim assessment, access ABCs, control bleeding, choking victim, non-breathing unconscious victim, CPR, etc) (Standards 1,2,3)</li> <li>Follow universal precautions for first aid (Standards 1,2,3)</li> <li>Identify and assist victims showing signs/symptoms of heart attack, diabetic emergencies, stroke, bleeding, shock, fractures, poisoning, burns, and heat/cold emergencies (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>American Red Cross: Participants Work Book (my certification book)</p> <p>YouTube:</p> <ul style="list-style-type: none"> <li>How to treat: cuts, severe bleeding, burns, seizures, and emotional and physical shock</li> <li>How to give CPR, abdominal thrusts, and back blows</li> </ul> <p>Internet – images of injuries</p> <p>Work Sheets:</p> <ul style="list-style-type: none"> <li>Safety Checklist</li> <li>Ready or Not</li> <li>Conducting an Interview</li> </ul>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Group brainstorm: preventing falls, fires, and electrical shock and pool, bicycle, pedestrian, and motor vehicle safety</li> <li>Practice CPR on training doll</li> <li>Practice treating severe bleeding</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences, Biology, and Physical Education

Technology Integration: smartboard/power point presentation, chromebooks

Opportunities for Differentiation: Objective #1 – groups are assigned 1 topic or each group adds to the previous groups brainstorm list

**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Human Sexuality and Family Life Education (weeks 25-29)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify various stages of puberty in both male and female (Standard 1)</li> <li>2. Demonstrate an understanding of the female reproductive system including the menstrual cycle (Standard 1)</li> <li>3. Explain and identify the male reproductive system (Standard 1)</li> <li>4. Display an understanding about conception, pregnancy, and childbirth (Standards 1,2,3)</li> <li>5. Understand various methods of birth control as well as develop high self-esteem to encourage abstinence (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>Internet – diagrams of the male and female reproductive systems and images of various methods of contraception</p> <p>Worksheets:</p> <ul style="list-style-type: none"> <li>• Facts and Fables</li> <li>• From Boy to Man</li> <li>• The Male Reproductive System</li> <li>• The Female Reproductive System</li> </ul>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Puberty: Males vs Females</li> <li>• The Question Box</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Biology, Anatomy, and Social Sciences

Technology Integration: smartboard/power point presentation, chromebooks

Opportunities for Differentiation: Worksheets can be done individually or be discussed as a group, question box is optional

**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Communicable and Non Communicable Diseases (weeks 30-33)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the differences between communicable and non-communicable diseases and identify ways to reduce the risk of infection (Standards 1,2)</li> <li>2. Explain how the immune system responds when a pathogen enters the body (Standards 1,2)</li> <li>3. Discuss the cause, methods of transmission, symptoms, diagnosis, treatment, and complications for various sexually transmitted diseases (Standards 1,2,3)</li> <li>4. Discuss ways to reduce the risk of STDs (Standards 1,2,3)</li> <li>5. Explain the progression of HIV to AIDS (Standards 1,2)</li> <li>6. List and discuss how HIV is transmitted, ways to reduce HIV exposure, testing methods, and treatment approaches for the virus (Standards, 1,2,3)</li> <li>7. Describe ways to reduce the possibility of developing cancer as well as treatment options (Standards 1,2,3)</li> <li>8. List risk factors and methods of prevention for cardiovascular disease and diabetes (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>YouTube: I Have AIDS – The Ryan White Story</p> <p>Internet – images of STDs and graphs showing the population affected by disease over time</p> <p>Centers for Disease Control and Prevention – <a href="http://www.cdc.gov">www.cdc.gov</a></p> <p>Worksheets:</p> <ul style="list-style-type: none"> <li>• HIV/AIDS Myth Fact Sheet</li> <li>• How is HIV Spread?</li> <li>• “Dear Sam”</li> <li>• Cancer Caution Crossword</li> </ul>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Visual – Spread of Diseases</li> <li>• Research/present a disease</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences, Biology, and Anatomy

Technology Integration: smartboard/power point presentation

Opportunities for Differentiation: Worksheets can be done individually or be discussed as a group, all students must research a different disease



