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|------------------------|---------------------------|--------------------|---------------|
| <b>Course:</b>         | Health                    | <b>Grade:</b>      | Grade 7       |
| <b>State Standard:</b> | 10.1.9 Concepts of Health | <b>Time Frame:</b> | 20-22 Lessons |

| Standard Statement   | Content Words  | Essential Questions   | Knowledge and/or Skill   | Topic                  | Assessment  |
|--|--|---|--|------------------------|---|
| <p>A. Analyze factors that impact growth and development between adolescence and adulthood</p> <ul style="list-style-type: none"> <li>Relationships (e.g., dating, friendships, peer pressure)</li> <li>Interpersonal communication</li> <li>Risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)</li> <li>Abstinence</li> <li>STD and HIV prevention</li> <li>Community</li> </ul> | <ul style="list-style-type: none"> <li>relationships</li> <li>interpersonal communication</li> <li>refusal skills</li> <li>abstinence</li> <li>STI's</li> <li>HIV</li> </ul> | <ul style="list-style-type: none"> <li>What kinds of relationships can we have?</li> <li>Why is communication important in relationships?</li> <li>What is abstinence?</li> </ul> | <p><b>Core Concepts</b></p> <ul style="list-style-type: none"> <li>Relationships: Connection we have with others <ul style="list-style-type: none"> <li>Family</li> <li>Friends</li> <li>Peers</li> <li>Dating</li> <li>Social connections</li> </ul> </li> <li>Interpersonal communication: Exchange of thoughts, feelings and beliefs between two or more people</li> <li>Refusal skills: Communication skills that allow students to avoid dangerous situations</li> <li>Clear "NO" statements</li> <li>Reflective listening: An active listening skill in which the individual lets others know he/she has heard and understands what has been said</li> <li>"I" statements: A statement describing a specific behavior or event and the effect that behavior or event has on a person and the feelings that result</li> <li>Abstinence: Choosing not to engage in any sexual activity <ul style="list-style-type: none"> <li>100% effective way to guarantee safety from STI's and pregnancy</li> </ul> </li> </ul> | Growth and development | <p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p> <p>Teacher Observation</p> |

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| D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use | <p><b>Controlled substances</b></p> <ul style="list-style-type: none"> <li>• tobacco</li> <li>• alcohol</li> <li>• marijuana</li> <li>• inhalants</li> <li>• steroids</li> <li>• opioids</li> <li>• fentanyl</li> </ul> | <ul style="list-style-type: none"> <li>• How are STI's and HIV transmitted and prevented?</li> <li>• What is the connection between HIV and drug use?</li> <li>• What are controlled substances?</li> </ul> | <ul style="list-style-type: none"> <li>• STI's: Sexually transmitted infections <ul style="list-style-type: none"> <li>○ Infection transmitted from person to person through sexual contact</li> </ul> </li> <li>• HIV: Human immunodeficiency virus</li> <li>• Risk behaviors: <ul style="list-style-type: none"> <li>○ Sexual relationship with an infected partner</li> <li>○ Sexual relationship with multiple partners</li> <li>○ Sharing needles <ul style="list-style-type: none"> <li>• Drugs</li> <li>• Tattoos</li> <li>• Piercings</li> </ul> </li> <li>○ Drug usage-poor decision making</li> <li>○ HIV infected mother: Can be transmitted during pregnancy, childbirth or breastfeeding</li> </ul> </li> </ul> <p><b>Core Concepts</b><br/> <b>Controlled Substance</b> – Any category of behavior-altering or addictive drugs, i.e., heroin or cocaine, whose possession is restricted by law.</p> | Drugs and alcohol |            |

