



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade Life Ed Curriculum

Course Description: Life Education provides the opportunity for students to learn life skills. Throughout this course, students will experience various lessons helping them to better understand and regulate their academic health, mental well-being, healthy relationships, and personal health. To enhance the building of relationships and community in Life Ed, some of the engaging experiences include a suggested relationship building circle prompt designed to cultivate a high trust, low stress culture where students feel a sense of belonging, ownership, and responsibility.

This curriculum is written for 33 days of the course; however, this includes required lessons from the counseling department. These are listed within this curriculum but are the sole responsibility of the counseling department in each building. The remaining days are divided among additional building level educational topics and experiences.

Scope and Sequence:

Timeframe	Unit	Instructional Topics **indicates lesson provided by counseling staff
17 days	Unit 1: First Quarter	Academic Health • Digital Citizenship • Goals (academic/NWEA) • Norms & Forms Mental Well-Being • Name & Tame Emotions • Stress & Regulation Healthy Relationships

		● Empathy ● Friendships ● Bullying
9 days	Unit 2: Second Quarter	Academic Health ● Goals, Habits, & Study Skills ● Learning Pathways** Mental Well-Being ● Name & Tame Emotions ● Stress & Regulation Healthy Relationships ● Compromise ● Communication Styles Personal Health ● Drugs ● Peer Pressure/Advertising ● Sexual Assault (MOCSA)**
9 days	Unit 3: Third Quarter	Academic Health ● Goals, Habits, & Study Skills ● Course enrollment ** Mental Well-Being ● Name & Tame Emotions ● Stress & Regulation ● Coping/Self Care Skills ** Healthy Relationships ● Healthy Friendship ● Bullying/Cyberbullying Personal Health ● Prescription Drugs ● Vaping
9 days	Unit 4: Fourth Quarter	Academic Health ● Goals, Habits, & Study Skills Mental Well-Being ● Name & Tame Emotions ● Stress & Regulation Healthy Relationships ● Bullying/Cyberbullying Personal Health ● Sexual Health

		• How to Summer Well • Benefits of not using illicit drugs
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Curriculum Revision Tracking

Spring 2024

- Revised curriculum to reflect new state standards in health

Unit 1: First Quarter

Subject: Life Education

Grade: 7th Grade

Name of Unit: First Quarter

Length of Unit: 9 weeks

Overview of Unit: Students will experience various lessons helping them to better understand and regulate their academic health, mental well-being, healthy relationships, and personal health.

Priority Standards for Unit:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.2** Analyze influences that affect health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting Standards for Unit:

- **PH.Health.1.8.2** Using functional health information, analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Using functional health information, analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.1.8.7** Explain how health care promotes personal health using functional health information.
- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being of self and others.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.5** Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- **PH.Health.5.8.6** Evaluate the results of a health-related decision on self and others.
- **PH.Health.6.8.1** Assess personal health and well-being to identify focus areas for goal-setting.
- **PH.Health.6.8.2** Analyze when individual, supported, or collaborative goal-setting is appropriate.
- **PH.Health.6.8.3** Develop a goal and explain how it supports health and well-being.

- **PH.Health.6.8.4** Develop a plan that addresses supports and barriers to attaining a health-related goal.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- **PH.Health.6.8.6** Examine the goal-setting process and outcomes on health and well-being.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
functional health information to support health and well-being of self and others.	Use	Apply	2
influences that affect health and well-being of self and others.	Analyze	Analyze	3
a decision-making process to support health and well-being of self and others.	Use	Apply	2
Use a goal-setting process to support health and well-being of self and others.	Use	Apply	2
Demonstrate practices and behaviors to support health and well-being of self and others.	Demonstrate	Apply	2

Essential Questions:

1. How does practicing digital citizenship contribute to our academic health, and how can we navigate online spaces responsibly to support our learning and well-being?
2. Why is goal-setting important for our academic health, and how can setting and achieving goals help us succeed academically and maintain a balanced lifestyle?
3. How does naming and understanding our emotions contribute to our mental well-being, and how can developing emotional intelligence enhance our ability to navigate social interactions and manage stress?

