

# Health Curriculum Overview

## GRADE 7

**Grade Level:** Seventh Grade

**Content Area:** Health

**Created:** August 2022

**Board Approved:** \_\_\_\_\_

### PACING GUIDE

#### Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

#### EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

Lesson Title	Lesson Overview	Lesson Objectives	NJSLS Alignment
UNIT: Emotional & Mental Health			
Lesson 1: Dimensions of Health	In this lesson, students are introduced to different dimensions of health. They learn about physical, emotional, social and spiritual health, and discuss ways young people can maintain or improve these aspects of health. They describe a positive personal practice in each of these dimensions and share their answers with classmates. They discuss how the dimensions of health are interrelated and give examples of how different aspects of their health affect each other.	Explain the interrelationship of physical, mental, emotional, social and spiritual health.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.12.EH.2

Lesson 4: Qualities of Healthy Relationships	In this lesson, students learn about the qualities and benefits of healthy relationships. After identifying qualities of healthy and unhealthy relationships, they read scenarios and identify the healthy and unhealthy qualities in each relationship. They discuss the benefits of healthy relationships, then analyze one of their own healthy relationships to describe its qualities and benefits.	Compare and contrast healthy and unhealthy relationships. Describe characteristics of healthy relationships. Describe benefits of healthy relationships.	2.1.8.SSH.3 2.1.8.SSH.4
Lesson 6: Expressing Feelings in Healthy Ways	This lesson focuses on expressing feelings in healthy ways. Pairs of students list as many feelings as they can think of, and label each feeling as easy or difficult to deal with. They discuss why it's OK to have "negative" feelings and why it's important to be aware of feelings. They then look at how the expression of feelings can be healthy or unhealthy, and examine consequences of expressing feelings in unhealthy ways.	Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. Explain appropriate and healthy ways to express feelings. Explain how the expression of feelings can help or hurt oneself or others.	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.4
Lesson 7: Self-Control Skills for Dealing with Difficult Feelings	This lesson teaches self-control strategies for managing anger and other strong emotions that may be difficult to express in healthy ways. After identifying triggers that can cause feelings of anger or hurt, students examine the potential consequences of expressing these emotions in unhealthy or destructive ways. They discuss the risks of impulsive behaviors and suggest strategies for controlling them. Then they explore healthy, constructive ways of dealing with anger, both when they're angry and when someone else is angry with them.	Describe examples of situations that require self-control. Analyze the risks of impulsive behaviors. Demonstrate appropriate ways to respond when angry or upset.	2.1.8.PGD.4 2.1.8.SSH.3 2.1.8.SSH.6 2.1.8.CHSS.8
Lesson 9: What is Stress	This lesson teaches about stress and its effects on emotional health. Students imagine or think about a time they felt stressed and discuss their physical and emotional reactions to stress. They identify negative and positive stressors and discuss how people react to stressful situations. Students answer questions about reactions to stress and analyze their own reactions to stressful situations.	Explain causes and effects of stress. Describe personal stressors at home, in school and with friends. Describe physical and emotional reactions to stressful situations. Explain positive and negative ways of dealing with stress.	2.1.8.EH.1 2.1.8.CHSS.8

Lesson 11: Managing Stress	In this lesson, students learn some techniques for managing stress. After identifying their top 5 stressors, they practice the stress-management techniques of deep breathing, progressive muscle relaxation and guided imagery. They assess their experience with each of these techniques and decide which techniques would work best for managing their own top stressors. They take home a family sheet and talk with an older family member or other trusted adult about managing stress.	Demonstrate stress-management techniques. Explain how they will apply stress-management techniques to manage personal stressors	2.1.8.PGD.4 2.1.8.EH.1 2.1.8.EH.2
UNIT: Nutrition & Physical Activity			
Lesson 1: What are Nutrients?	This informational lesson introduces the topic of nutrition and covers the main nutrients needed for health. Students first discuss where to find information about nutrition and physical activity and how to identify reliable sources. Then they read about the 6 nutrients and identify key facts about each one.	Summarize reliable sources of information about healthy eating. Identify the function of key nutrients. Identify food sources for key nutrients. Summarize the benefits of drinking plenty of water	2.1.8.PGD.1 2.2.8.N.3
Lesson 3: Assessing my Eating Habits	This lesson introduces the federal guidelines for healthy eating. Students assess their eating habits against these guidelines and make suggestions for improvement. Then they analyze a day's sample menu for a middle school student and make recommendations for improving nutrition and bringing the meals into alignment with the federal dietary guidelines for healthy eating.	Use self-assessment skills to analyze personal eating habits. Summarize the benefits of eating plenty of fruits and vegetables. Summarize the benefits of limiting the consumption of unhealthy fat, added sugar and sodium. Describe the benefits of eating in moderation. Apply the U.S. Dietary Guidelines for Americans.	2.1.8.PGD.1 2.1.8.PGD.4 2.2.5.N.1
Lesson 8: Keeping Food Safe to Eat	This lesson teaches about food-borne illness and strategies for keeping foods safe to eat. Students learn steps to take to keep food safe, including a hand-washing demonstration and practice. Then they read a story about a middle school student who gets food poisoning and analyze all of the points in the story where proper safety measures weren't followed.	Summarize food safety strategies that can control germs that cause food-borne illnesses. Express intentions to prevent food-borne illness.	2.1.8.PGD.4