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|                    |               | <p><b>What is the Controlled Substances Act (CSA)?</b></p> <ul style="list-style-type: none"> <li>• How do controlled substances affect the body and the body systems?</li> <li>• What is drug abuse prevention?</li> <li>• What is intervention?</li> <li>• Why is goal setting important to young people?</li> <li>• Why is it important to practice refusal skills?</li> </ul> | <p><b>The Controlled Substances Act (CSA)</b> regulates five classes of drugs: narcotics, depressants, stimulants, hallucinogens, and anabolic steroids.</p> <p><b>Controlled Substances Effects/Impact on the body systems –</b></p> <ul style="list-style-type: none"> <li>• Tobacco: Powerful drug which comes from the leaves of the tobacco plant <ul style="list-style-type: none"> <li>○ Electronic Cigarettes: (also called E-cigarettes or electronic nicotine delivery systems) are battery operated devices designed to deliver nicotine with flavorings and other chemicals to users in vapor instead of smoke</li> <li>○ How do E-cigarettes work? A cartridge holds the liquid solution containing varying amounts of nicotine, flavorings and other chemicals. A heating device (vaporizer) and a power source (usually a battery) are used. In most devices, puffing activates the battery-powered heating device, which vaporizes the liquid in the</li> </ul> </li> </ul> |       |            |

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|                    |               |                     | <p>cartridge. The resulting vapor is inhaled (called vaping).</p> <ul style="list-style-type: none"> <li>• Alcohol: Drug produced by a chemical reaction in fruits, vegetables and grains <ul style="list-style-type: none"> <li>○ Powdered alcohol (Palcohol)</li> <li>○ Alcohol in powdered form has the potential to be equally or more dangerous than liquid alcohol</li> <li>○ In addition to common side effects of alcohol intoxication, powdered alcohol presents other concerns</li> <li>○ Powdered alcohol can be snorted and can be used to lace food and beverages</li> <li>○ Powdered alcohol is extremely flammable</li> </ul> </li> <li>• Marijuana: Drug that comes from the dried leaves of the cannabis (hemp) plant</li> <li>• Inhalants: Substances whose fumes are sniffed and inhaled to give a hallucinogenic high</li> <li>• Club drugs</li> <li>• <b>Anabolic steroids:</b> synthetic derivatives of the male hormone testosterone</li> </ul> | <ul style="list-style-type: none"> <li>• Alcohol, tobacco and other drugs</li> </ul> <p><b>Benchmark</b></p> |            |

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|                    |               | <ul style="list-style-type: none"> <li>• What are opioids and why are they dangerous?</li> <li>• How does an opioid work in the body? (Effects)</li> </ul> | <ul style="list-style-type: none"> <li>• Body systems affected <ul style="list-style-type: none"> <li>○ Nervous system</li> <li>○ Respiratory system</li> <li>○ Circulatory system</li> <li>○ Digestive system</li> <li>○ Immune system</li> <li>○ Reproductive system</li> </ul> </li> <li>• <b>Opioids:</b> A class of drugs that include the illegal drug <u>heroin</u>, synthetic opioids such as <u>fentanyl</u> and <u>pain relievers</u> available legally by prescription, such as oxycodone (OxyContin®), hydrocodone (Vicodin®), codeine, morphine and many others</li> <li>• Opioid effects: These drugs are chemically related and interact with opioid receptors on nerve cells in the body and brain. Opioid pain relievers are generally safe when taken for a short time and as prescribed by a doctor, but because they produce euphoria in addition to pain relief, they can be misused (taken in a different way or in a larger quantity than prescribed or taken without a doctor's</li> </ul> |       |            |

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|                    |               | <ul style="list-style-type: none"> <li>• What is Naloxone and how does it work?</li> <li>• Explain what fentanyl is and describe its effects.</li> </ul> | <p>prescription)</p> <ul style="list-style-type: none"> <li>○ Regular use – even as prescribed by a doctor – can lead to dependence and, when misused, opioid pain relievers can lead to overdose incidents and deaths.</li> <li>○ An opioid overdose can be reversed with the drug <u>naloxone</u> when given right away</li> </ul> <ul style="list-style-type: none"> <li>• <b>Fentanyl:</b> A powerful synthetic opioid analgesic that is similar to morphine but is 50 to 100 times more potent. It is a schedule II prescription drug and it is typically used to treat patients with severe pain or to manage pain after surgery <ul style="list-style-type: none"> <li>○ Non-pharmaceutical fentanyl is sold in the following forms: as a powder; spiked on blotter paper; mixed with or substituted for heroin; or as tablets that mimic other, less potent opioids</li> <li>○ Fentanyl works by binding to the body's opioid receptors, which are found in areas of the brain that control pain and emotions. Its</li> </ul> </li> </ul> |       |            |

