

**Pequea Valley School District
Wellness Education**

Unit: Tobacco

Course: Wellness 7

Grade: 7

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

How can using tobacco products have a negative impact on your life?

- What are the short term effects of tobacco use?
- What are the long term effects of tobacco use?
- How can teen tobacco use be prevented?
- How can a person quit using tobacco and what are the benefits?

Keystone Eligible Content/PA Core Standard

- 10.1.6. E : Identify health problems that can occur throughout life and describe ways to prevent them.
- 10.1.6.D : Explain factors that influence childhood and adolescent drug use.
- 10.2.6. D: Describe and apply the steps of a decision-making process to heal and safety issues
- 10.2.6 E. : Analyze environmental factors that impact health. • indoor air quality (e.g., secondhand smoke, allergens)

Pacing: Approximate number of class sessions per unit

- Short term effects 1
- Long term effects 1
- Prevention 1
- Smokeless Tobacco 1
- Quitting 1

Tier 3 Vocabulary (Content specific vocabulary)

tobacco, nicotine, carbon monoxide, tar, carcinogens, emphysema, chronic bronchitis, lung cancer, addiction, withdrawal, respiratory system, alveoli, cilia, asthma, secondhand smoke, smokeless tobacco,

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- the dangerous chemicals in tobacco smoke

- tobacco increases risk of cancer
- smoking increases risk of lung disease
- dangers of smokeless tobacco
- benefits of quitting and ways to ways to quit
- refusal skills

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- how nicotine affects the heart rate, blood pressure, and nervous system
- how smoking can cause lung problems and cancer
- how smoking can affect athletic performance
- prevention methods
- reasons to quit

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- identify the differences between short term effects and long term effects of tobacco
- discuss ways tobacco can cause cancer and lung disease
- demonstrate understanding of reasons tobacco is addicting
- demonstrate refusal skills that will help prevent using tobacco products
- discuss how tobacco use could affect athletic performance
- write a persuasive essay to convince someone to quit using tobacco or to never start

Assessments:

short/long term effects assessment, addiction assessment, smokeless tobacco assessment, prevention assessment

Software/Resources:

Schoology, Nearpod, Quizlet, Kahoot

Pequea Valley School District
Wellness Education

Unit: Muscular System

Course: Wellness 7

Grade: 7

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

What is the importance of the muscular system?

- Why do we need muscles?
- What's the difference between voluntary and involuntary muscles?
- What are the three kinds of muscles and how do they function?
- How can muscles work together in pairs?
- How can you prevent injuries to the muscular system?
- How can you strengthen the muscular system?

Keystone Eligible Content/PA Core Standard

- 10.1.6.B : Identify and describe the structure and function of the major body systems.

Pacing: Approximate number of class sessions per unit

- 1- introduction discussion questions
- 1- types of muscles
- 1- major muscles and their locations

Tier 3 Vocabulary (Content specific vocabulary)

smooth muscle, cardiac muscle, skeletal muscle, involuntary, voluntary, myocardium, striated muscle, tendons, deltoid, pectorals, abdominals, bicep, tricep, quadricep, gluteus maximus, flexors, extensors

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- number of muscles in the body
- difference between voluntary and involuntary muscles
- types of muscles
- how to keep muscles healthy

- the location of major muscles

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- purpose of muscles
- purpose of tendons
- how muscles can work together in pairs
- how the muscular system relates to the skeletal systems

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- compare and contrast voluntary muscles and involuntary muscles
- identify the different types of muscles
- analyze strategies of how to keep muscles healthy and strong
- demonstrate knowledge of the location of major muscles on a diagram
- discuss how the muscular system works together with the skeletal systems

Assessments:

muscle types, location of major muscles, strategies to stay healthy and prevent injury

Software/Resources:

Schoology, Nearpod, Quizlet, Kahoot

Pequea Valley School District
Wellness Education

Unit: Alcohol

Course: Wellness 7

Grade: 7

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

How can alcohol have a negative impact on your life?

- What are the short term effects of alcohol use?
- What are the long term effects of alcohol use?
- How can alcoholism impact the alcoholic and family/friends?
- How can alcohol abuse be prevented?