4. Why is empathy important for fostering positive relationships and supporting mental well-being, and how can we cultivate empathy through active listening, perspective-taking, and compassionate actions?
5. What role do friendships play in promoting mental well-being, and how can we nurture healthy friendships that provide support, acceptance, and a sense of belonging?

Enduring Understanding/Big Ideas:

1. Practicing digital citizenship, including responsible online behavior and digital literacy skills, is essential for maintaining our academic health by ensuring safe and productive engagement with digital tools and resources.
2. Goal setting is a valuable skill that supports our academic health by providing direction, motivation, and a framework for tracking progress toward academic and personal objectives, fostering a sense of accomplishment and fulfillment.
3. Naming and understanding our emotions is crucial for our mental well-being as it helps us recognize and express our feelings, cope with challenges, and build resilience in the face of adversity, fostering emotional well-being and self-awareness.
4. Empathy is a fundamental skill for maintaining positive relationships and supporting mental well-being, as it enables us to understand and connect with others' experiences, offer support and validation, and promote a sense of belonging and mutual respect.
5. Healthy friendships contribute to our mental well-being by providing social support, companionship, and opportunities for growth and self-discovery, while bullying undermines mental well-being by causing emotional distress, social isolation, and a sense of powerlessness, highlighting the importance of fostering positive peer relationships and standing up against bullying behaviors.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	digital citizenship SMART Goals (Specific, Measurable, Achievable, Relevant, Time-bound) progress monitoring self-reflection emotional intelligence emotion regulation coping strategies empathy healthy relationships boundaries

Engaging Experience 1

Title: Academic Health: Digital Citizenship

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.

Supporting

- **PH.Health.5.8.5** Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- **PH.Health.5.8.6** Evaluate the results of a health-related decision on self and others.

Detailed Description/Instructions: Students will review the district's digital citizenship expectations and acceptable use policy (AUP). After class discussion, students will complete the Digital Citizenship Overview located in Neptune Navigate (app found within Park Hill Portal). Suggested Relationship Building Circle Prompt (included in the Google Slides): What can you do to create a positive online reputation?
Suggested resources can be found in the MS Life Education Resources Schoology course.

Engaging Experience 2

Title: Academic Health: Goal Setting

Suggested Length of Time: 40-80 minutes

Standards Addressed

Priority:

- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.

Detailed Description/Instructions:

Students will set goals for the beginning of the quarter using the SMART goals strategy for all areas of their lives (academic, behavioral, and personal goals). Students will recall this strategy from 6th grade.

Students should also set Fall NWEA goals for the tests they will take based on their scores from 6th grade and/or normative data.

Suggested resources can be found in the MS Life Education Resources Schoology course.

After setting goals teachers will introduce and implement the Plan, Do, Study, Act model as a way to track goals. Students should pick one of their goals from their SMART goals work (either academic, behavioral, or personal) to track for the quarter through the PDSA model. This will be a quarter-long tracking of the goals they set, and teachers should use 5-10 minutes a week to do class check-ins on how their goals are going. By the end of the unit, students will be able to reflect on the successes and shortcomings of their goals and what to change or improve for the next round.

Suggested resources for PDSA implementation can be found in the MS Life Education Resources Schoology course.

Engaging Experience 3

Title: Academic Health: Knowing the Norms

Suggested Length of Time: 240 minutes (six 40-minute sessions)

Standards Addressed

Priority:

- **PH.Health.2** Analyze influences that affect health and well-being of self and others.

Supporting

- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being of self and others.

Detailed Description/Instructions:

Using your school's PBIS matrix, students will identify, discuss, and demonstrate an understanding of your building's expectations. **(It is suggested to do the school-wide expectations during tutorial time.)**

Take the PRIDE matrix for example. On day 1, students will define the term preparation, look at examples of preparation and then demonstrate an understanding of preparation by discussing a variety of scenarios in which they would need to prepare. On days 2-5, students will follow the same pattern for the terms respect, integrity, determination, and excellence.

Suggested resource using the PRIDE matrix (Congress Middle School): can be found in the MS Life Education Resources Schoology course.

