

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

7th Grade

Adoption Date:

Board Approved Revision Date:

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COURSE DESCRIPTION

The Mission of the Middle School Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

The units include Emotional Health, Alcohol and Drugs, and Addiction, Treatment, and Support.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Awareness, Exploration, Preparation, and Training. Career readiness, life literacies, and key skills education, when used in combination with standards-based content, ensures that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Emotional Health	15 lessons
2	Alcohol and Drugs	15 lessons
3	Addiction, Treatment, and Support	12 lessons

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Unit 1: Emotional Health	Pacing Guide: 15 lessons	Standards 2.1.8.EH.1 2.1.8.EH.2 2.1.8.CHSS.7 2.1.8.CHSS.8
Essential Questions <ul style="list-style-type: none"> • What is stress? • What are different stress management techniques? • What is the difference between typical sadness and depression? • Where can you get help or depression or anxiety? • What is mental illness? • What is stigma? • What are ways to end the stigma of mental health? • What are specific feelings one might experience from stress? • What health issues could be related to climate change? 	Enduring Understandings <ul style="list-style-type: none"> • Stress is the reaction of the body & mind to everyday challenges & demands. • There are different stress management techniques that can include but are not limited to exercise, listening to music, gardening, etc. • Typical sadness is a natural human emotion and depression is a chemical imbalance in the brain that lasts long-term. • Students can get help from guidance counselors, health professionals, and help-lines. • Mental illnesses are health conditions involving changes in emotion, thinking or behavior (or a combination of these). • Stigma is perceived shame or guilt associated with something. 	
Summative Assessment <ul style="list-style-type: none"> ✓ Unit Test ✓ Emotional Health Assessment ✓ Stress Project 		
Formative Assessments <ul style="list-style-type: none"> • In Class Discussions • Brain Pop • Exit Tickets • Teacher Observation • Homework Assignments 		Materials <ul style="list-style-type: none"> • Chromebook
Suggested Activities:		Differentiation for Diverse

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<ul style="list-style-type: none"> ● Stress Management ● Discussion ● Demonstration ● Reading ● Individual/group projects ● Emotional Health Project ● Teen Wellness ● Safer Teens ● Mental Health Box 	Learners
	<p>Special Education/504:</p> <ul style="list-style-type: none"> ● Provide students with essential vocabulary ● Re -teaching and review ● Graphic organizers ● Scaffolding of assignments ● Guided questions and note taking ● Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> ● Use simplified text and summaries of content. ● Use art visuals for students to respond to instead of text. ● Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> ● Provide copies of presentations and notes ● Extended time on assignments
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Health Journal 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● BrainPop - Stress ● MTV Mental Health ● Youtube Stress ● Coping
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ RST.6-8.1, RST.6-8.2,RST.6-8.7, RST.6-8.8 ➤ WHST.6-8.2, WHST.6-8.7,WHST.6-8.8,WHST.6-8.9 ➤ 8.2.8.ITH.1, 8.2.8.ITH.4 ➤ 9.4.8.CI.3, 9.4.8.DC.3 ➤ CRP3, CRP4, CRP5, CRP6 	

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Unit 2: Alcohol and Drugs	Pacing Guide: 15 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> • What is the difference between over-the-counter drugs and prescription drugs? • What are the classifications of drugs? • What is the difference between drug use, misuse and abuse? • What are the physical and behavioral effects of each classification of drugs? • What effects does alcohol have on the body short term and long term? • What is Blood Alcohol Concentration? • Who can influence decision making in difficult situations? • What are some ways to avoid a difficult situation that may involve drugs? • What are the consequences of choosing to take drugs? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Over-the-counter drugs can be purchased without a doctor’s note. Prescription drugs can only be obtained with a doctor’s note and signature. • Drugs can be classified as hallucinogens, stimulants, depressants, or narcotics. • Drug use is using a drug to help symptoms of an illness or injury, drug misuses may involve not following medical instructions, and drug abuse is the use of a medication without a prescription, • The effects that drugs have on an individual will depend on what classification the drug is, and the dose of the drug taken. • The effects that alcohol has on the body differ depending on the individual, the type of alcohol, the amount of alcohol consumed, and the time length of consumption. • Blood Alcohol Concentration is a measurement of alcohol intoxication used for legal or medical purposes. 	<p>2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4 2.3.8.ATD.5</p>
<p>Summative Assessment</p> <p>✓ Unit Test</p>		