Lesson 9: What Influences my Food Choices	In this lesson, students learn to analyze influences on their food choices, including the effects of advertising. They review their food diaries to identify factors that affected their eating habits. Then they focus on the effects of advertising by identifying examples of different food advertising techniques and examining how these affect people’s food choices.	Assess personal eating practices. Analyze influences on personal eating patterns. Suggest ways to counter negative influences on food choices. Express intentions to make healthy food choices.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4 2.2.5.N.1 2.2.8.N.2
Lesson 11: Body Image Basics	This lesson examines the importance of a positive body image. Students learn the definition of body image and discuss factors that can influence how people view their bodies. They examine media messages about body image and appearance and analyze how these can affect body image. Then they explore steps to help build a positive body image	Differentiate between a positive and negative body image. Explain the importance of a positive body image. Analyze influences on body image. Explain ways to develop or maintain a positive body image. Express intentions to develop or maintain a positive body image	2.1.8.PGD.2 2.1.8.PGD.4
Lesson 13: Eating Disorders	This lesson informs students about disordered eating and eating disorders. Students read about common eating disorders, and discuss symptoms as well as consequences. Then they learn steps to take to help someone with disordered eating or an eating disorder and where to go for help for themselves or a friend. They work in small groups to identify the signs and symptoms of disordered eating in different scenarios and the potential health consequences.	Describe the symptoms and consequences of disordered eating and common eating disorders. Summarize how disordered eating and eating disorders can affect proper nutrition. Explain what to do if a friend is showing symptoms of disordered eating or an eating disorder.	2.1.8.PGD.2 2.1.8.PGD.4
Lesson 14: Assessing my Physical Activity	This lesson introduces guidelines for physical activity. Students brainstorm a list of ways to be physically active, and learn the federal guidelines for physical activity for teens. They examine the list of activities and identify examples as they learn about different components of fitness, including cardiorespiratory fitness, muscle strength and bone strength. Then they discuss ways to add physical activity to their day without special equipment or a structured plan. They assess their own physical activity habits against the guidelines, and analyze a middle school student’s sample physical activities for the week.	Describe how to meet the recommended amounts and types of moderate, vigorous, muscle-strengthening and bone-strengthening physical activity for adolescents. Describe physical activities that contribute to maintaining or improving the components of health-related fitness. Describe ways to increase daily physical activity and decrease inactivity. Assess personal physical activity practices.	2.1.8.PGD.1 2.1.8.CHSS.6

Lesson 16: My Healthy Eating & Physical Activity Goal	In this skills-based lesson, students learn about goal setting. The teacher reviews a series of questions to use in setting a goal, and students practice the steps using a sample goal. Then they review their earlier self-assessments and choose a healthy eating or physical activity behavior to work on. They set a specific goal in the area they choose and create a plan to reach it.	Analyze expected benefits of healthy eating and physical activity. Identify ways to overcome barriers to healthy eating and physical activity. Set a specific, realistic and measurable goal to improve healthy eating or physical activity behaviors.	2.1.8.PGD.4
UNIT: Violence & Injury Prevention			
Lesson 1: Understanding Risks & Unintentional Injury	In this lesson, students begin their study of unintentional injury. After discussing the difference between intentional and unintentional injury, they examine the concept of risk, and identify examples of both good and unsafe risks. Then they review facts about young people and injury to help them understand that unintentional injury is a substantial threat to young people's well-being. They identify the negative consequences of injury and the benefits of avoiding risks.	Describe consequences of unintentional injury. Describe situations that could lead to unsafe risks that cause injuries. Identify benefits of reducing the risks for injury.	2.1.8.PGD.1 2.1.8.PGD.4
Lesson 3: Safety Rules to Prevent Common Injuries	In this lesson, small groups brainstorm safety rules related to specific situations. Groups report their rules to the class, and students write the rules, or one that better applies to them, on their own activity sheets.	Describe ways to reduce the risk of injuries around water. Describe ways to reduce the risk of injuries in case of fire. Describe ways to reduce the risk of injuries during sports and recreational activities. Describe ways to reduce the risk of injuries from firearms. Describe ways to reduce the risk of injuries as a pedestrian. Describe ways to reduce the risk of injuries from falls. Identify actions to take to prevent injuries during severe weather.	2.1.8.PGD.1 2.1.8.PGD.4
Lesson 9: Understanding Bullying	This lesson helps students understand bullying. Students define bullying, then identify different types of bullying. They discuss the effects of bullying on targets and bystanders, and complete an activity sheet to summarize their learning.	Explain the effects of bullying on targets and bystanders. Describe how power and control differences can contribute to bullying.	2.1.8.SSH.4

