

New Paltz Central School District
Health Education
7th Grade

Time	Essential Questions/Content	Skills	Assessments
Ongoing	<ul style="list-style-type: none"> • How can I critically analyze and apply health content knowledge to solve problems in my life as well as my local and global community? • How would my life and the lives of the people around me change if...? How would I be able to alleviate the new problems encountered because of my previous decision? 	<ul style="list-style-type: none"> • Identify and demonstrate collaboration strategies • Identify and demonstrate problem solving strategies for current and future situations that impact health 	
4-5 weeks	<p><u>Unit 1: Wellness</u></p> <ul style="list-style-type: none"> • What does it mean to be healthy? • How much of my wellness is in my control? ----- • P-M-S Health (physical-mental-social health) • Concepts of wellness • Behaviors → consequences (positive and negative) • Stress → Effects on P-M-S • Self-image and self-esteem • Emotions <ul style="list-style-type: none"> ○ Causes ○ Social settings and emotions ○ Emotions and behavior • Mental health <ul style="list-style-type: none"> ○ Managing stress, frustration, and anxiety ○ Peer pressure ○ Disorders and diseases 	<ul style="list-style-type: none"> • Employ stress relieving techniques • Use effective communication skills <ul style="list-style-type: none"> ○ Positive communication ○ Appropriate ways to express anger ○ “I” messages • Access and evaluate information about health • Recognize and apply behaviors that promote overall wellness 	<ul style="list-style-type: none"> • Quizzes/tests • Role playing • Self portrait of P-M-S health • Stress management identification project • Essay – “How do my daily decisions today affect my life in the future?”

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3-4 weeks	<p><u>Unit 2: Nutrition</u></p> <ul style="list-style-type: none"> • What is healthy eating? ----- • Nutrients <ul style="list-style-type: none"> ○ Definition ○ Six basic nutrients • Food pyramid <ul style="list-style-type: none"> ○ Food part of the pyramid ○ Exercise component of the pyramid • Calories <ul style="list-style-type: none"> ○ What is a calorie? ○ Fat calories versus protein calories versus carbohydrate calories ○ Analysis of calories found in foods • Analysis of daily diets <ul style="list-style-type: none"> ○ Food groups included and not included ○ Nutrients supplied and missing • Food labels <ul style="list-style-type: none"> ○ How to read a label ○ How to read ingredients list • Eating disorders <ul style="list-style-type: none"> ○ Anorexia ○ Bulimia ○ Female athlete triad 	<ul style="list-style-type: none"> • Analyze a daily diet • Plan healthy menus • Read a food label • Use www.mypyramid.gov to control diet 	<ul style="list-style-type: none"> • Diet analysis • Menu for a day, week, month • Analysis of how personal environment and physical-mental-social well-being affect diet

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4-5 weeks	<p><u>Unit 3: Character Education</u></p> <ul style="list-style-type: none"> • What is character? • How can I be a safe and responsible internet user? <p>-----</p> <ul style="list-style-type: none"> • Celebration/acknowledgement of self • Diversity/Prejudice/Bigotry/Bias/Hate • Bias awareness (review and build on 6th grade training) • Bullying <ul style="list-style-type: none"> ○ What is a bully? ○ Behaviors of bullies ○ Cyberbullying ○ Self advocacy • Respect • Communication <ul style="list-style-type: none"> ○ “I” messages ○ Conflict resolution • Internet safety <ul style="list-style-type: none"> ○ Texting ○ Sexting 	<ul style="list-style-type: none"> • Use “I” messages • Advocate for self and others • Identify factors that contribute to inequitable treatment of others • Indentify healthy ways to express emotions • Identify and demonstrate safe and responsible internet use 	<ul style="list-style-type: none"> • Quizzes/tests • Role playing – conflict and communication • Mini-report on a respected person (oral and written) • Vignettes of situations using the S-T-D decision making process • Role playing through writing (e.g., “I” messages) • Essay – “How do people’s upbringings and personal environment impact interactions with different people, communities, and countries?”

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5 weeks	<p><u>Unit 4: HIV/AIDS</u></p> <ul style="list-style-type: none"> • What is HIV? • What is AIDS? • What is the difference between the two terms? • How can I keep myself safe from acquiring HIV/AIDS? • What are the signs and symptoms of HIV infection? • What is the treatment for a person who is HIV+? <p>-----</p> <ul style="list-style-type: none"> • Characteristics of HIV and AIDS • History of HIV infection • Fluids that transmit HIV • Behaviors that transmit HIV and prevention behaviors • Immune system function and when HIV attacks • Spectrum of HIV infection • Social implications of disease (discrimination, stigma, etc.) • HIV/AIDS treatments 	<p>Common Core Literacy Standards</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences for it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Assess how point of view or purpose shapes the content and style of a text. • Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject matter under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Health Education Standards</p> <ul style="list-style-type: none"> • Understand human growth and development and recognize the relationship between behaviors and healthy development. Understand ways to promote health and 	<ul style="list-style-type: none"> • Pre-survey to assess existing knowledge • Informal assessments done daily • PSA for HIV awareness • Acting out the various functions within the body when HIV strikes • Quizzes • Unit test

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		<ul style="list-style-type: none">• prevent disease and demonstrate and practice positive health behaviors.• Understand the influence of culture, media, and technology in making decisions about personal and community health issues. Know about and use valid health information, products, and services. Advocate for healthy families and communities.	