On the team level, students will review specific classroom expectations and how they tie back to the PBIS Matrix. Team building games such as Tallest Tower; Rock, Paper, Scissors Tournament; Human Knot; etc., would be beneficial to include in this lesson.

Suggested Relationship Building Circle Prompt: What were the biggest behavior challenges in 6th grade? (When students share, they should avoid specific names of students.)

Engaging Experience 4

Title: Counselor Lesson: (Xello) Learning Styles Quiz

Suggested Length of Time: 40 minutes

Detailed Description/Instructions:

Suggested lesson resources can be found in the MS Life Education Resources Schoology course.

Engaging Experience 5

Title: Mental Well-Being: Name & Tame Emotions

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.

Supporting

- **PH.Health.1.8.7** Explain how health care promotes personal health using functional health information.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.

Detailed Description/Instructions:

Students will engage in a lesson around naming and understanding their emotions. The big ideas for this lesson are that emotions are our brain's way of telling us whether something is good or bad, people experience different emotions from the exact same experiences, and if you can name your emotion then you can do something about it.

Suggested Relationship Building Circle Prompt (included in the Google Slides): What are barriers that keep us from talking about our emotions?

Suggested resources can be found in the MS Life Education Resources Schoology course.

Engaging Experience 6

Title: Counselor Lesson: Interpersonal Relationships & Conflict Resolution

Suggested Length of Time: 40 minutes

Detailed Description/Instructions:

Counselors will provide students with a series of scenarios involving typical peer conflict issues (for example: rumors, mean words from a peer, or other situations students often encounter). A discussion is then held to talk about typical responses and options for handling these challenges in a healthy manner.

*Suggested resources can be found in the MS Life Education Resources Schoology course.

Engaging Experience 7

Title: Healthy Relationships: Empathy

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.5** Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- **PH.Health.5.8.6** Evaluate the results of a health-related decision on self and others.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Detailed Description/Instructions:

This lesson builds off a 6th grade Life Ed focus on learning others perspectives, active listening skills, and making new friends at middle school. This experience can occur in either an individual or combined setting.

Suggested Relationship Building Circle Prompt (included in the Google Slides): What would your school experience look like if more empathy was practiced?

Suggested resources can be found in the MS Life Education Resources Schoology course.

Engaging Experience 8

Title: Healthy Relationships: Friendships

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting

- **PH.Health.1.8.2** Using functional health information, analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

Detailed Description/Instructions:

This lesson piggybacks off of 6th grade Life Ed lessons around being a good friend. In this lesson students will brainstorm a list of characteristics for healthy and unhealthy friendships. Students will then evaluate their current friendships against the lists and evaluate their own role in being a good friend.

Suggested resources can be found in the MS Life Education Resources Schoology course.

Engaging Experience 9

Title: Healthy Relationships: Bullying

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.2** Analyze influences that affect health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting

- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being of self and others.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Detailed Description/Instructions: This lesson is a recap of Olweus terminology from 6th grade, then discusses possible responses to bullying scenarios, and ends with role-playing.

Suggested resources can be found in the MS Life Education Resources Schoology course.

Engaging Experience 10

Title: Counselor Lesson: (Xello) Learning Styles

Suggested Length of Time: 40 minutes

Detailed Description/Instructions:

Class meeting asking kids about the academic expectations of seventh grade and if/how those are different from year past. Students will review their CCR index. Students will brainstorm personal academic roadblocks and strategies to improve. They can enter academic goals in Xello. Suggested resources can be found in the MS Life Education Resources Schoology course.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Academic Health	Digital Citizenship	Students will review the district's digital citizenship expectations and acceptable use policy (AUP). After class discussion, students will complete the Digital Citizenship Overview located in Neptune Navigate (app found within Park Hill Portal). Suggested Relationship Building Circle Prompt (included in the Google Slides): What can you do to create a positive online reputation?	60 minutes
Academic Health	Goal Setting	Students will set goals for the beginning of the quarter using the SMART goals strategy for all areas of their lives (academic, behavioral, and personal goals). Students will recall this strategy from 6th grade. Students should also set Fall NWEA goals for the tests they will take based on their scores from 6th grade and/or normative data. After setting goals teachers will introduce and implement the Plan, Do, Study, Act model as a way to track goals. Students should pick one of their goals from their SMART goals work (either academic, behavioral, or personal) to track for the quarter through the PDSA model. This will be a quarter-long tracking of the goals they set	40-80 minutes