Lesson 13: Feelings & Fights	In this lesson, students examine the problems with fighting. After discussing reasons people fight, they describe situations that could lead to strong feelings and explore realistic and practical ways a person could deal with those feelings without hurting oneself or others. Students discuss the negative consequences of physical fighting and review school policies and consequences of fighting at school. Then they write stories about situations that cause strong feelings, and suggest nonviolent ways the person in the story could deal with those feelings.	Describe situations that could lead to physical fighting. Describe nonviolent ways to respond when angry or upset.	2.1.8.SSH.3 2.1.8.SSH.4
UNIT: Tobacco, Alcohol & Other Drug Prevention			
Lesson 1: Teens & Drugs: What's the Truth?	In this norms-based lesson, students examine their beliefs about drug use among teens, compare their perceptions to actual norms, and discuss the influence of perceived norms on behaviors around vaping, other tobacco products, alcohol, marijuana and opioids.	Examine perceived norms around vaping, and the use of other tobacco products, alcohol, marijuana and opioids. Explain that most teens do not use tobacco, alcohol or other drugs.	2.1.8.PGD.1
Lesson 2: Alcohol: What's the Truth?	This informational lesson helps students see how much they know about alcohol and teaches key facts about this drug. Students complete a True/False quiz about alcohol and share their ideas in pairs. After reviewing the correct answers, they examine how alcohol use could affect their goals and activities.	Summarize the negative consequences of using alcohol. Explain how using alcohol could negatively affect their lives. Describe the relationship between alcohol use and other risky behaviors.	2.1.8.PGD.1
Lesson 3: Vaping & Other Tobacco Products: What's the Truth?	This informational lesson helps students see how much they know about tobacco, including vaping, and teaches key facts about nicotine. Students play a card-matching game to answer questions about smoking, using smokeless tobacco and vaping. After reviewing the correct answers, they complete an activity sheet to summarize their learning.	Describe the negative short- and long-term physical effects of using tobacco. Summarize the negative health effects of secondhand smoke. Describe negative effects of vaping. Summarize the personal benefits of being tobacco free.	2.1.8.PGD.1

Lesson 4: Marijuana: What's the truth?	This informational lesson teaches key facts about marijuana and reinforces the message that most teens do not use this drug. Students read about marijuana, then complete an activity sheet to offer advice and share what they've learned with younger students.	Summarize the negative short- and long-term effects of marijuana use. Explain that most teens do not use marijuana.	2.1.8.PGD.1
Lesson 6: Experimentation & Addiction: What's the Truth?	This informational lesson examines the dangers of experimentation and reasons teens choose to use drugs. Students learn about the stages of addiction, explore reasons teens start experimenting with and continue to use drugs, and summarize their learning by examining case studies of teens in various stages of addiction.	Determine reasons teens choose to use tobacco, alcohol and other drugs. Evaluate the dangers of experimenting with tobacco, alcohol or other drugs. Explain why using alcohol or other drugs is an unhealthy way to manage stress.	2.1.8.PGD.2 2.1.8.PGD.4
Lesson 9: Influences on My Choices About Drugs	In this lesson, students work in small groups to identify and analyze various internal and external influences on the decision to use or not use drugs.	Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs. Describe strategies to strengthen positive influences and counter negative influences on choices about drug use.	2.1.8.PGD.4 2.1.8.EH.2
Lesson 14: Counter-Advertisements	In this skills-based lesson, students learn about different advertising strategies, then use what they've learned about ways the tobacco and alcohol industries try to appeal to teens to create convincing counter-advertisements to advocate for peers to stay drug free.	Support a positive health message about being tobacco or alcohol free with accurate information. Advocate for peers to be tobacco and alcohol free.	2.1.8.PGD.4 2.1.8.CHSS.6 2.1.8.CHSS.8
UNIT: Abstinence, Puberty & Personal Health			

