Health

Grade 7

ABSTRACT

Students in grade seven continue to explore strategies that enable the maintenance of healthy lifestyles. The assessment of personal habits and factors that influence good physical and emotional health is tracked in a personal electronic journal that includes a goal setting component based on individual needs. Threats to health experienced by peers in the global community, such as disease, substance abuse, and inappropriate relationships, are researched and discussed. Support systems for adolescents who share similar concerns for health are examined in groups, pairs, and individual projects emphasizing the safe use of technology as a collaborative communication tool.

Adopted by the Somerville Board of Education on February 21, 2017
# Health – Grade 7

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Days 1-6</th>
<th>Days 7-12</th>
<th>Days 13-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question:</td>
<td>What practices can help to sustain lifelong wellness?</td>
<td>How can adolescents avoid illness?</td>
<td>What coping skills aid in eliminating difficult situations?</td>
</tr>
<tr>
<td>Content:</td>
<td>Healthy Lifestyles</td>
<td>Personal Health</td>
<td>Preventing Conflict</td>
</tr>
<tr>
<td>Skills and Topics:</td>
<td>• assess the factors that affect wellness (e.g., diet, exercise, substance abuse, disease, heredity)</td>
<td>• determine global threats to the health of young adults (e.g., hepatitis, HIV/AIDS, HPV, STDs)</td>
<td>• brainstorm the common conflicts experienced by young adults in daily life (e.g., parental expectations, peer pressure, physical changes)</td>
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<tr>
<td></td>
<td>• compare and contrast positive and negative personal health habits</td>
<td>• identify the signs and symptoms of common physical threats to the wellness of young adults</td>
<td>• utilize technology to research proven methods of dealing with adolescent stress factors</td>
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<td>• conduct research of advances in technology that impact personal health (e.g., diet supplements, surgical procedures, testing devices)</td>
<td>• analyze and report the local and global efforts to battle common ailments of young adults</td>
<td>• analyze how personal assets and cultural influences affect the development of coping skills</td>
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<td>• examine the influence of the media on lifelong health and hygiene (e.g., practices, products, services)</td>
<td>• collaborate to present mental illness issues facing young adults (e.g., eating disorders, self-inflicted abuse, bipolar disorder)</td>
<td>• investigate local and global agencies that assist in the efforts to avoid conflict (e.g., Boy Scouts of America, Girl Scouts of America, police programs, social agencies)</td>
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<td>• create attainable personal wellness goals</td>
<td>• track progress toward wellness goals in an electronic journal</td>
<td>• dramatize scenarios that demonstrate the application of coping skills involving conflicts regarding topics (e.g., disability, gender, race, religion)</td>
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<td>• track progress toward personal wellness goals in an electronic journal</td>
<td></td>
<td>• Identify how texting can lead to unintentional conflict through misinterpretation</td>
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<td>Integration of Technology:</td>
<td>Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, PowerPoint presentations, video streaming, podcasting</td>
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<td>• Understand the meaning and long term consequences of sexting on individuals and groups</td>
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<td>Writing:</td>
<td>Open-ended responses, conclusions and analysis of exploratory activities, journal entries</td>
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<td>Formative Assessments:</td>
<td>Self and peer evaluations, teacher observations, journal entries</td>
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<td>Summative Assessments:</td>
<td>Quizzes, tests</td>
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**Month/Marking Period** | **Days 1-6** | **Days 7-12** | **Days 13-18**
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**21st Century Themes:**<br>Global Awareness<br>Civic Literacy<br>Financial, Economic, Business, and Entrepreneurial Literacy<br>Health Literacy

**21st Century Skills:**<br>Creativity and Innovation<br>Media Literacy<br>Critical Thinking and Problem Solving<br>Communication and Collaboration<br>Information Literacy

**Resources:**<br>Textbook, periodicals, health websites, public health resources, teacher-created resources

**Careers:**<br>Applicable career options are discussed as they arise throughout the health program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.

*2016 NJSLS:<br>RL: Reading Literature<br>RI: Reading Informational Text<br>W: Writing<br>SL: Speaking and Listening<br>L: Language<br>N: Real Number System<br>A: Algebra<br>F: Functions<br>G: Geometry<br>S: Statistics and Probability<br>MD: Measurement and Data
## Health – Grade 7

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<thead>
<tr>
<th>Month/Marking Period</th>
<th>Days 19-24</th>
<th>Days 25-30</th>
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<tr>
<td>2014 New Jersey Core Curriculum Content Standards/NJ Student Learning Standards</td>
<td>2.2.8.C.1-3, 2.2.8.E.2</td>
<td>2.2.8.E.2, 2.3.8.A.1-2, 2.3.8.B.1-8, 2.3.8.C.1-2</td>
<td>2.2.8.E.2, 2.4.8.A.1-6, 2.4.8.C.4</td>
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### Essential Question:
- In what ways can individuals contribute to team success?
- How can an adolescent recognize and avoid substance abuse?
- How are healthy relationships sustained?

### Content:
- **Effective Group Strategies**
  - assess the role of the individual in a group effort or activity
  - define a team
  - select a group project (e.g., newspaper campaign, video, Web Quest) related to a worldwide health problem (e.g., AIDS, alcoholism, famine)
  - conduct research of the chosen topic using technology
  - collaborate to assign tasks and responsibilities to team members
  - assimilate research results in a multimedia presentation
  - track progress toward wellness goals in an electronic journal

- **Substance Abuse**
  - recognize the characteristics of substance abuse (e.g., addiction, cravings, tolerance)
  - determine the signs of an addictive personality
  - compile tactics that aid adolescents to avoid substance abuse
  - dramatize scenarios that illustrate refusal skills
  - create a visual presentation against addictive behavior (e.g., *PowerPoint* presentation, poster, video clip)
  - track progress toward wellness goals in an electronic journal

- **Relationships**
  - define relationships
  - identify diverse relationships (e.g., family, friend, spouse, girlfriend, boyfriend)
  - compare and contrast the qualities of healthy versus unhealthy relationships
  - assess “red flags” in relationships (e.g., abuse, controlling behavior, fear)
  - determine methods to sustain healthy relationships (e.g., communication, equality, respect)
  - assimilate knowledge of relationships in an authentic presentation (e.g., advice column, group presentation, poster, skit)

### Skills and Topics:
- Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, *PowerPoint* presentations, video streaming, podcasting

### Writing:
- Open-ended responses, conclusions and analysis of exploratory activities, journal entries

### Formative Assessments:
- Self and peer evaluations, teacher observations, journal entries

### Summative Assessments:
- Quizzes, tests

### Performance Assessments:
- Oral presentations, group presentations, project presentations
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| **Interdisciplinary Connections:** | *ELA: RI.7.1-10, W.7.1-10*  
*Mathematics: MD.6*  
Science: 5.1.8.B.2  
Arts: 1.3.8.C.1-2, 1.3.8.D.1-2  
Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5  
World Language:  
Social Studies:  
21st Century Life/Careers: CRP1, CRP3, CRP7, CRP8, CRP11, CRP12 | *ELA: RI.7.1-10, W.7.1-10*  
*Mathematics: MD.6*  
Science: 5.1.8.B.2  
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Civic Literacy  
Financial, Economic, Business, and Entrepreneurial Literacy  
Health Literacy |
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21st Century Skills: |  
Creativity and Innovation  
Media Literacy  
Critical Thinking and Problem Solving  
Life and Career Skills  
Information and Communication Technologies Literacy  
Communication and Collaboration  
Information |
| Resources: | Textbook, periodicals, health websites, public health resources, teacher-created resources |
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