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| <p>D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> <li>• Decision-making/refusal skills</li> <li>• Situation avoidance</li> <li>• Goal setting</li> <li>• Professional assistance (e.g., medical, counseling, support groups)</li> <li>• Parent involvement</li> </ul> | <ul style="list-style-type: none"> <li>• goal setting</li> </ul> | <p>What steps would you take as an intervention method for an individual experimenting with drugs and/or alcohol?</p> | <p>effects include euphoria, drowsiness, nausea, confusion, constipation, sedation, tolerance, addiction, respiratory depression and arrest, unconsciousness, coma and death.</p> <ul style="list-style-type: none"> <li>○ The high potency of fentanyl greatly increases risk of overdose, especially if a person who uses drugs is unaware that a powder or pill contains fentanyl.</li> </ul> <ul style="list-style-type: none"> <li>• Taking steps to make sure drug abuse does not happen. Avoid risk taking, resisting negative peer pressure, paying attention to what you are doing and considering options and consequences</li> <li>• Interruption of the ongoing drug abuse before the user gets any worse</li> <li>• It is important to recognize consequences of potentially risky situations. Weigh the "pros and cons" of one's actions</li> <li>• Goal setting: A process which includes a clear goal statement,</li> </ul> |       |            |

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|                    |               | <ul style="list-style-type: none"> <li>▪ What role do refusal skills play in saying no to drugs or alcohol misuse/abuse?</li> </ul> | <p>identifying a realistic goal, presenting a plan for reaching the goal and evaluating or reflecting on the action</p> <ul style="list-style-type: none"> <li>• <b>Review and Reinforce Refusal Skills:</b> <ul style="list-style-type: none"> <li>○ Say "NO" firmly and convincingly. Some say "NO" and physically turn away.</li> <li>○ Repeat the word "NO" over and over and over. Don't counter with put downs, just continue to repeat the word "NO".</li> <li>○ Give an excuse (a believable one)</li> <li>○ Give reasons</li> </ul> </li> </ul> |       |            |

**ENRICHMENT:** Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet based research, web-quests, etc.

**REMEDIATION:** Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.

**RESOURCES:** [www.cdc.org](http://www.cdc.org), [www.comprehiveschoolhealtheducation/meeksheit](http://www.comprehiveschoolhealtheducation/meeksheit), <http://kidshealth.org/teen/>, <https://www.drugabuse.gov/drugs-abuse>, variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.

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| <b>Course:</b>         | Health                  | <b>Grade:</b>      | Grade 7      |
| <b>State Standard:</b> | 10.2.9 Healthful Living | <b>Time Frame:</b> | 9–11 Lessons |

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| <p>B. Analyze the relationship between health-related information and adolescent consumer choices</p> <ul style="list-style-type: none"> <li>tobacco products</li> <li>weight control products</li> </ul> | <ul style="list-style-type: none"> <li>consumer</li> <li>consumer choices</li> <li>health related information</li> <li>advertising</li> </ul>                                      | <ul style="list-style-type: none"> <li>What does it mean to be a consumer?</li> <li>How is health related information provided to the public?</li> </ul> | <ul style="list-style-type: none"> <li>Consumers need to know about factors that influence their purchases/CHOICES.</li> <li>Warnings on tobacco &amp; alcohol products</li> <li>Advertising: examine strategies that target members of various racial, ethnical, and other groups.</li> </ul>   | <ul style="list-style-type: none"> <li>Alcohol, tobacco, and other drugs</li> </ul> |            |
| <p>C. Analyze media health and safety messages and describe their impact on personal health and safety</p>  | <ul style="list-style-type: none"> <li>advertising techniques</li> </ul><br><ul style="list-style-type: none"> <li>social media</li> <li>sexting</li> <li>cyberbullying</li> </ul> | <ul style="list-style-type: none"> <li>How does advertising affect your choices?</li> </ul>  | <ul style="list-style-type: none"> <li>Advertising techniques <ul style="list-style-type: none"> <li>bandwagon</li> <li>testimonial</li> <li>snob appeal</li> <li>fun &amp; friends</li> <li>just plain folks</li> <li>humor</li> <li>emotions</li> <li>statistics</li> <li>romance</li> <li>sex appeal</li> <li>culture group pride</li> <li>fear appeal</li> <li>exaggeration</li> <li>problem solvers</li> <li>repetition</li> </ul> </li> <li><b>Social media</b> in a series of websites and applications designed to allow people to share content quickly,</li> </ul> | <ul style="list-style-type: none"> <li>Alcohol, tobacco, and other drugs</li> </ul> |            |