Keystone Eligible Content/PA Core Standard

- 10.1.6. E: Identify health problems that can occur throughout life and describe ways to prevent them.
- 10.1.6.D: Explain factors that influence childhood and adolescent drug use.
- 10.2.6. D: Describe and apply the steps of a decision-making process to heal and safety issues

Pacing: Approximate number of class sessions per unit

short term effects- 1
long term effects- 1
alcoholism- 1
prevention- 2

Tier 3 Vocabulary (Content specific vocabulary)

Alcohol, drug, ulcers, Cirrhosis, Blood Alcohol Content (BAC), Alcoholism, alcohol poisoning, DUI, hangover, blackout, heredity, recovery, detoxification, alcoholics anonymous, al-anon, alateen, refusal skills

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

-short term effects
-long term effects
-dangers of addiction

- dangers of binge drinking
- purpose of refusal skills

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- interpretation of a BAC chart?
- short term effects of alcohol can cause problems with your health
- alcohol has long term consequences
- amount of alcohol that equals one drink? (beer, wine, hard liquor)
- alcohol abuse can lead to alcoholism
- heredity and environment have an impact on alcoholism
- refusal skills help with alcohol prevention

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- identify the differences between short and long term effects of alcohol
- write a persuasive essay that uses facts about the dangers of alcohol to convince someone to stop drinking
- demonstrate the proper use of refusal skills when facing peer pressure

Assessments:

short term and long term effect assessment, alcoholism assessment, refusal skill assessment

Software/Resources:

Schoology, Nearpod, Quizlet, Kahoot

Pequea Valley School District
Wellness Education

Unit: Skeletal System

Course: Wellness 7

Grade: 7

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

What is the purpose of the skeletal system?

- What are the major parts and functions of the skeletal system?
- Are you able to describe the differences between the parts of a bone?
- Are you able to identify each section of the spinal column?
- What is the purpose and function of cartilage and ligaments?
- Are you able to identify the locations of the major bones?
- Are you able to compare and contrast the different joints?
- Can you identify ways to keep the bones healthy?

Keystone Eligible Content/PA Core Standard

- 10.1.6.B : Identify and describe the structure and function of the major body systems.

Pacing: Approximate number of class sessions per unit

- Purpose of skeletal system, Parts of a bone- 1
- Major Parts and functions, The spinal column - 1
- Locations of the major bones, Joints - 1

Tier 3 Vocabulary (Content specific vocabulary)

Periosteum, compact bone, spongy bone, bone marrow, cervical, thoracic, lumbar, sacrum, coccyx, cartilage, vertebrae, sternum, skull scapula, humerus, radius, ulna, metacarpals, metatarsals, pelvis, femur, patella, tibia, fibula, mandible, fixed joint, hinge joint, ball and socket joint, ligaments

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- parts of a bone
- the location of the sections of the spinal column

- the location of the major bones
- difference between types of joints

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- the purpose of the skeletal system
- how to keep the skeletal system healthy
- the purpose of the vertebrae
- how ligaments and cartilage relate help the skeletal system function properly

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Describe the purpose of the skeletal system.
- Describe the parts and functions of a bone.
- Label the sections of the spinal column.
- Identify the differences between types of joints.
- Label the major bones on a diagram of the human skeleton.

Assessments:

parts of a bone, the spinal column, major bones

Software/Resources:

Schoology, Nearpod, Quizlet, Kahoot, Google Forms

Pequea Valley School District
Wellness Education

Unit: Circulatory System

Course: Wellness 7

Grade: 7

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

What is the purpose of the heart?

- What are the responsibilities of each chamber of the heart?
- What is the difference between arteries and veins?
- How do you keep your heart healthy?
- Are you able to explain how the cardiac cycle works in the proper order?
- Are you able to check your heart rate?

Keystone Eligible Content/PA Core Standard

- 10.1.6.B : Identify and describe the structure and function of the major body systems.
- 10.4.6.C : Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.

Pacing: Approximate number of class sessions per unit

- purpose of heart and responsibilities of each chamber 1
- arteries, veins, blood vessels, and capillaries 1
- the cardiac cycle 1
- checking your heart rate and keeping it healthy 1

Tier 3 Vocabulary (Content specific vocabulary)

myocardium, atria, ventricle, septum, mitral valve, tricuspid valve, aortic valve, pulmonary valve, arteries, veins, pulmonary artery, pulmonary vein, aorta, pulse, resting heart rate, superior vena cava, inferior vena cava

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*

- the purpose of the heart
- the 4 chambers of the heart
- the difference between veins and arteries

- the important parts and functions of the heart
- the order of the cardiac cycle

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- how the chambers work together to move blood through the heart
- the purpose and function of valves
- how to keep your heart healthy
- how to check your heart rate

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- describe the purpose of the heart
- label the parts of the heart
- put the important parts of the cardiac cycle in order
- discuss how the heart and lungs work together
- demonstrate the proper way to check your pulse
- describe how to keep the heart healthy

Assessments:

parts of the heart, cardiac cycle

Software/Resources:

Schoology, Nearpod, Quizlet, Kahoot

Pequea Valley School District
Wellness Education

Unit: Fitness Unit

Course: Wellness 7

Grade: 7

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

How can fitness benefit your overall health?

