SUBJECT: 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)

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<th>Learning Standards / Essential Knowledge</th>
<th>Concepts and Skills</th>
<th>Essential Questions</th>
<th>Assessments</th>
<th>Sample Lessons/Activities</th>
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<tr>
<td>Safety, Injury, and Violence Prevention Unit: Power Standard 1</td>
<td>7th Grade: -Understanding the basics of first aid for common</td>
<td>7th Grade: -Why is it important to know first aid?</td>
<td>7th Grade:</td>
<td>7th Grade: -Injury prevention worksheet</td>
<td>7th Grade: -The Great Body Shop curriculum/worksheets</td>
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oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing) (MA 9.8)

List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment (MA 9.9)

Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest (MA 9.11)

**8th Grade:**
- Understanding how to prepare and respond to common emergencies.
- How can injuries be prevented?
- How should you respond to an emergency?

**8th Grade:**
- Pre-post test
- Socrative Quiz
- Injury prevention jingle
- First aid research and presentations

**8th Grade:**
- Emergencies research and discussion
- 911 discussion and practice

**8th Grade:**
- The Great Body Shop curriculum/worksheets

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**Safety, Injury, and Violence Prevention Unit: Power Standard 2**

Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence (MA 11.5)

Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.) (MA 11.6)

Define intolerance and explain how it can

**7th Grade:**
- Understand the different types and categories of violence.
- Are there different types of violence?
- Pre-post test
- Socrative Quiz
- Presentation
- Violence causes worksheet
- Violence prevention skit

**8th Grade:**
- Understand the importance and benefits from community service.
- What causes someone to be violent?
- Pre-post test
- Socrative quiz
- Community service discussion, research, and worksheet

**7th Grade:**
- The Great Body Shop curriculum/worksheets
- iPads
- PowerPoint
- Internet research/pictures
- GarageBand/YouTube songs

**8th Grade:**
- The Great Body Shop curriculum/worksheets
- iPads
- PowerPoint
- Internet research
| Understand the root causes of violence and know prevention techniques. | -How can violence be prevented? | -Community service video |
| Identify the harmful effects of cyberbullying and importance of internet safety. | -Can cyberbullying be harmful? | -Great Body Shop pamphlet violence readings and discussion |
| | -Why is it important to be safe when using the internet? | -Violence causes and effects worksheet |
| | -How can someone be safe when using the internet? | -Cyberbullying/internet safety discussion/video creation |

**Substance Abuse Prevention Unit: Power Standard 3**

**7th Grade:**
- Recognizing why drugs fall into specific categories
- Understanding the physiology of addiction and why it can be so tough to break
- Identifying the harmful effects of

**7th Grade:**
- What is a drug?
- Why stay away from drugs?
- How do drugs lead to addiction?
- Why do people abuse drugs?

**7th Grade:**
- Pre-post test
- Socrative Quiz
- Matching quiz

**7th Grade:**
- Consequences discussion
- Addiction research/discussion
- Tobacco research/discussion
- Categories of drugs discussion

**7th Grade:**
- The Great Body Shop curriculum/worksheets
- iPads
- PowerPoint
- Teens.drugabuse.gov

Contribute to violence (MA 11.7)

Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention (MA 11.8)

Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts (MA 11.9)

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)

Understanding the root causes of violence and know prevention techniques.

Identifying the harmful effects of cyberbullying and importance of internet safety.

How can violence be prevented?

Can cyberbullying be harmful?

Why is it important to be safe when using the internet?

How can someone be safe when using the internet?

Community service video

Great Body Shop pamphlet violence readings and discussion

Violence causes and effects worksheet

Cyberbullying/internet safety discussion/video creation

Community service video

Great Body Shop pamphlet violence readings and discussion

Violence causes and effects worksheet

Cyberbullying/internet safety discussion/video creation

Substance Abuse Prevention Unit: Power Standard 3

Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation (MA 10.5)

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

7th Grade:
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7th Grade:
- Pre-post test
- Socrative Quiz
- Matching quiz

7th Grade:
- Consequences discussion
- Addiction research/discussion
- Tobacco research/discussion
- Categories of drugs discussion