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| <b>State Standard:</b> | 10.2.9 Healthful Living | <b>Time Frame:</b> | 9–11 Lessons |

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|                    |               |                     | <p>efficiently and in real-time.</p> <ul style="list-style-type: none"> <li>• <b>Examples of social media</b> texting, Facebook, Snapchat, Instagram, Twitter, Kick</li> <li>• <b>Cyberbullying (Online Bullying)</b> is the use of cell phones, instant messaging, email, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone. <b>Cyberbullying</b> is often done by children, who have increasingly early access to these technologies.</li> <li>• <b>Sexting</b> In its various forms, “sexting” is the transmission of nude images or suggestive material via text messages. Such transmission can be textual or image-based and typically occurs via cell phones, computers, etc. However, it is</li> </ul> |       |            |

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| D. Analyze and apply a decision-making process to adolescent health and safety issues | <ul style="list-style-type: none"> <li>peer pressure</li> <li>problem statement</li> <li>consequences</li> <li>values</li> <li>decisions</li> </ul> | <ul style="list-style-type: none"> <li>Why is decision making an important health skill for teens?</li> <li>How can we make good decisions?</li> <li>What are the steps in the decision making model?</li> <li>What are positive and negative consequences?</li> <li>Why is it important to choose friends wisely?</li> </ul> | <p>typically the latter, image-based transmission of nude, partially nude, and/or suggestive pictures of individuals, sometimes minors, that can potentially lead to criminal consequences.</p> <ul style="list-style-type: none"> <li><b>Social Media/ Unintentional Advertising</b></li> <li>Decisions made by teens have the potential to affect others.</li> <li>Use a decision making model and get advice from parents, teachers and trusted adults.</li> <li>State the problem</li> <li>List the options</li> <li>Think about possible results</li> <li>Consider family values</li> <li>Make a decision</li> <li>Evaluate your decision</li> <li>The influence of friends is very strong. It is important to choose friends who</li> </ul> | <ul style="list-style-type: none"> <li>Alcohol, tobacco and other drugs</li> </ul> |            |

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|                    |               |                     | support decisions to be healthy. |       |            |

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| <b>RESOURCES:</b>   | <a href="http://www.cdc.org">www.cdc.org</a> , <a href="http://www.comprehiveschoolhealtheducation/meeksheit">www.comprehiveschoolhealtheducation/meeksheit</a> , <a href="http://kidshealth.org/teen/">http://kidshealth.org/teen/</a> , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum. |



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| <b>Course:</b>  | Health  | <b>Grade:</b>   | Grade 7   |                     |                   |
| <b>State Standard:</b>  | 10.3.9 Safety and Injury Prevention   | <b>Time Frame:</b>  | 10-12 Lessons   |                     |                   |
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| to avoid or manage conflict and violence during adolescence.<br><ul style="list-style-type: none"> <li>effective negotiation</li> <li>assertive behavior</li> </ul> |   | skills manage conflict non-violently?<br><ul style="list-style-type: none"> <li>How does assertive behavior help others avoid or manage conflict and violence?</li> <li>What are passive, aggressive and assertive communication styles?</li> </ul> | convey their knowledge, beliefs and ideas. <ul style="list-style-type: none"> <li>Empathy</li> <li>Respect</li> <li>Encourage others to express themselves</li> </ul> <ul style="list-style-type: none"> <li>Assertive communication lets people stand up for themselves and say what they think</li> </ul> | health<br>INTRODUCE |                   |
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| <b>REMEDIATION:</b>   | Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.  |   |   |                     |                   |
| <b>RESOURCES:</b>   | <a href="http://www.cdc.org">www.cdc.org</a> , <a href="http://www.comprehiveschoolhealtheducation/meeksheit">www.comprehiveschoolhealtheducation/meeksheit</a> , <a href="http://kidshealth.org/teen/">http://kidshealth.org/teen/</a> , <a href="https://www.drugabuse.gov/drugs-abuse">https://www.drugabuse.gov/drugs-abuse</a> , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum. |   |   |                     |                   |