		and teachers should use 5-10 minutes a week to do class check-ins on how their goals are going. By the end of the unit, students will be able to reflect on the successes and shortcomings of their goals and what to change or improve for the next round.	
Academic Health	Knowing the Norms	Using your school's PBIS matrix, students will identify, discuss, and demonstrate an understanding of your building's expectations. (It is suggested to do the school-wide expectations during tutorial time.) Take the PRIDE matrix for example. On day 1, students will define the term preparation, look at examples of preparation and then demonstrate an understanding of preparation by discussing a variety of scenarios in which they would need to prepare. On days 2-5, students will follow the same pattern for the terms respect, integrity, determination, and excellence. On the team level, students will review specific classroom expectations and how they tie back to the PBIS Matrix. Team building games such as Tallest Tower; Rock, Paper, Scissors Tournament; Human Knot; etc, would be beneficial to include in this lesson. Suggested Relationship Building Circle Prompt: What were the biggest behavior challenges in 6th grade? (When students share, they should avoid specific names of students.)	240 minutes (six 40 minute sessions)
Counselor Lesson	(Xello) Learning Styles Quiz	*The counseling staff will provide this lesson.	40 minutes
Mental Well-Being	Name and Tame Emotions	Students will engage in a lesson around naming and understanding their emotions. The big ideas for this lesson are that emotions are our brain's way of telling us whether something is good or	40 minutes

		bad, people experience different emotions from the exact same experiences, and if you can name your emotion then you can do something about it. Suggested Relationship Building Circle Prompt (included in the Google Slides): What are barriers that keep us from talking about our emotions?	
Counselor Lesson	Interpersonal Relationships & Conflict Resolution	Counselors will provide students with a series of scenarios involving typical peer conflict issues (for example: rumors, mean words from a peer, or other situations students often encounter). A discussion is then held to talk about typical responses and options for handling these challenges in a healthy manner. *The counseling staff will provide this lesson.	40 minutes
Healthy Relationships	Empathy	This lesson builds off a 6th grade Life Ed focus on learning others perspectives, active listening skills, and making new friends at middle school. This experience can occur in either an individual or combined setting. Suggested Relationship Building Circle Prompt (included in the Google Slides): What would your school experience look like if more empathy was practiced?	40 minutes
Healthy Relationships	Friendships	This lesson piggybacks off of 6th grade Life Ed lessons around being a good friend. In this lesson students will brainstorm a list of characteristics for healthy and unhealthy friendships. Students will then evaluate their current friendships against the lists and evaluate their own role in being a good friend.	40 minutes
Healthy Relationships	Bullying	This lesson is a recap of Olweus terminology from 6th grade, then discusses possible responses to bullying scenarios, and ends with role-playing.	40 minutes

Counselor Lesson	(Xello) Learning Styles	Class meeting asking kids about the academic expectations of seventh grade and if/how those are different from year past. Students will review their CCR index. Students will brainstorm personal academic roadblocks and strategies to improve. They can enter academic goals in Xello *The counseling staff will provide this lesson.	40 minutes
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Unit 2: Second Quarter

Subject: Life Education

Grade: 7th Grade

Name of Unit: Second Quarter

Length of Unit: 9 weeks

Overview of Unit: Students will experience various lessons helping them to better understand and regulate their academic health, mental well-being, healthy relationships, and personal health.

Priority Standards for units:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.2** Analyze influences that affect health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting Standards for Unit:

- **PH.Health.1.8.3** Using functional health information, analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.1.8.7** Explain how health care promotes personal health using functional health information.
- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being of self and others.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.5** Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
functional health information to support health and well-being of self and others.	Use	Apply	2
influences that affect health and well-being of self and others.	Analyze	Analyze	3
valid and reliable resources to support health and well-being of self and others.	Access	Understand	1
a decision-making process to support health and well-being of self and others.	Use	Apply	2
Demonstrate practices and behaviors to support health and well-being of self and others.	Demonstrate	Apply	2

Essential Questions:

1. How do setting goals, developing positive habits, and practicing healthy study skills contribute to our academic health?
2. How can understanding and resisting social, internal, and external pressures to use drugs contribute to our personal health and well-being?
3. How can understanding and coping with stress contribute to our mental well-being?

