



Wethersfield Public Schools

SDMS Curriculum: Health 7

Grade(s)	7
Unit Purpose	Unit 1: Health & Wellness
Pacing	5 classes
Vision of a Graduate	
Problem Solver: Students make decisions to maintain/improve health and wellness. Communicator: Students display active listening skills, conflict resolution, and empathy while working together to create class norms and participate in team building activities. Collaborator: Students work together to create an agreed upon set of class norms to guide expectations so that every individual can feel safe, valued, and successful. Students collaborate during team building activities that require active listening, problem solving, and follow instructions.	
Unit Priority Standards	
Healthy and Balanced Living Curriculum Framework Skill Standards: GS6.5.8. Apply strategies to overcome barriers to achieving a personal health goal. GS 6.2.8. Assess personal health practices. Content Standards: OWDP 1.3.8. Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). • Intake (food, air, water, substances) • Output (physical activity and movement; elimination of waste) • Sleep • Stress Management	
Unit Supporting Standards	
Healthy and Balanced Living Curriculum Framework Skill Standards: GS 6.1.8. Assess the impact and power of embracing a growth mindset in order to determine and reach one's goals. GS 6.3.8. Set a realistic personal health goal. GS 6.4.8. Assess the barriers to achieving a personal health goal. Content Standards: HEPA 1.5.8. Describe the relationship and impact of what we eat and our physical activity levels to maintaining a healthy weight. HEPA 1.8.8. Recognize the importance of respecting food allergy needs in self and others. OWDP 1.1.8. Describe the benefits of good hygiene practices. OWDP 1.2.8. Explain the difference between infectious, noninfectious, acute and chronic diseases, and the importance of seeking treatment. OWDP 1.4.8. Summarize the symptoms of someone who is sick or getting sick and how that may prevent daily activities. OWDP 1.5.8. Summarize modes of transmission and health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. MEH 1.2.8. Recognize factors that increase self worth (recognizing strengths, growth mindset, confidence, competence). MEH 1.6.8. Describe characteristics of a mentally and emotionally healthy person.	



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- MEH 1.8.8.** Describe characteristics of positive mental and emotional health.
- MEH 1.9.8.** Summarize the benefits of talking with parents and other trusted adults about feelings.
- MEH 1.10.8.** Describe a variety of appropriate ways to respond to stress when angry or upset.
- MEH 1.14.8.** Explain the causes, symptoms, and effects of depression, stress, and anxiety.
- MEH 1.15.8.** Describe personal stressors at home, in school, and with friends.
- MEH 1.16.8.** Examine the risks of impulsive behaviors.

Essential Questions

What does it mean to be healthy?

How are different areas of wellness interconnected?

How can I assess my personal wellbeing?

Performance Expectations: Skills

1. Analyze indicators of personal wellness
2. Create SMART goals to improve areas of personal wellness
3. Communicate with empathy
4. Practice active listening, verbal, and nonverbal communication skills

Performance Expectations: Essential Knowledge/Concepts

1. Define each area of the wellness wheel (physical, social, emotional, intellectual, occupational, spiritual)
2. Describe each step of creating a SMART goal
3. Explain how empathy can impact a classroom
4. Understand and explain how self-evaluation connects to wellness and overall health

Student Learning Tasks & Resources

- Topic 1:
- Identify the eight dimensions of wellness.
 - Self-assess personal wellness levels and reflect on the tool they use to determine overall wellness.
- Topic 2:
- Analyze the importance of having grit and a growth mindset in difficult situations.
- Topic 3:
- Identify the body's response to stress.
 - Demonstrate understanding of how stress affects performance.
- Topic 4:
- Identify side effects of stress overload.
 - Advocate for the health of a peer to demonstrate their knowledge of stress and empathy.
- Topic 5:
- Practice mindfulness and respecting oneself.
 - Demonstrate how mindfulness can be a benefit when challenges of daily life become overwhelming.

Suggested Teacher Materials & Resources

- Wellness Wheel
- "Hallmarks of Good Mental Health" DVD
- "Grit and Growth Mindset" DVD
- Grit and growth mindset video & group activity
- Values Website
- Digital vision board
- C'mon Six stress activity
- Influences Snowball activity
- What Are My Values activity



