

SUBJECT: Health

**Courses: 7th Grade Health
8th Grade Health**

7th and 8th Grade Health Units: Safety, Injury and Violence Prevention, Substance Abuse Prevention, Disease and Illness Prevention, and the Cycle of Life

Health Power Standards:

Power Standard 1: Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury (*Safety, injury, and violence prevention unit*)

Power Standard 2: Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence (*Safety, Injury, and Violence Prevention Unit*)

Power Standard 3: Students will acquire the knowledge and skills to be competent in making health enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities (*Substance Abuse Unit*)

Power Standard 4: Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance. (*Disease and Illness Prevention Unit*)

Power Standard 5: Students will learn the basic characteristics of physical growth and development, including body functions Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health (*The Cycle of Life Unit*)

Learning Standards / Essential Knowledge	Concepts and Skills	Essential Questions	Assessments	Sample Lessons/Activities	Resources
<p><u>Safety, Injury, and Violence Prevention Unit: Power Standard 1</u></p> <p>Describe actions and behaviors to protect</p>	<p>7th Grade:</p> <p>-Understanding the basics of first aid for common</p>	<p>7th Grade:</p> <p>-Why is it important to know first aid?</p>	<p>7th Grade:</p> <p>-Pre-post test</p>	<p>7th Grade:</p> <p>-Injury prevention worksheet</p>	<p>7th Grade:</p> <p>-The Great Body Shop curriculum/worksheets</p>

Curriculum Map-Norwell Middle School
7th and 8th Grade Health

<p>oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing) (MA 9.8)</p> <p>List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment (MA 9.9)</p> <p>Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest (MA 9.11)</p>	<p>injuries</p> <p>-How to prepare and prevent both intentional and unintentional injuries</p> <p>8th Grade:</p> <p>-Understanding how to prepare and respond to common emergencies.</p>	<p>-How can injuries be prevented?</p> <p>8th Grade:</p> <p>-How can you prepare for an emergency?</p> <p>-How should you respond to an emergency?</p>	<p>-Socratic Quiz</p> <p>8th Grade:</p> <p>-Pre-post test</p> <p>-Socratic Quiz</p>	<p>-Injury prevention jingle</p> <p>-First aid research and presentations</p> <p>8th Grade:</p> <p>-Emergencies research and discussion</p> <p>-911 discussion and practice</p>	<p>-iPads</p> <p>-PowerPoint</p> <p>-Internet research/pictures</p> <p>-GarageBand/YouTube songs</p> <p>8th Grade:</p> <p>-The Great Body Shop curriculum/worksheets</p> <p>-iPads</p> <p>-PowerPoint</p> <p>-Internet research</p>
<p><u>Safety, Injury, and Violence Prevention Unit: Power Standard 2</u></p> <p>Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence (MA 11.5)</p> <p>Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.) (MA 11.6)</p> <p>Define intolerance and explain how it can</p>	<p>7th Grade:</p> <p>-Understand the different types and categories of violence.</p> <p>8th Grade:</p> <p>-Understand the importance and benefits from community service.</p>	<p>7th Grade:</p> <p>-Are there different types of violence?</p> <p>8th Grade:</p> <p>-What causes someone to be violent?</p>	<p>7th Grade:</p> <p>-Pre-post test</p> <p>-Socratic Quiz</p> <p>-Presentation</p> <p>8th Grade:</p> <p>-Pre-post test</p> <p>-Socratic quiz</p>	<p>7th Grade:</p> <p>-Violence causes worksheet</p> <p>-Violence prevention skit</p> <p>8th Grade:</p> <p>-Community service discussion, research, and worksheet</p>	<p>7th Grade:</p> <p>-The Great Body Shop curriculum/worksheets</p> <p>-iPads</p> <p>-PowerPoint</p> <p>8th Grade:</p> <p>-The Great Body Shop curriculum/worksheets</p>