- Are you able to establish fitness goals that you will attempt to achieve this year?
- What is the purpose of the fitnessgram tests and what do they measure (pacer test, push up test, sit and reach, curl up test)?
- Are you able to identify fitness improvement strategies after being tested?

Keystone Eligible Content/PA Core Standard

- 10.4.6. A : Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health
- 10.4.6. C : Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.
- 10.5.6. D : Describe and apply the principles of exercise to the components of health related and skill-related fitness.

Pacing: Approximate number of class sessions per unit

- Fitness Goals- 1
- Fitness Testing -3
- Benefits- 1
- Circuit Training- 3

Tier 3 Vocabulary (Content specific vocabulary)

goals, pacer, flexibility, endurance , strength, circuit training, technique, speed, agility

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- how to write a goal
- the benefits of fitness
- the components of fitness

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- how fitness can make our lives better
- how can you reach your fitness goals
- how circuit training can help reach goals

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- create a SMART goal that will improve your fitness results.
- discuss the benefits of fitness
- demonstrate effort during circuit training in order to reach your fitness goals

Assessments:

pacer test, sit and reach test, curl up test, push up test, benefits of fitness

Software/Resources:

Fitnessgram Pacer Test Audio, Schoology, Internet Resources

Pequea Valley School District
Wellness Education

Unit: Team Sports

Course: Wellness 7

Grade: 7

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

- Are you able to demonstrate knowledge of the rules and procedures for the team sport that is being played?
- Are you able to demonstrate knowledge of the proper technique for the necessary skills for the sport and give consistent effort at applying those skills to gameplay?

Keystone Eligible Content/PA Core Standard

- 10.4.6.F Identify and describe positive and negative interactions of group members in physical activities.
- 10.5.6.A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skill.
- 10.5.6.C Describe the relationship between practice and skill development.
- 10.5.6.F Identify and apply game strategies to basic games and physical activities

Pacing: Approximate number of class sessions per unit

- Softball- 5
- Bowling- 3
- Basketball- 5
- Volleyball- 5

Tier 3 Vocabulary (Content specific vocabulary):

Softball- Strike, Walk, Foul Ball, Force out, Tag out, Single, Double, Triple, Home Run, Grand Slam, Tag Up, Inning

Basketball- Dribble, Chest Pass, Bounce Pass, Free Throw, Backcourt Violation, 3 Second Rule, 5 Second Rule, 10 Second Rule, Charging, Blocking,

Volleyball- Set, Bump, Serve, Spike, Dig, Volley, Ace, Side Out

Bowling- Strike, Spare, Frame, Turkey,

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Rules of the game, keys to proper skill technique, safety procedures, game strategies

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- how to apply the rules of the game, how to demonstrate skills during a game, how to work together to apply game strategies

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- demonstrate knowledge of the rules
- demonstrate proper techniques for all required skills
- demonstrate teamwork during gameplay

Assessments:

- self and peer skill assessments for each sport
- written test on the rules and skills for each sport

Software/Resources:

Schoology, Internet Resources

Pequea Valley School District
Wellness Education

Unit: Track and Field

Course: 7 Wellness

Grade: 7

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- Are you able to demonstrate knowledge of rules and skill techniques for the individual, running, and team events on Field Day?
- Are you able to give maximum effort while practicing for the various field day events?

Keystone Eligible Content/PA Core Standard

- 10.4.6.F Identify and describe positive and negative interactions of group members in physical activities.
- 10.5.6.A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skill.
- 10.5.6.C Describe the relationship between practice and skill development.
- 10.5.6.F Identify and apply game strategies to basic games and physical activities

Pacing: Approximate number of class sessions per unit

- 2 -running events
- 2- individual events
- 2- team events

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- The rules and procedures for field day, rules of each individual event, rules of the team events.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- How to exchange the baton, how to start and finish the dash, how to perform the individual events with maximum efficiency,
- The individual events that they need to understand are the following:
the shot put, punt and pass, frisbee toss, field hockey hits, the softball throw, the broad jump, the shuttle run, soccer air dribble, the jump rope.
- The team events that they need to understand are volleyball, softball, soccer, and tug of war.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Attempt each individual event during practice and on field day with maximum effort
- Participate in at least one running event on field day and practice all the running events
- Demonstrate effort and sportsmanship during team events

Assessments:

Field day quiz on the rules, procedures, and techniques that are needed for each running and individual event

Software/Resources:

Schoology, Internet Resources