

**Pascack Valley Regional Curriculum Consortium**  
**Hillsdale - Montvale - River Vale - Woodcliff Lake**

Office of Curriculum and Instruction

Grade 7 **Health Curriculum**

<a href="#">Unit 1</a> - Wellness	<a href="#">Unit 2</a> - Alcohol, Tobacco and Other Drugs	<a href="#">Unit 3</a> Personal Safety and Sexual Health
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Born on Date: August 2022

## Grade 7 Health Unit 1: Wellness

<b>Unit Title: Wellness</b> <b>Grade Level: 7</b> <b>Pacing: 5 - 7 weeks</b>	
<b>Stage 1 - Desired Results</b>	
<u><a href="#">NJSLs Content Area: CHPE</a></u>	
2.3.8.HCDM.2:	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risks.
2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
<b>Physical Wellness Connections</b>	
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
<u><a href="#">Interdisciplinary Connections</a></u>	
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through

	the selection, organization, and analysis of relevant content.
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><u>Integration of NJSLS Computer Science and Design Thinking</u></b>	
8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.
<b><u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u></b>	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
<b><u>Career Ready Practices</u></b>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<b><u>Social and Emotional Learning Competencies</u></b>	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

<b>What are the learning priorities?</b>		
<b>Essential Questions</b> Students will keep considering...	<b>Understandings/Goals</b> Students will understand...	<b>Student Objectives/Outcomes:</b> A list of factual knowledge to be taught – Students will know...

<ul style="list-style-type: none"> <li>• What behaviors can prevent or contribute to the susceptibility to disease and other health conditions? How does the body fight disease?</li> </ul>	<ul style="list-style-type: none"> <li>• Diseases and other health conditions can be contracted in a variety of ways, including food-borne illness.</li> <li>• The body's immune system helps the body fight disease.</li> <li>• Diseases and health conditions, like food-borne illness, can be prevented with certain precautions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how the immune system develops and protects them from disease.</li> <li>• I can define drug abuse, use and misuse as it relates to medication.</li> <li>• I can work with peers to establish strategies to address health issues personally and environmentally</li> <li>• I can reflect on ways that I can do things that benefit our environment in my day-to-day life.</li> </ul>
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<b>Stage 2 - Evidence of Student Learning Assessment Design</b>	
<b>What have you learned?</b>	
<b>Assessment</b>	
<b>Student Self-Assessment:</b> <ul style="list-style-type: none"> <li>• Self-assessment using skill-based rubrics</li> </ul>	
<b>Modifications and Accommodations:</b> <u><b>Students with special needs:</b></u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.  <u><b>ELL/ESL students:</b></u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>	

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

<b>Stage 3 - Learning Plan</b>	
<b>NJSLS</b>	<b>Sample Lesson Description</b>
<p>2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risks.</p> <p>2.1.8.PGD.2 Analyze how genetics and family history can impact personal health.</p>	<p>Students will learn about the role of genetics and family history on personal health. This lesson will focus primarily on common illnesses (ex: heart disease) and behaviors that may prevent these conditions.</p>
<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p>	<p>After learning about how genetics and family history may play a role in the susceptibility to disease and health conditions. Students will learn about appropriate healthcare (preventative healthcare) and support personal health.</p>
<p>2.1.8.CHSS.6 Develop an advocacy plan regarding a health issue and share this information in an appropriate setting</p> <p>2.1.8.CHSS.7 Collaborate with other students to develop a strategy to address health issues related to climate change.</p>	<p>In this lesson, students will promote and share a health issue by advocating for a healthy and active lifestyle.</p>

