



Grade 7 Health - Unit 1 - Accessing Information & Resources for Health

Unit Focus

This unit focuses on the ability to access valid and reliable information, products, and services that can influence and determine behaviors and choices that impact one's health. Students will have opportunities to think thoughtfully and critically to analyze health-related information by evaluating the validity and reliability of the information, products, and services from multiple sources. Students will be introduced to the unit by drawing their favorite foods on paper plates, and they will complete a Google form about food and mood to identify what influences their food choices. We will also identify the influences that determine how various cultures eat, such as geography, economy, religion, climate, etc... using posters representing international families and their weekly food choices. The six essential nutrients will be introduced, as well as daily limits and requirements that include average calorie ranges for growing adolescents. Students will access nutrition information by reading labels, visiting fast food websites, and recognizing health claims and marketing gimmicks. Students will calculate an average day's worth of exercise and determine how many calories they use to explore the relationship between calories and exercise. Evaluating resources using the CRAAP acronym used at Polson and co-taught with the library media specialist will be included using a nutrition and fitness topic. The unit will include unhealthy eating habits and eating disorders before the PBA. Mental health will also be a part of this unit, and students will recognize the difference between mental health and a mental disorder and how to ask for help. Madison Youth Services counselors will co-teach a lesson using QPR training on how to recognize symptoms of suicide and how to respond and report concerns.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 6-8 - Understand the importance of taking care of our bodies and personal wellness (S/E4.3) Healthy and Balanced Living Curriculum Framework Health Education 6-8 - Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category. (HEPA 1.1.8) - Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity (HEPA 1.2.8) - Describe how to make healthy food choices when given options. (HEPA 1.3.8) - Explain the importance of a healthy relationship with food (i.e., intuitive eating, moderation, food as fuel). (HEPA 1.6.8) - Differentiate between healthy eating and disordered eating. (HEPA 1.7.8) - Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium. (HEPA 1.9.8)	<i>Students will be able to independently use their learning to...</i> T1 Read, evaluate, and use information from various sources to deepen understanding of impact and decision-making. T2 Develop skills, knowledge, and concepts through practice and analysis of results.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students can access and evaluate health information and products to improve the ability to make healthy choices U2 Students demonstrate various strategies when making decisions to enhance health. U3 Students identify and critically analyze the factors impacting the development of their self-concept. U4 Students differentiate between situations requiring peer support and requiring adult professional help.	<i>Students will keep considering...</i> Q1 How and where can I locate health information and resources? Q2 What strategies do I have to make health-enhancing decisions? Q3 What contributes to the ideal growth and development of the human body? Q4 What influences development of positive self-esteem and self-concept Q5 Where can I help myself and others?

Stage 1: Desired Results - Key Understandings

- Recognize factors that lower self-worth (comparisons, perception vs. reality, social media, technology, internalizing negative external messages from media and peers). (MEH 1.1.8)
- Recognize factors that increase selfworth (recognizing strengths, growth mindset, confidence, competence). (MEH 1.2.8)
- Explain the importance of a positive body image. (MEH 1.12.8) Describe how mental and emotional health can affect health-related behaviors. (MEH 1.13.8)
- Identify trusted adults and resources for assistance. (MEH 1.17.8)
- Analyze the validity and reliability of health information, products, and services. (AI 3.1.8)
- Access valid and reliable health information from home, school, or community. (AI 3.4.8)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Accessing information through valid and reliable resources is important for obtaining accurate information.

K2 Adequate amounts of the six essential nutrients (water, vitamins, minerals, protein, fat, and carbohydrates) are necessary for a healthy body and mind.

K3 Ultra processed foods often include artificial chemicals and are high in sodium, fat, and sugar which makes them less healthy choices.

K4 Eating disorders like anorexia and bulimia are mental illnesses that are treatable and require professional help.

K5 Body image is influenced by many factors.

K6 Trusted adults both in and out of school can be helpful resources to support students

K7 Vocabulary: Protein, carbohydrates, simple carbohydrates, complex carbohydrates, vitamins, minerals, fat, saturated fat, unsaturated fat, water, calories, body image, self-esteem, self concept, eating disorders, bulimia, anorexia, mental health, trusted adult

Skill(s)

Students will be skilled at...

S1 Accessing nutrition & fitness information from product labels, restaurant websites, and Internet resources

S2 Practicing making healthy vs. unhealthy food choices

S3 Identifying trusted adults in their lives at home, at school, and in the community, and recognizing when to involve them in a situation

S4 Practicing awareness of negative influences on body image