Curriculum Map-Norwell Middle School
7th and 8th Grade Health

<p>contribute to violence (MA 11.7)</p> <p>Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention (MA 11.8)</p> <p>Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts (MA 11.9)</p> <p>Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups (MA 11.10)</p>	<p>Understanding the root causes of violence and know prevention techniques.</p> <p>Identifying the harmful effects of cyberbullying and importance of internet safety.</p>	<p>-How can violence be prevented?</p> <p>-Can cyberbullying be harmful?</p> <p>-Why is it important to be safe when using the internet?</p> <p>-How can someone be safe when using the internet?</p>	<p>-Community service video</p>	<p>-Great Body Shop pamphlet violence readings and discussion</p> <p>-Violence causes and effects worksheet</p> <p>-Cyberbullying/internet safety discussion/video creation</p>	<p>-iPads</p> <p>-PowerPoint</p>
<p><u>Substance Abuse Prevention Unit:</u> <u>Power Standard 3</u></p> <p>Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation (MA 10.5)</p> <p>List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving</p>	<p>7th Grade:</p> <p>-Recognizing why drugs fall into specific categories</p> <p>-Understanding the physiology of addiction and why it can be so tough to break</p> <p>-Identifying the harmful effects of</p>	<p>7th Grade:</p> <p>-What is a drug?</p> <p>-Why stay away from drugs?</p> <p>-How do drugs lead to addiction?</p> <p>-Why do people abuse drugs?</p>	<p>7th Grade:</p> <p>-Pre-post test</p> <p>-Socratic Quiz</p> <p>-Matching quiz</p>	<p>7th Grade:</p> <p>-Consequences discussion</p> <p>-Addiction research/discussion</p> <p>-Tobacco research/discussion</p> <p>-Categories of drugs discussion</p>	<p>7th Grade:</p> <p>-The Great Body Shop curriculum/worksheets</p> <p>-iPads</p> <p>-PowerPoint</p> <p>-Teens.drugabuse.gov</p>

Curriculum Map-Norwell Middle School
7th and 8th Grade Health

<p>substances that young people might follow (MA 10.6)</p> <p>Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs (MA 10.7)</p> <p>Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers (MA 10.8)</p>	<p>Tobacco/nicotine</p> <p>-Identifying different drug interventions</p> <p>-Identify different risk and protective factors and their relationship to substance abuse</p> <p>8th Grade:</p> <p>-Developing a plan to create protective factors and developmental assets</p> <p>-Understanding how to use legal drugs safely and the dangers of abusing them</p> <p>-Identifying common myths about drugs and understanding the truths</p> <p>-Identifying the different federal drug schedules and understanding why drugs fall into each one</p> <p>-Identifying what common drugs look like and their nicknames</p>	<p>8th Grade:</p> <p>-How can I develop more protective factors in my life?</p> <p>-How can I use legal drugs safely?</p> <p>-Can legal drugs be dangerous?</p> <p>-What are some common drug myths?</p> <p>-What do drugs look like?</p> <p>-Do drugs have more than one name?</p>	<p>8th Grade:</p> <p>-Pre-Post test</p> <p>-Socratic quiz</p> <p>-Legal drugs quiz</p>	<p>-Drug interventions pros and cons discussion</p> <p>-Protective/risk factor worksheet</p> <p>8th Grade:</p> <p>-Protective factors reflection worksheet</p> <p>-Protective factors goal creation worksheet</p> <p>-Legal drugs research and discussion</p> <p>-Drug myths discussion</p> <p>-True to life ipad poster creation</p> <p>-Drug schedules research/discussion</p> <p>-Drug pictures/nicknames discussion</p>	<p>8th Grade:</p> <p>-The Great Body Shop curriculum/worksheets</p> <p>-Teens.drugabuse.gov</p> <p>-Dea.gov</p> <p>-iPads</p> <p>-PowerPoint</p> <p>-Drug activity game boards and pieces</p>
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Curriculum Map-Norwell Middle School
7th and 8th Grade Health