**Unit Resources**

- HealthSmart
- Cdc.gov
- Climate Change
- njcss.org

## Grade 7 Health Unit 2: Alcohol, Tobacco and Other Drugs

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<b>Unit Title: Alcohol Tobacco and Other Drugs</b> <b>Grade Level: 7</b> <b>Pacing: 5 - 7 weeks</b>	
<b>Stage 1 - Desired Results</b>	
<b><u><a href="#">NJSLs Content Area: CHPE</a></u></b>	
2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco and drug disorders
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.
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>Physical Wellness Connections <u><a href="#">NJSLs Content Area: CHPE</a></u></b>	
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
<b><u><a href="#">Interdisciplinary Connections</a></u></b>	
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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><u>Integration of NJSLS Computer Science and Design Thinking</u></b>	
8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.
<b><u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u></b>	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
<b><u>Interdisciplinary Connections</u></b>	
<b><u>Career Ready Practices</u></b>	
Communicate clearly and effectively and with reason.	
Demonstrate creativity and innovation	
Work productively in teams while using cultural global competence	
<b><u>Social and Emotional Learning Competencies</u></b>	
<b>Self-Awareness</b>	The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
<b>Self-Management</b>	The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<b>Student Objectives/Outcomes</b> Students will be able to:
<ul style="list-style-type: none"> <li>How do alcohol, tobacco and other drugs impact personal health?</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol, tobacco and other drugs impact multiple areas of the body.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the impact alcohol and other drugs have on the brain, especially when it comes to controlling vision, sleep, reaction time, judgment and memory.</li> </ul>

Stage 2 - Evidence of Student Learning Assessment Design
What have you learned?
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Formative Assessment</b> <ul style="list-style-type: none"> <li>Teacher observation</li> </ul> </li> <li><b>Summative Assessment</b> <ul style="list-style-type: none"> <li>Impacts of Alcohol Task</li> </ul> </li> </ul>
<p><b>Student Self-Assessment:</b></p> <ul style="list-style-type: none"> <li>Skills rubric self-assessment</li> </ul>
<p><b>Modifications and Accommodations:</b></p> <p><b><i>Students with special needs:</i></b> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><b><i>ELL/ESL students:</i></b> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on</p>

the student's level of English Language Proficiency (ELP). - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

<b>Stage 3 - Learning Plan</b>	
<b>NJSLS</b>	<b>Sample Lesson Description</b>
2.3.8.DSDT.1 Summarize the signs and symptoms of alcohol, tobacco and drug disorders	In this lesson, students explore the variety of consequences of drug use including signs and symptoms of drug disorders in multiple areas of life through a group brainstorming activity, examine the potential seriousness of these consequences, and personalize the information by deciding which consequences would have the most influence on their decision to be drug-free.
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.	Students will explore various services available for individuals affected by substance abuse in the community and at the state level for a variety of drug disorders.
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	This informational lesson helps students see how using alcohol, tobacco, and other drugs impacts all areas of the lives of adolescents. They will explore the impact on family, as well as the impact on all other dimensions of wellness.
<b>Unit Resources</b>	

## Grade 7 Unit 3: Personal Safety and Sexual Health

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**Unit Title: Personal Safety and Sexual Health**  
**Grade Level: 7**  
**Pacing: 5 - 7 weeks**

#### Stage 1 - Desired Results

#### [NJSLs Content Area: CHPE](#)

2.1.8.PGD.3	Describe the human reproductive systems, the external and internal body parts and their functions and the natural variations that exist in human bodies
2.3.8.HCDM.5	Compare and contrast behaviors including abstinence to determine the potential risk of pregnancy and/or STIs (including HIV) transmission
2.1.8.CHSS.3	Identify the state and federal laws related to minor's access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care and treatment.
2.1.8.CHSS.2	<b>Describe the state and federal laws related to the age of consent, minor's ability to consent to health care, confidentiality in a health care setting,</b> child pornography, sexting, safe haven and sex trafficking. <ul style="list-style-type: none"> <li>● Bold indicates what is being taught in this lesson</li> </ul>
2.3.8.HCDM.4	Describe the signs, symptoms and potential impacts of STIs (including HIV).
2.1.8.CHSS.5	Identify medically accurate sources of information about STIs, including HIV, such as local STIs/HIV prevention, steps to obtain PrEP and PEP, testing and treatment resources
2.3.8.PS.4	Describe strategies that sex traffickers/exploiters employ to recruit youth.
2.3.8.PS.6	Demonstrate strategies to use social media safely, legally and respectfully (eg. sexting, sextortion)

2.1.8.CHSS.2	Describe the state and federal laws related to age of consent, minor's ability to consent to health care, confidentiality in a health care setting, <b>child pornography, sexting, safe haven and sex trafficking</b> . <ul style="list-style-type: none"> <li>● Bold indicates what is being taught in this lesson</li> </ul>
2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers and school staff that students can go to if they are or someone they know is being sexually harassed, abused, assaulted exploited or trafficked.
2.3.8.PS.5	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (eg. consent, child pornography, human trafficking, parental notification, drugs).
<b>Physical Wellness Connections <a href="#">NJSLs Content Area: CHPE</a></b>	
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
<b><a href="#">Interdisciplinary Connections</a></b>	
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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><a href="#">Integration of NJSLs Computer Science and Design Thinking</a></b>	
8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.