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Grade(s)	7		
Unit Purpose	Unit 2: Communication		
Pacing	5 classes		
Vision of a Graduate			
Problem Solver: Students demonstrate how to recognize communication blockers and how to utilize refusal skills when applicable.			
Communicator: Students display the ability to use various strategies for effective communication.			
Collaborator: Students work together to demonstrate the use of communication skills.			
Unit Priority Standards			
Healthy and Balanced Living Curriculum Framework			
<i>Skill Standards:</i>			
IC 4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.			
IC 4.3.8. Demonstrate effective peer resistance and negotiation skills to avoid or reduce health risks			
IC 4.4.8. Demonstrate healthy ways to manage or resolve conflict.			
Unit Supporting Standards			
Healthy and Balanced Living Curriculum Framework			
<i>Skill Standards:</i>			
IC 4.6.8. Demonstrate how to effectively communicate empathy and support for others.			
Essential Questions			
What are effective communication skills?			
What stops effective communication?			
How can I resolve problems in a healthy, effective way?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Demonstrate effective listening and speaking skills		1. Identify and define types of communication	
2. Apply refusal skills in health-related situations		2. Recognize a variety of refusal skills and when to use them	
3. Use the IDEAL tool to make healthy decisions		3. Recognize communication blockers	
		4. Recognize active listening and speaking traits for effective communication	
		5. Define IDEAL and understand the tool’s use	
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	
Topic 1: - Identify three types of communication. - Interpret seven attributes of healthy communicators. Topic 2: - Demonstrate knowledge of communication blockers and how they disrupt effective communication. Topic 3:		- Scavenger hunt & word dive - Active listening activities - Communication blockers - Telephone - Refusal skills skit - IDEAL scenario responses	



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- Apply at least one active listening strategy to work with a peer in class activity.

Topic 4:

- Create and practice refusal skill responses to health-related situations.
- Activities to practice how to say no and maintain respect for your peers.

Topic 5:

- Utilize IDEAL to determine the steps to take through a social issue that has a health-related solution.



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Grade(s)	7
Unit Purpose	Unit 3: Digital Citizenship & Bullying
Pacing	6 Classes
Vision of a Graduate	
Problem Solver: Students demonstrate how to protect themselves and others from potential harmful situations online. Communicator: Students display the ability to advocate for their personal health. Students explain the challenges that a digital world presents to personal safety. Collaborator: Students work together to highlight issues connecting digital citizenship and mental/physical well-being.	
Unit Priority Standards	
Healthy and Balanced Living Curriculum Framework <i>Skill Standards:</i> IC 4.2.8. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others. <i>Content Standards:</i> VP 1.1.8. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence. SIP 1.2.8. Define Digital Wellness and its impact on overall health.	
Unit Supporting Standards	
Healthy and Balanced Living Curriculum Framework <i>Skill Standards:</i> IC 4.5.8. Demonstrate how to effectively ask for assistance to improve personal health. <i>Content Standards:</i> HR 1.12.8. Explain how the use of social media can positively and negatively impact relationships. HR 1.13.8. Identify the legal and social consequences of viewing and/or sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications). VP 1.2.8. Describe short- and long-term consequences of violence to perpetrators, victims, and bystanders. VP 1.3.8. Describe strategies to avoid physical fighting and violence. SAAP 1.10.8. Describe the positive and negative ways in which technology and social media can impact physical and emotional safety. MEH 1.1.8. Recognize factors that lower self-worth (comparisons, perception vs. reality, social media, technology, internalizing negative external messages from media and peers).	
Essential Questions	
What are the positives and negatives of a digitally dependent world? How can I maintain my digital health?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Advocate for positive interactions and use of digital platforms. 2. Demonstrate how to stand up for oneself or others in a health-related scenario.	1. Define digital literacy and citizenship 2. Explain how to protect the well-being and safety of oneself and others.



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3. Analyze resources for bullying prevention.	3. Define digital wellness and explain its impact on overall health.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Topic 1: - Identify healthy and unhealthy digital behaviors. - Analyze one's digital footprint and decisions regarding online activity. Topic 2: - Interpret real-life situations and analyze link between online actions and consequences. Topic 3: - Recognize the signs and risk factors of being bullied in person and online. - Practice the skill of being an upstander. Topic 4: - Demonstrate understanding of healthy online behaviors and multiple strategies to stay safe.	- Anti-Bully Video - Google's "Be Internet Awesome" Interland Game Platform