<p><u>Disease and Illness Prevention Unit:</u> <u>Power Standard 4</u></p> <p>Identify ways individuals can reduce risk factors related to communicable and chronic diseases (MA 8.5)</p> <p>Describe the importance of early detection in preventing the progression of disease (MA 8.6)</p> <p>Explain the need to follow prescribed health care procedures given by parents and health care providers (MA 8.7)</p> <p>Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community (MA 8.8)</p> <p>Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness (MA 8.9)</p> <p>Describe the relationship between overexposure to the sun and skin cancer (MA 8.10)</p> <p>List the factors contributing to tooth decay, diseases of the mouth, and preventive measures (MA 8.11)</p> <p>Describe the influence that rest has on</p>	<p>7th Grade:</p> <p>-Identify communicable the difference between noncommunicable diseases</p> <p>-Understanding symptoms and acquisition of different genetic disorders</p> <p>-Identifying symptoms, transmission, prevention, and treatment for common communicable diseases.</p> <p>-Identifying what makes something a pathogen.</p> <p>-Understanding different risk and health behaviors related to disease prevention.</p> <p>8th Grade:</p> <p>-Understanding the importances of and identifying everyday health behaviors.</p> <p>-Understanding the importance of early</p>	<p>7th Grade:</p> <p>-How can diseases be acquired?</p> <p>-What are some symptoms of common diseases?</p> <p>-How can you prevent from getting sick?</p> <p>-Can all diseases be cured?</p> <p>8th Grade:</p> <p>-How can I stay healthy?</p> <p>-Why is it important to stay healthy?</p> <p>-How should I treat someone who suffers from</p>	<p>7th Grade:</p> <p>-Pre-post test</p> <p>-Socratic Quiz</p> <p>-Review quiz</p> <p>-Presentation</p> <p>8th Grade:</p> <p>-Pre-post test</p> <p>-Socratic quiz</p> <p>-Chronic diseases quiz</p>	<p>7th Grade:</p> <p>-Communicable vs. noncommunicable worksheet</p> <p>-Genetic disorder research/discussion</p> <p>-Communicable disease research/presentation</p> <p>8th Grade:</p> <p>-Health behaviors pamphlet reading and discussion</p> <p>-Health behaviors research and discussion</p>	<p>7th Grade:</p> <p>-The Great Body Shop curriculum/worksheets</p> <p>-iPads</p> <p>-PowerPoint</p> <p>-Webmd.com</p> <p>8th Grade:</p> <p>-The Great Body Shop curriculum/worksheets</p> <p>-Webmd.com</p> <p>-iPads</p>
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Curriculum Map-Norwell Middle School
7th and 8th Grade Health

<p>physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep (MA 8.12)</p>	<p>detection of diseases.</p> <ul style="list-style-type: none"> -Identifying different chronic diseases and understanding how to prevent them. -Understanding how to treat someone who suffers from a chronic disease. -Understanding the importance of oral hygiene -Understanding why having a chronic disease can lead to substance abuse 	<p>a disease?</p> <ul style="list-style-type: none"> -Why do we need healthy mouths? 	<ul style="list-style-type: none"> -Presentation of posters 	<ul style="list-style-type: none"> -Oral hygiene/early detection readings and discussion -Chronic disease research, poster creation, and discussion -Supporting someone with a chronic disease discussion 	<ul style="list-style-type: none"> -PowerPoint -Posters/art supplies
<p><u>The Cycle of Life Unit: Power Standard 5</u></p> <p>Recognize the emotional and physical changes as related to the reproductive system during puberty (MA 4.5)</p> <p>Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior (MA 4.6)</p> <p>]Describe short and long term consequences of sexuality-related risk behaviors and identify barriers and</p>	<p>7th Grade:</p> <ul style="list-style-type: none"> -Identifying the physiological changes during puberty for both males and females. -Understanding basic anatomy of male and female reproductive systems -Understanding why people go through puberty 	<p>7th Grade:</p> <ul style="list-style-type: none"> -Why do you go through puberty? -What changes occur when we go through puberty? -How do the changes happen? -Does everyone go through the same changes? 	<p>7th Grade:</p> <ul style="list-style-type: none"> -Pre-post test -Socratic Quiz 	<p>7th Grade:</p> <ul style="list-style-type: none"> -Puberty physical changes discussion -Endocrine system research/discussion -Reproductive system brainpop/discussion/worksheet 	<p>7th Grade:</p> <ul style="list-style-type: none"> -The Great Body Shop curriculum/worksheets -iPads -PowerPoint -Kidshealth.org

Curriculum Map-Norwell Middle School
7th and 8th Grade Health

<p>supports for making health-enhancing decisions (MA 4.7)</p> <p>Describe behaviors and methods for pregnancy prevention, including abstinence (MA 4.8)</p> <p>Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented (MA 4.9)</p>	<p>8th Grade:</p> <ul style="list-style-type: none"> -Identifying transmission, symptoms, and prevention of different STD's. -Identifying different types of birth control and understanding each types positives and negatives -Identifying different consequences of partaking in sexual activity. -Understanding the emotional and social changes that occur throughout adolescents and different strategies to help one succeed. 	<p>8th Grade:</p> <ul style="list-style-type: none"> -How are STD's passed? -How can someone prevent acquiring an STD? -How can someone prevent pregnancy? -What can happen if someone has sex? 	<p>8th Grade:</p> <ul style="list-style-type: none"> -Pre-post test -Socratic quiz -STD worksheet -STD/birth control discussion questions 	<p>8th Grade:</p> <ul style="list-style-type: none"> -STD reading with packet/discussion -Birth control reading/discussion -Consequences worksheet/discussion -Transition discussion/goal setting 	<p>8th Grade:</p> <ul style="list-style-type: none"> -The Great Body Shop curriculum/worksheets -Friends YouTube clip -iPads -PowerPoint -STD packets
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