**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Alcohol, Tobacco, and Other Drugs (weeks 34-38)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Differentiate between prescription, over the counter, and illegal drugs (Standards 1,2,3)</li> <li>2. Explain how illegal drugs harm health (Standards 1,2,3)</li> <li>3. Discuss the effects of drugs/alcohol/nicotine on the body (Standards 1,2,3)</li> <li>4. Discuss alcoholism: cause, health problems, effects on others, and treatment (Standards 1,2,3)</li> <li>5. Explain how smoking, breathing second hand smoke, smokeless tobacco, and vaping can harm health (Standards 1,2,3)</li> <li>6. Outline resistance skills that can be used to resist peer pressure to use tobacco, alcohol, and other drugs (Standards 1,2,3)</li> <li>7. Outline steps to quit using tobacco, alcohol, and other drugs (Standards 1,2,3)</li> </ol>	<p>Meeks Heit. Totally Awesome Health. Meeks Heit Publishing Company (Text)</p> <p>Glencoe Teen Health 2. McGraw-Hill/Glencoe (Text)</p> <p>Video –</p> <ul style="list-style-type: none"> <li>• The Truth About Drugs</li> <li>• I Can't Breathe – A Smoker's Story</li> </ul> <p>Internet – <a href="http://www.fda.gov">www.fda.gov</a></p> <p>Worksheets:</p> <ul style="list-style-type: none"> <li>• The Warning Signs of Drug Abuse</li> <li>• Alcohol Quiz Yourself</li> <li>• Go Figure</li> </ul>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Create an anti-smoking/vaping, drinking/drug advertisement</li> <li>• Poem – "I went to a party Mom"</li> </ul>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences, Art, and Biology

Technology Integration: smartboard/power point presentation, chromebooks

Opportunities for Differentiation: Worksheets can be done individually or be discussed as a group

**Carle Place Union Free School District**  
**Health Education Curriculum – Grade 7 2019 - 2020**  
**Final Exam Preparation and Review (weeks 39-40)**

OBJECTIVE	INSTRUCTIONAL RESOURCES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>The students will be able to:</p> <p>1. Reflect on all units of study from throughout the year</p>	<p>Review Sheet and Review Game</p>	<p>Teacher lecture and discussion</p> <p>Individual Work</p> <p>Group Work</p>	<p>Daily Q &amp; A</p> <p>Classwork</p> <p>Homework</p> <p>Kahoot</p> <p>Jeopardy</p> <p>Quiz</p> <p>Unit Exam</p>

Interdisciplinary Connections: Social Sciences, Physical Education, Anatomy, and Biology

Technology Integration: smartboard/power point presentation

Opportunities for Differentiation: Worksheets can be done individually or be discussed as a group

## **Carle Place Union Free School District**

### **Health Education Curriculum Grade 7 2019-2020**

### **Professional Initiatives**

Member of NYS AHPERD  
(Alliance for Health, Physical Education, Recreation and Dance)  
[www.nysahperd.org](http://www.nysahperd.org)

Attendee of Nassau Zone Conferences  
[www.nassauzone.org/events/nassau-zone-conference](http://www.nassauzone.org/events/nassau-zone-conference)

BOCES Online Professional Development Courses  
[www.nassauboces.org](http://www.nassauboces.org)

Attendee/Member of Physical Education Consortium  
[www.nassauboces.org](http://www.nassauboces.org)

Certifications in CPR/AED & First Aid

Establish relationships with local health care professionals to  
further develop community awareness with ongoing health issues

Continue to investigate and develop field trips and guest speakers  
in order to supplement and support the existing curriculum

Continue to investigate and incorporate current health issues in our society  
and infuse them into the classroom based on curriculum guidelines

# **Carle Place Union Free School District**

## **Health Education Curriculum Grade 7 2019-2020**

### **References**

#### **Texts**

Totally Awesome Health  
Philip Heit & Linda Meeks

Glencoe Teen Health 2  
McGraw-Hill/ Glencoe

#### **Websites**

[www.youtube.com](http://www.youtube.com)

[www.cdc.gov](http://www.cdc.gov)

[www.usda.gov](http://www.usda.gov)

[www.fda.gov](http://www.fda.gov)

[www.pecentral.com](http://www.pecentral.com)

google images

#### **Videos**

Teens and Tanning – Sun Safety Update  
You tube video “How To”  
I Have Aids – A Teenagers Story  
I Can’t Breathe – A Smoker’s Story