<b><u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u></b>	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
<b><u>Career Ready Practices</u></b>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<b><u>Social and Emotional Learning Competencies</u></b>	
<b>Social Awareness</b>	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
<b>Responsible Decision Making</b>	The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

<b>What are the learning priorities?</b>		
<b><u>Essential Question(s):</u></b> Students will keep considering	<b><u>Understanding(s)/Goals</u></b> Students will understand	<b><u>Student Objectives/Outcomes</u></b> Students will be able to:
<ul style="list-style-type: none"> <li>How do I make the best decisions to keep myself safe?</li> </ul>	<ul style="list-style-type: none"> <li>Laws are designed to keep children and adolescents safe</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the signs, symptoms, and potential impacts of STIs.</li> <li>I understand how to engage in social media legally and safely.</li> <li>I can identify community resources if I know someone who is being sexually abused or exploited.</li> </ul>

## Stage 2 - Evidence of Student Learning Assessment Design

### What have you learned?

#### Assessment:

- **Formative Assessment**
  - Classroom observation
- **Summative Assessment**

#### Student Self-Assessment:

- Self-assessment on skills rubric

#### Modifications and Accommodations:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

## Stage 3 - Learning Plan

NJSLs	Sample Lesson Description
2.1.8.PGD.3 Describe the human reproductive systems, the external and internal body parts and their functions and the natural variations that exist in human bodies	This lesson teaches about the internal and external reproductive anatomy of the penis and vagina. After learning the names and functions of these reproductive organs, students test their knowledge through a matching activity.
2.3.8.HCDM.5 Compare and contrast behaviors including abstinence to determine the potential risk of pregnancy and/or STIs (including HIV) transmission	Students will review that the only way to avoid STIs or unintended pregnancy is through abstinence. They will also learn that there are certain behaviors that could increase risks for STI transmission or unintended pregnancy.
<p>2.1.8.CHSS.3 Identify the state and federal laws related to minors access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care and treatment</p> <p><b>2.1.8.CHSS.2 Describe the state and federal laws related to age of consent, minors ability to consent to health care, confidentiality in a health care setting, child pornography, sexting, safe haven and sex trafficking.</b></p> <ul style="list-style-type: none"> <li>- Bold indicates what is being taught in this lesson</li> </ul>	Students will review a variety of state and federal laws related to minors' access to health care and confidentiality in a healthcare setting.
<p>2.3.8.HCDM.4 Describe the signs, symptoms and potential impacts of STIs (including HIV).</p> <p>2.1.8.CHSS.5 Identify medically accurate sources of information about STIs, including HIV, such as local STIs/HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources</p>	Students will learn about the importance of using reliable health resources to obtain information about STIs. They will also learn about the signs and symptoms as well as the potential impacts of STIs on personal health.

<p>2.3.8.PS.4 Describe strategies that sex traffickers/exploiters employ to recruit youth.</p> <p>2.3.8.PS.6 Demonstrate strategies to use social media safely, legally and respectfully (eg. sexting, sextortion)</p> <p>2.1.8.CHSS.2 Describe the state and federal laws related to age of consent, minors ability to consent to health care, confidentiality in a health care setting, <b>child pornography, sexting, safe haven and sex trafficking.</b></p> <ul style="list-style-type: none"> <li>● Bold indicates what is being taught in this lesson</li> </ul>	<p>Students will explore strategies that can be used on social media safely, legally and respectfully. They will also identify different strategies that sex traffickers/exploiters use to recruit youth. Students will also learn about state and federal laws designed to keep them safe.</p>
<p>2.1.8.CHSS.4 Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers and school staff that students can go to if they are or someone they know is being sexually harassed, abused, assaulted exploited or trafficked.</p> <p>2.3.8.PS.5 Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (eg. consent, child pornography, human trafficking, parental notification, drugs).</p>	<p>In this lesson students will review the signs of sexual abuse and assault. They will learn about legislation designed to protect children and adolescents and where they can go for assistance if they or someone they know is being harassed, abused or exploited.</p>
<p><b>Unit Resources</b></p> <ul style="list-style-type: none"> <li>● HealthSmart</li> </ul>	



- HealthSmart
- *Lesson Planning for Skills-Based Health Education* by Sarah Benes and Holly Alperin
- SHAPE
- SHAPE NJ
- Open Phys Ed.