

Wilson Area School District Planned Course Guide

Title of planned course: 7th Grade Health Education

Subject Area: Health

Grade Level: 7th Grade

Course Description: Understanding health, wellness, and decision making as it relates to the different aspects of an individual's life.

Time/Credit for this Course: 2 classes / week, 36 weeks

Curriculum Writing Committee: Mike Falcone, Brandon Tigar

Curriculum Map

August: Health Introduction

September: Health Introduction, Bullying

October: Vaping, LifeSkills Training

November: LifeSkills Training

December: LifeSkills, Growth and Development

January- Growth and Development

February- Body Systems

March- Body Systems

April- Body Systems, Diseases

May- Diseases

June- Personal Health

Wilson Area School District Planned Course Materials

Course Title: 7th Grade Health Education

Teacher Resources:

- ABC News 20/20 Too Good To Be True? DVD (2008)
- Activities That Teach
- “Anglada” Health Packet
- Community Agencies and Organizations
- Comprehensive Health for the Middle School Series
- Concepts and Challenges: Life Science Textbook and Teacher’s Edition (2009)
- Discovering Me
- Discovery Ed: United Streaming Website
- Glencoe Health Teacher Edition
- Gum In My Hair: How to Cope with A Bully DVD (2002) and Comprehensive Facilitator’s Guide
- G-W Comprehensive Health Skills for Middle School
- G-W Comprehensive Health Skills for Middle School Work Workbook
- Health and Wellness
- Health Teacher’s Book of Lists
- Internet
- Life Skills Workbook
- National Geographic: Inside the Living Body DVD (2007)
- National Geographic: World’s Most Dangerous Drug (2007)
- Patricia Rizzo Toner’s Just for the Health of It Series
- Sexuality and Character Education, K-12
- Teacher Acquired Materials
- Teacher Generated Materials
- Teaching Today’s Health
- The Truth About Tobacco DVD (2011)
- Think, Choose, Act Healthy
- Tools for Teaching Health
- Totally Awesome Health
- Website:https://digitalmedia.hhs.gov/tobacco/educator_hub/about/teachers?locale=en
- Website:<https://letsgo.catch.org/courses/take/catch-my-breath/texts/35198997-program-overview>

Curriculum Scope & Sequence

Planned Course: 7th Grade Health Education

Unit: Health Introduction

Time frame: 3 classes

State Standards: 10.1.9, 10.2.9

Essential content/objectives: At end of the unit, students will be able to:

- Analyze factors that impact adolescent decision-making
- Clarify health care services and products that may impact adolescent health care practices

Core Activities: Students will participate in:

- The Human Scavenger Hunt, May I have your Autograph?
- Comparisons- Venn
- Unforgettable
- Speed Dating
- Constructive Criticism
- Time Management

Extensions: Create a Jeopardy Game as a review of basic health facts gathered in 5th and 6th grades

Remediation:

- Adaptations specific to students' needs
- Limit number and length of directions
- Guided practice in core activities

Instructional Methods:

- Direct instruction
- Notes
- Group work
- Role playing
- Interaction
- Self-reflection
- Journal writing

Materials & Resources:-

- Worksheets
- Notes
- Journals
- Internet
- Student folder
- Art supplies
- Flash cards

Assessments

- Quizzes
- Tests
- Journal entries
- Projects
- Writing samples
- Self-assessment

Curriculum Scope & Sequence

Planned Course: 7th Grade Health Education

Unit: Bullying

Time frame: 2 classes

State Standards: 10.3.9.A, 10.3.9.C

Essential content/objectives: At end of the unit, students will be able to:

- Analyze individual's responsibility for safe practices in school
- Analyze individual's self-protection skills
- Analyze and apply conflict resolution techniques

Core Activities: Students will participate in:

- Create a Short Film on Bullying
- Current Events
- Collage of one's self-esteem
- Create a conflict

Extensions: Conduct a survey throughout school to gather statistical data regarding bullying

Remediation:

- Adaptations specific to students' needs
- Student conferencing

Instructional Methods:

- Direct instruction
- Review
- Student discussion groups
- Presenting guidelines for short film piece on bullying

Materials & Resources:

- Worksheets
- Notes
- Journals
- DVD
- Internet
- Student folder
- Magazines
- Newspapers
- Art supplies
- Flip camcorders from IU 20

Assessments:

- Quizzes
- Tests
- Journal entries
- Student folder
- Group work
- Peer assessment
- Self assessment
- Video presentation
- Rubric tool

Curriculum Scope & Sequence

Planned Course: 7th Grade Health Education

Unit: Vaping

Time frame: 4 classes

State Standards: 10.1.9 A, 10.1.9 B, 10.1.9 D, 10.1.9 E, 10.2.9 B, 10.2.9 C, 10.2.9 D, 10.3.9 C

Essential content/objectives: At end of the unit, students will be able to:

- Distinguish facts about e-cigarettes and tobacco products from common myths.
- Describe the negative effects of e-cigarette use.
- Predict and understand the possible effects tobacco use could have on a teen's life.
- Describe and identify the early signs of nicotine addiction.
- Identify sources of pressure to use e-cigarettes.
- Evaluate the thoughts and feelings that may lead someone to use tobacco products.
- Develop helpful thought patterns to avoid tobacco use.
- Demonstrate three effective strategies to avoid using e-cigarettes: 1) avoid, 2) refuse and 3) exit.
- Critically analyze media messages and their techniques to target and pressure young people to try e-cigarettes.
- Develop counter-advertising messages to promote the choice to be vape free.
- Make a personal and public commitment about vaping.

Core Activities: Students will participate in:

- Slideshow
- Understanding the Choice
- Aerosol Analysis
- Pressure All-Around
- Talk to Yourself
- Adult Interview
- Old Friends New Habits
- Avoid Refuse Exit Practice
- Be Vape Free Campaign
- Your Life Your Choice
- Review and Check for Understanding

Extensions:

- Be Vape Free Virtual Field Trips
- MVP PE Supplements
- Vaping and Infectious Disease Extension
- Dentaquest E-Cigarette and Oral Health
- Humanities Supplement
- STEM Supplement

Remediation: Adaptations specific to students' needs

Instructional Methods:

- Direct instruction
- True/False statements
- Small group research
- Gallery walk
- Venn diagram
- Personal reflection
- Interview
- Scenarios
- Check for understanding
- Group project

Materials & Resources:

- Slides
- Activity worksheets
- Organ pictures
- Sticky notes
- Tobacco cessation resource handout
- Social media post template
- Colored pencils, markers
- Parent info sheet
- Check for understanding google forms
- <https://letsgo.catch.org/courses/take/catch-my-breath/texts/35198997-program-overview>

Assessments:

- Be Vape Free Campaign
- Checks for Understanding
- Quiz

Curriculum Scope & Sequence

Planned Course: 7th Grade Health Education

Unit: Diseases

Time frame: 12 classes

State Standards: 10.1.9.E, 10.2.9.D, 10.2.9.E

Essential content/objectives: At end of the unit, students will be able to:

- Differentiate between communicable and non-communicable diseases
- Identify risk factors for diseases
- Analyze prevention strategies
- Research treatment and care of diseases
- Analyze current research and findings

Core Activities: Students will participate in:

- Communicable vs. Noncommunicable
- Draw a Defense
- Disease Investigation
- Prevention and Treatment Research

Extensions: Interview an infectious disease medical professional and report findings

Remediation:

- Adaptations specific to students' needs
- Limit number and length of questions
- Guided practice in core activities

Instructional Methods:

- Direct instruction
- Overhead use of body diagrams
- Question/answer implementation
- Small group work
- Journal writing
- Self-reflection

Materials & Resources:

- Worksheets
- Notes
- Journals
- Internet
- Student folder
- Art supplies
- Diagrams
- Internet

Assessments:

- Quizzes
- Tests
- Journal entries
- Group work
- Worksheet completion
- Rubric tool
- Self assessment