7th Grade:
- The Great Body Shop curriculum/worksheets
- iPads
- PowerPoint
- Teens.drugabuse.gov
<table>
<thead>
<tr>
<th>Substances that young people might follow (MA 10.6)</th>
<th>Tobacco/nicotine</th>
<th>8th Grade:</th>
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<th>8th Grade:</th>
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<tr>
<td>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)</td>
<td>-Identifying different drug interventions</td>
<td>-Developing a plan to create protective factors and developmental assets</td>
<td>-Drug interventions pros and cons discussion</td>
<td>-The Great Body Shop curriculum/worksheets</td>
</tr>
<tr>
<td>Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers (MA 10.8)</td>
<td>-Identify different risk and protective factors and their relationship to substance abuse</td>
<td>-Understanding how to use legal drugs safely and the dangers of abusing them</td>
<td>-Protective/risk factor worksheet</td>
<td>-Teens.drugabuse.gov</td>
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<tr>
<td>8th Grade:</td>
<td>-Identifying common myths about drugs and understanding the truths</td>
<td>-Can legal drugs be dangerous?</td>
<td>-Dea.gov</td>
<td>-iPads</td>
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<tr>
<td></td>
<td>-Identifying the different federal drug schedules and understanding why drugs fall into each one</td>
<td>-What are some common drug myths?</td>
<td>-Drug myths discussion</td>
<td>-PowerPoint</td>
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<tr>
<td></td>
<td>-Identifying what common drugs look like and their nicknames</td>
<td>-What do drugs look like?</td>
<td>-True to life ipad poster creation</td>
<td>-Drug activity game boards and pieces</td>
</tr>
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<td><strong>Disease and Illness Prevention Unit: Power Standard 4</strong></td>
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<tr>
<td>Identify ways individuals can reduce risk factors related to communicable and chronic diseases (MA 8.5)</td>
<td>-Identify communicable the difference between noncommunicable diseases</td>
<td>-How can diseases be acquired?</td>
<td>-Pre-post test</td>
<td>-The Great Body Shop curriculum/worksheets</td>
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<tr>
<td>Describe the importance of early detection in preventing the progression of disease (MA 8.6)</td>
<td>-Understanding symptoms and acquisition of different genetic disorders</td>
<td>-What are some symptoms of common diseases?</td>
<td>-Socrative Quiz</td>
<td>-iPads</td>
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<td>Explain the need to follow prescribed health care procedures given by parents and health care providers (MA 8.7)</td>
<td>-Identifying symptoms, transmission, prevention, and treatment for common communicable diseases.</td>
<td>-How can you prevent from getting sick?</td>
<td>-Review quiz</td>
<td>-PowerPoint</td>
</tr>
<tr>
<td>Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community (MA 8.8)</td>
<td>-Identifying what makes something a pathogen.</td>
<td>-Can all diseases be cured?</td>
<td>-Presentation</td>
<td>-Webmd.com</td>
</tr>
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<td>Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness (MA 8.9)</td>
<td>-Understanding different risk and health behaviors related to disease prevention.</td>
<td><strong>8th Grade:</strong></td>
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<td>Describe the relationship between overexposure to the sun and skin cancer (MA 8.10)</td>
<td>-Understanding the importance of and identifying everyday health behaviors.</td>
<td>-How can I stay healthy?</td>
<td>-Pre-post test</td>
<td>-The Great Body Shop curriculum/worksheets</td>
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<td>List the factors contributing to tooth decay, diseases of the mouth, and preventive measures (MA 8.11)</td>
<td>-Understanding the importance of early</td>
<td>-Why is it important to stay healthy?</td>
<td>-Socrative quiz</td>
<td>-iPads</td>
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<tr>
<td>Describe the influence that rest has on</td>
<td><strong>8th Grade:</strong></td>
<td>-How should I treat someone who suffers from</td>
<td>-Chronic diseases quiz</td>
<td>-Webmd.com</td>
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<tr>
<td>-Communicable vs. noncommunicable worksheet</td>
<td>-Health behaviors pamphlet reading and discussion</td>
<td>-Health behaviors research and discussion</td>
<td>-The Great Body Shop curriculum/worksheets</td>
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<td>-Genetic disorder research/discussion</td>
<td>-Chronic diseases quiz</td>
<td>-Webmd.com</td>
<td>-iPads</td>
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<tr>
<td>-Communicable disease research/presentation</td>
<td>-Webmd.com</td>
<td>-iPads</td>
<td>-Webmd.com</td>
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<td>The Cycle of Life Unit: Power Standard 5</td>
<td>7th Grade:</td>
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<td>Recognize the emotional and physical changes as related to the reproductive system during puberty (MA 4.5)</td>
<td>-Identifying the physiological changes during puberty for both males and females.</td>
<td>-Why do you go through puberty?</td>
<td>-Pre-post test</td>
</tr>
<tr>
<td>Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior (MA 4.6)</td>
<td>-Understanding basic anatomy of male and female reproductive systems</td>
<td>-What changes occur when we go through puberty?</td>
<td>-Socrative Quiz</td>
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<tr>
<td>[Describe short and long term consequences of sexuality-related risk behaviors and identify barriers and</td>
<td>-Understanding why people go through puberty</td>
<td>-How do the changes happen?</td>
<td>-Reproductive system brainpop/discussion/worksheet</td>
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<td>prevention strategies (MA 4.7)</td>
<td>-Does everyone go through the same changes?</td>
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<td>- Identifying transmission, symptoms, and prevention of different STD’s.</td>
<td>- How are STD’s passed?</td>
<td>- STD reading with packet/discussion</td>
<td>- The Great Body Shop curriculum/worksheets</td>
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<tr>
<td>- Identifying different types of birth control and understanding each types positives and negatives</td>
<td>- How can someone prevent acquiring an STD?</td>
<td>- Birth control reading/discussion</td>
<td>- Friends YouTube clip</td>
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<tr>
<td>- Identifying different consequences of partaking in sexual activity.</td>
<td>- How can someone prevent pregnancy?</td>
<td>- Consequences worksheet/discussion</td>
<td>- iPads</td>
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<tr>
<td>- Understanding the emotional and social changes that occur throughout adolescents and different strategies to help one succeed.</td>
<td>- What can happen if someone has sex?</td>
<td>- Transition discussion/goal setting</td>
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<td>- STD packets</td>
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