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Grade(s)	7		
Unit Purpose	Unit 4: Emergency Response		
Pacing	6 classes		
Vision of a Graduate			
Problem Solver: Students assess and make rational decisions in response to an emergency situation. Students rely on a foundation of skills to best support a victim in an emergency situation.			
Communicator: Students use various communication skills to enhance the health and safety of themselves or someone else by using the hands-only CPR process.			
Collaborator: Students work together to master hands-only CPR using dummies. They observe, provide feedback, and help each other correctly perform each step in the correct order.			
Unit Priority Standards			
Healthy and Balanced Living Curriculum Framework			
<i>Skill Standards:</i>			
SIP 1.1.8. Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.			
<i>Content Standards:</i>			
SIP 1.3.8. Identify the potential for injury in a variety of situations and environments.			
Unit Supporting Standards			
Healthy and Balanced Living Curriculum Framework			
<i>Skill Standards:</i>			
IC 4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.			
DM 5.1.8. Determine when situations require a health-related decision.			
DM 5.2.8. Distinguish when health-related decisions should be made individually or with the help of others.			
<i>Content Standards:</i>			
SIP 1.4.8. Describe ways to reduce risk of injuries while riding in or on a motor vehicle.			
SIP 1.5.8. Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.			
SIP 1.6.8. Identify actions to take to prevent injuries during severe weather.			
SIP 1.7.8. Describe ways to reduce risk of injuries from falls, around water and in case of fire.			
SIP 1.8.8. Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.			
SIP 1.9.8. Describe ways to reduce risk of injuries as a pedestrian.			
SIP 1.10.8. Describe actions to change unsafe situations at home, in school and in the community.			
SIP 1.11.8. Describe ways to reduce risk of injuries from firearms.			
Essential Questions			
How can I help someone who is in need of medical attention?			
What do I need to know and be able to do to perform hands-only CPR?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Determine when a situation requires a call for medical services		1. Understand potential dangers of coming into contact with other people’s blood	



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- Determine when it is appropriate to act in an emergency - Perform hands-only CPR and first-aid correctly - Determine necessary items for various first-aid situations	- Know steps to take to protect oneself from coming into contact with bodily fluids while performing life-saving care - Understand how to determine if a situation is an emergency or not - Know steps in the hands-only CPR process, in order - Understand why bystanders sometimes don't help in group situations - Understand the purpose of hands-only CPR and how it helps prolong life - Understand barriers to helping someone in an emergency - Know what to do in each part of Check, Call, Care
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Topic 1: - Recognize an individual's role in starting the Emergency Action Steps. - Interpret each of the three steps (check, call, care). Topic 2: - Analyze the steps to perform hands-only CPR. - Practice the appropriate force and tempo needed to apply hands-only CPR. Topic 3: - Understand the purpose of an AED and the benefits of using it in combination with CPR. - Work as part of a group to assist in a life-saving situation. Topic 4: - Identify ways to provide help in a variety of first aid situations. Topic 5: - Assess a peer's ability to perform the steps of hands-only CPR in the correct order. Topic 6: - Demonstrate resilience and self-evaluation to learn about a common health condition. - Utilize digital and print resources to conduct research.	- CPR Skill Cues - CPR Training Mannequins - Epi-Pen Trainers - First Aid Kits



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Grade(s)	7
Unit Purpose	Unit 5: Nicotine & Other Drugs
Pacing	6 classes
Vision of a Graduate	
Problem Solver: Students make healthy choices to avoid drugs and alcohol, even when facing negative influences. Communicator: Students communicate with peers to create an advocacy project that includes a variety of different aspects. Students display and present their projects to the school community. Collaborator: Students collaborate in role-playing scenarios to demonstrate refusal skills. They work together to create a compelling persuasive presentation.	
Unit Priority Standards	
Healthy and Balanced Living Curriculum Framework <i>Skill Standards:</i> SM 7.1.8. Explain the importance of being responsible for one’s personal health behaviors. SM 7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks. <i>Content Standards:</i> ANOD 1.3.8. Summarize the negative consequences of using alcohol and other drugs. ANOD 1.4.8. Describe situations that could lead to the first time use of alcohol and other drugs. ANOD 1.6.8. Explain school policies and community laws about alcohol, nicotine, and other drugs.	
Unit Supporting Standards	
Healthy and Balanced Living Curriculum Framework <i>Skill Standards:</i> SM 7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others. SM 7.4.8. Make a commitment to practice healthy behaviors. <i>Content Standards:</i> ANOD 1.5.8. Explain why using alcohol or other drugs is an unhealthy way to manage stress. ANOD 1.9.8. Describe short- and long-term physical, social and emotional effects of using ANOD’s (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).	
Essential Questions	
How do drugs impact the body? Who influences your decisions on whether to use or not use drugs? Why is staying away from drugs a healthy lifestyle choice?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Collaborate with peers to create a persuasive presentation. 2. Use communication skills to solve conflict and enhance interpersonal connections with peers. 3. Analyze the validity of resources and information found through research. 4. Create compelling presentation using technology.	1. Understand how to safely use prescribed and over-the-counter medicine to enhance health 2. Describe the impacts nicotine, vaping, and other drugs negatively impact the body in the short and long term. 3. Explain the influences adolescents face when making choices on drug use.