Curriculum Scope & Sequence

Planned Course: 7th Grade Health Education

Unit: Circulatory, Respiratory, Central Nervous, Digestive, Lymphatic, and Endocrine Systems

Time frame: 20 classes

State Standards: 10.1.9.B, 10.1.9.D, 10.1.9.E

Essential content/objectives: At end of the unit, students will be able to:

- Define and outline individual body systems
- Treatment and care of body systems
- Examine the interdependence of body systems
- Review current research and findings
- Analyze how personal choices can affect personal health

Core Activities: Students will participate in:

- Compare and Contrast
- How to Keep Healthy
- How the Immune System Works
- Human Poster
- Identification
- In the Gym Activities

Extensions: Further research among current issues

Remediation:

- Adaptations specific to students' needs
- Study guide
- Shortened version of tests/quizzes
- Modeling

Instructional Methods:

- Direct instruction
- Notes
- Worksheets
- Guest speaker(s)
- Inside the Living Body DVD
- Interactive activities
- Cardiovascular activity in the gym

Materials & Resources:

- Worksheets
- Notes
- Inside the Living Body DVD
- Journals
- Internet
- Student folder
- Art supplies
- American Lung Association
- American Cancer Society
- Calculators
- Straws
- Stopwatches
- “Move Your Body Music”
- Selection for projects

Assessments:

- Quizzes
- Tests
- Journal entries
- Projects/presentations
- Student generated work
- Rubric tool
- Self-assessment
- Class participation
- Peer assessment
- Writing samples
- Group work

Curriculum Scope & Sequence

Planned Course: 7th Grade Health Education

Unit: Life Skills Training

Time frame: 22 classes

State Standards: 10.1.9, 10.2.9, 10.3.9

Essential content/objectives: At end of the unit, students will be able to:

- Apply appropriate decision making skills to real life scenarios
- Manage emotions and anger, and deal with them appropriately
- Develop appropriate social skills

Core Activities: Students will participate in:

- Scenarios
- Decision Analysis
- Stress Management

Extensions: Supplemental activities outside the Life Skills Program

Remediation:

- Adaptations specific to students' needs
- Emphasize important information

Instructional Methods:

- Life Skills workbook
- Direct instruction
- Notes
- Worksheets
- Notes
- Group work
- Pairing
- Learning stations
- Visuals for explanation and demonstration

Materials & Resources:

- Life Skills Resources
- Notebooks
- Journal
- Worksheets
- Recording sheets for group work
- Materials needed for learning stations
- Art supplies
- Internet
- Student folders

Assessments:

- Pre/Post Test
- Quizzes
- Tests
- Journal entries
- Student folder/notebook
- Projects and presentations
- Group participation
- Rubric tool
- Self-assessment
- Peer assessment

Curriculum Scope & Sequence

Planned Course: 7th Grade Health Education

Unit: Diseases

Time frame: 12 classes

State Standards: 10.1.9.E, 10.2.9.D, 10.2.9.E

Essential content/objectives: At end of the unit, students will be able to:

- Differentiate between communicable and non-communicable diseases
- Identify risk factors for diseases
- Analyze prevention strategies
- Research treatment and care of diseases
- Analyze current research and findings

Core Activities: Students will participate in:

- Communicable vs. Noncommunicable
- Draw a Defense
- Disease Investigation
- Prevention and Treatment Research

Extensions: Interview an infectious disease medical professional and report findings

Remediation:

- Adaptations specific to students' needs
- Limit number and length of questions
- Guided practice in core activities

Instructional Methods:

- Direct instruction
- Overhead use of body diagrams
- Question/answer implementation
- Small group work
- Journal writing
- Self-reflection

Materials & Resources:

- Worksheets
- Notes
- Journals
- Internet
- Student folder
- Art supplies
- Diagrams
- Internet

Assessments:

- Quizzes
- Tests
- Journal entries
- Group work
- Worksheet completion
- Rubric tool
- Self assessment