Lesson 1: Staying Healthy for a Lifetime	In this lesson, students learn that practicing healthy behaviors can be a path to lifelong health. They discuss the meaning of the phrase common sense, then brainstorm common-sense steps for staying healthy and identify benefits of lifelong health. After discussing sources of information about health and the popularity of online resources, they learn about and practice asking key questions to evaluate online resources for the quality and usefulness of the information they provide.	Explain how positive health behaviors can benefit people throughout their life span. Identify sources of accurate information for help with personal health issues and concerns. List questions to ask when evaluating the reliability of online information about personal health. Optional: Evaluate online information about personal health.	2.1.8.PGD.1
Lesson 2: Keeping My Body Healthy	In this lesson, students continue to explore the idea of practicing healthy behaviors as a path to lifelong health. After briefly reviewing the important functions of the ears, the eyes, the skin and sleep, they work in small groups to brainstorm ways to prevent common health risks teens face with regard to hearing, vision, skin damage and lack of sleep. Then they create and present original public service announcements that advocate for selected health behaviors in the areas of adequate sleep and rest, protection of vision and hearing, and prevention of sun damage.	Summarize actions to protect vision. Summarize actions to protect hearing. Summarize actions to protect skin from sun damage. Summarize the benefits of getting proper rest and sleep for healthy growth and development. Advocate for healthy behaviors.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.CHSS.1
Lesson 3: Protecting My Body from Disease	In this lesson, students develop their understanding of how to prevent infectious and chronic disease. They identify the symptoms of illness and learn the differences between infectious and noninfectious disease. They examine how common infectious illnesses are transmitted, and discuss and practice ways to prevent them. They then learn about behavioral and environmental factors that can influence the development of chronic disease. They summarize their learning by making a simple plan they will follow to help prevent disease and promote lifelong health.	Summarize the symptoms of someone who is sick or getting sick. Explain the differences between infectious and noninfectious diseases. Summarize the ways that common infectious diseases are transmitted. Describe the behavioral and environmental factors that contribute to the major chronic diseases. Summarize health practices to prevent the spread of infectious illnesses. Summarize health practices to help prevent chronic disease.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4 2.1.8.CHSS.6



Lesson 7: Puberty	In this informational lesson, students learn about puberty. Small groups brainstorm physical, emotional and social changes they think occur during puberty. The class discusses and evaluates the groups' lists, and then students complete an activity sheet on the changes they learned about. As homework, students interview parents or other adults about puberty and sexuality.	Describe the physical, social, mental and emotional changes associated with puberty. Summarize the benefits of talking with parents and other trusted adults about sexuality.	2.1.8.PGD.3
Lesson 8: Menstrual Cycle & Pregnancy	This lesson teaches about ovulation, the menstrual cycle and fertilization. Students read about the menstrual cycle, then work in pairs to answer questions about the reading. They also read about and discuss fertilization and how pregnancy occurs. Then pairs complete an activity sheet that reviews the material covered in the last 4 lessons.	Describe how pregnancy occurs.	2.1.8.PGD.3 2.1.8.PP.2 2.1.8.PP.3
UNIT: HIV, STI & Pregnancy Prevention			
Lesson 1: Understanding Sexual Health	Students begin this lesson by establishing agreements or guidelines for classroom discussion about sexuality and sexual health. After briefly reviewing the different aspects of sexuality, students focus on how the choices people make about sex can affect their sexual health. They define and explore the potential risks and negative consequences of sexual activity, and contrast these with the benefits of sexual abstinence. They compare their perceptions to actual norms around sexual activity among ninth graders to reinforce that most students their age are not currently sexually active. Then they work in pairs to write answers to questions in an advice column about sexual abstinence, sexual activity and sexual health.	Describe the consequences of becoming sexually active. Determine the benefits of being sexually abstinent. Explain that most teens are not engaging in sexual intercourse. Describe ways to protect sexual health.	2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.11
Lesson 2: Sexual Identity & Sexual Stereotyping	In this lesson, students learn about sexual identity and the problems with sexual stereotyping. After reading about different types of sexual attractions and gender identities, they examine common sexual stereotypes. They discuss ways to challenge these stereotypes and then practice responding to a variety of situations in which stereotyping is occurring.	Apply ways to challenge sexual stereotyping. Describe how sexual stereotyping can negatively affect people. Explain why it's important to challenge sexual stereotypes.	2.1.8.SSH.1 2.1.8.SSH.2 <b>Age Appropriate</b>

Lesson 6: STI Facts	In this lesson, students study facts about sexually transmitted infections (STIs). They define STI and learn how STIs are transmitted. After reading more about STIs, they work in small groups to review the facts, including symptoms, which STIs can and cannot be cured, and the physical, social and emotional consequences of STIs.	Describe symptoms of common STIs. Explain that some STIs are asymptomatic. Explain how common STIs are transmitted. Explain the negative consequences of common STIs. Summarize which STIs can be cured and which can be treated. Describe why sexual abstinence is the safest, most effective way to avoid STIs.	2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.11 2.1.8.CHSS.5
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