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5. Demonstrate various refusal skills to enhance healthy decision making.	4. Understand local and national laws and guidelines around drug use, misuse, and abuse.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Topic 1: - Analyze a digital resource to learn about tobacco and nicotine. Topic 2: - Identify the dangers of tobacco and nicotine use. - Recognize the addictive capabilities and health risks associated with tobacco products. - Demonstrate understanding of financial costs of an addiction to tobacco products. Topic 3: - Analyze the differences and similarities between tobacco and vaping products. - Identify the harm that vaping has on the developing brain. Topic 4: - Practice refusal strategies in real-life scenarios. - Identify facts to counter peer-pressure that is often used to get others to try vapes for the first time. Topic 5: - Create a timeline of events that follow the actions of someone who uses and becomes addicted to vaping products. Topic 6: - Write a narrative with realistic details to demonstrate understanding of the steps from initial use, to addiction, to withdrawal of vaping products.	- Go Figure - Financial Toll - Tobacco & Nicotine e-Book - CT Tobacco Law Proposal - Kids Health Article - Vaping Advertising Detectives - Vaping Timeline - ACCESSing Valid & Reliable Info (SB Book) - Impact of Influences (SB - p75) - Google Slides - Vaping Video - Binge Drinking Video - Chromebook - Tobacco displays



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Grade(s)	7
Unit Purpose	Unit 6: Adolescent Development
Pacing	6 Classes
Vision of a Graduate	
Problem Solver: Students will demonstrate how to ask a trusted adult for help. Students determine effective stress-relief strategies to use in stressful times.	
Communicator: Students display the ability to advocate for their personal health. Students explain the changes that are happening to them and peers as well as express personal concerns.	
Collaborator: Students work together to demonstrate the use of a conflict resolution process.	
Unit Priority Standards	
Healthy and Balanced Living Curriculum Framework	
<i>Skill Standards:</i>	
INF 2.1.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	
INF 2.2.8. Explain how personal values and beliefs influence personal health practices and behaviors.	
SM 7.1.8. Explain the importance of being responsible for one's personal health behaviors.	
SM 7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	
SM 7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	
<i>Content Standards:</i>	
HR 1.1.8. Differentiate among gender expression, gender identity and sexual orientation.	
HR 1.2.8. Identify various types of relationships (peer, family, romantic, professional, etc.).	
SH 1.11.8. Explain the significance of the physical changes in puberty.	
SH 1.3.8. Describe reproductive body parts and their functions.	
SAAP 1.5.8. Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment , abuse, assault, and exploitation.	
Unit Supporting Standards	
Healthy and Balanced Living Curriculum Framework	
<i>Skill Standards:</i>	
DM 5.3.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	
<i>Content Standards:</i>	
HR 1.5.8. Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).	
HR 1.11.8. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.	
SH 1.1.8. Identify resources, products, services related to supporting sexual health.	
SH 1.4.8. Describe the menstrual cycle, the process of sperm production and the relationship to conception.	
SAAP 1.6.8. Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.	
SAAP 1.7.8. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.	
SAAP 1.9.8. Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking.	
SAAP 1.11.8. Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault,	



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and exploitation.

MEH 1.7.8. Discuss how emotions change during adolescence.

Essential Questions

What are the changes that may occur during puberty?

How can social media affect someone's health?

How does someone deal with conflict?

How does mental health impact an adolescent's daily life?

Performance Expectations: Skills

1. Set personal health goals

Performance Expectations: Essential Knowledge/Concepts

1. Identify the function and parts of male and female reproductive systems
2. Understand how human reproductive systems work together to create new life
3. Understand the physical, emotional, and social changes associated with puberty
4. Understand personal hygiene practices
5. Understand the difference between gender identity, biological sex, and sexual orientation
6. Understand characteristics of various gender identities including cisgender, transgender, gender nonbinary, and gender expansive
7. Understand what sexting is and describe the negative consequences of sexting

Student Learning Tasks & Resources

Topic 1:

- Identify the changes that occur during adolescence.
- Recognize that physical, emotional, and social changes occur differently for everyone going through puberty.

Topic 2:

- Analyze the reproductive systems of males and females.
- Identify the different parts of the reproductive system and the roles each has in reproduction.
- Understand how reproduction occurs.

Topic 3:

- Recognize the importance of personal boundaries and respect.
- Understand what "consent" means and its relationship to harassment or sexual harassment.

Topic 4:

- Identify the differences between gender expression, identity, and sexual orientation.

Suggested Teacher Materials & Resources



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