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<ul style="list-style-type: none"> ✓ Alcohol Assessment ✓ Drug Research Project 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • In Class Discussions • Brain Pop • Exit Tickets • Teacher Observation • Homework Assignments 	<p>Materials</p> <ul style="list-style-type: none"> • Chromebook
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Alcohol and Drug Presentation • Discussion • Demonstration • Reading • Individual/group projects • Drug Prevention Project • Alcohol, Tobacco, Drugs Lessons / Presentations • Safer Teens - Drugs/Alcohol 	<p style="text-align: center;">Differentiation for Diverse Learners</p>
	<p>Special Education/504:</p> <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re -teaching and review • Graphic organizers • Scaffolding of assignments • Guided questions and note taking • Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> • Use simplified text and summaries of content. • Use art visuals for students to respond to instead of text. • Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> • Provide copies of presentations and notes • Extended time on assignments
<p>Suggested Materials</p> <ul style="list-style-type: none"> • Health Journal 	<p>Suggested Websites</p> <ul style="list-style-type: none"> • BrainPop - Illegal Drugs Medicine • Kids Health - Drugs • Youtube Medicine Safety • Teens and Drugs/Alcohol

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Interdisciplinary Connections

- RST.6-8.1, RST.6-8.2, RST.6-8.7, RST.6-8.8
- WHST.6-8.2, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
- 8.2.8.EC.1, 8.2.8.EC.2
- 9.4.8.IML.14, 9.4.8.DC.3
- CRP3, CRP4, CRP5, CRP6

Unit 3: Addiction, Treatment, Support	Pacing Guide: 12 lessons	Standards 2.3.8.DSDT.1 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5
Essential Questions <ul style="list-style-type: none"> ● What is addiction? ● What are some treatment options for someone who is addicted to a drug? ● What is dopamine? ● Where can one go for help to support someone's dependency on drugs? ● How does addiction affect individuals and their families? 	Enduring Understandings <ul style="list-style-type: none"> ● Addiction is a compulsive need for and use of a habit-forming substance, characterized by tolerance and by well-defined symptoms. ● Treatment options include in and out-patient rehab, alcoholics anonymous, etc. ● Dopamine is a neurotransmitter involved in motivation, pleasure and learning. ● People in need of support for dependency on drugs can contact counselors, help-lines, rehab centers, 	
Summative Assessment <ul style="list-style-type: none"> ✓ Unit Test ✓ Addiction Assessment ✓ Treatment Research Project 		
Formative Assessments <ul style="list-style-type: none"> ● In Class Discussions ● Exit Tickets ● Teacher Observation ● Homework Assignments 		Materials <ul style="list-style-type: none"> ● Chromebook
Suggested Activities: <ul style="list-style-type: none"> ● Alcohol and Drug Addiction and Treatment Presentation ● Discussion ● Demonstration ● Reading ● Individual/group projects ● Drug Addiction Project 		Differentiation for Diverse Learners Special Education/504: <ul style="list-style-type: none"> ● Provide students with essential vocabulary ● Re-teaching and

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<ul style="list-style-type: none"> Types of Addiction Safer Teens - Addiction Kids Health - Addiction 	<p>review</p> <ul style="list-style-type: none"> Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> Provide copies of presentations and notes Extended time on assignments
<p>Suggested Materials</p> <ul style="list-style-type: none"> Health Journal 	<p>Suggested Websites</p> <ul style="list-style-type: none"> Addiction Youtube Addiction and the Brain Stages of Addiction
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ RST.6-8.1, RST.6-8.2,RST.6-8.7, RST.6-8.8 ➤ WHST.6-8.2, WHST.6-8.7,WHST.6-8.8,WHST.6-8.9 ➤ 8.2.8.ITH.4 ➤ 9.4.8.CT.3, 9.4.8.DC.3 ➤ CRP3, CRP4, CRP5, CRP6 	