Enduring Understanding/Big Ideas:

1. Setting goals, cultivating positive habits, and employing healthy study skills are essential components of academic health, empowering students to achieve academic success, maintain balance, and foster lifelong learning habits.
2. Recognizing and effectively resisting social, internal, and external pressures to use drugs is essential for maintaining personal health and well-being, allowing individuals to make informed decisions, stay true to their values, and cultivate a positive sense of self-worth and autonomy.
3. Developing an understanding of stress and learning effective coping strategies is essential for promoting mental well-being, enabling individuals to manage challenges, build resilience, and cultivate a sense of balance and self-care in their lives.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Resilience Empathy Goal-setting Emotional Awareness Privacy Protection Self-discipline Bullying Prevention Social Support

Engaging Experience 1

Title: Academic Health: Goals, Habits, and Healthy Study Skills

Suggested Length of Time: 40-80 minutes

Standards Addressed

Priority:

- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.

Detailed Description/Instructions:

Students will revisit goals they set from the first quarter, finish the PDSA, and set goals for the beginning of this quarter using the SMART goals strategy for all areas of their lives (academic, behavioral, and personal goals). Students will recall this strategy from 6th grade.

Suggested resource: RMC, can be found in the MS Life Education Resources Schoology course.

After setting goals teachers will introduce and implement the Plan, Do, Study, Act model as a way to track goals. Students should pick one of their goals from their SMART goals work (either academic, behavioral, or personal) to track for the quarter through the PDSA model. This will be a quarter-long tracking of the goals they set and teachers should use 5-10 minutes a week to do class check-ins on how their goals are going. By the end of the unit, students will be able to

reflect on the successes and shortcomings of their goals and what to change or improve for the next round.

Suggested Resource for PDSA implementation can be found in the MS Life Education Resources Schoology course.

Engaging Experience 2

Title: Personal Health: Social Pressures and Internal and External Pressures

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.6.** Use a goal-setting process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting

- **PH.Health.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

Detailed Description/Instructions:

Students will identify social pressures (both internal and external) to use drugs, learn about resistance skills, and practice saying 'no' in social situations.

Suggested Relationship Building Circle Prompt (to do prior to the lesson): If you had an unexpected free day, what would you like to do with your friends?

Suggested Resource: Project Alert- Lesson 5 and Lesson 6 can be found in the MS Life Education Resources Schoology course.

Engaging Experience 3

Title: Personal Health: How to Resist Pressures

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting

- **PH.Health.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

Detailed Description/Instructions:

Students will review the practice of resisting external pressures to use drugs; present additional ways to resist pressure; and express feelings of being capable of resisting internal pressures. Suggested Relationship Building Circle Prompt (to do prior to the lesson): Share a time when you had to make a difficult decision.

Suggested Resource: Project Alert- Lesson 7 can be found in the MS Life Education Resources Schoology course.

Engaging Experience 4

Title: Counselor Lesson: (Xello) Discover Learning Pathways

Suggested Length of Time: 40 minutes

Detailed Description/Instructions:

Have students take the Career Key assessment in Xello. They will then compare their results from the Career Key and the Cluster Finder. Explore 6 common learning pathways to careers: apprenticeship, Supported training or living, college or technical school, military, straight to work, and university. The student will match the learning pathway to an aspiring food guru's goals for after high school.

*The counseling staff will provide this lesson.

Engaging Experience 5

Title: Mental Well-Being: Understanding Stress

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.

Supporting

- **PH.Health.1.8.7** Explain how health care promotes personal health.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.

Detailed Description/Instructions:

Students will engage in a lesson about the basics of understanding stress and coping with stress.

A possible resource for this is Character Strong, 7th grade, lesson 14.

Suggested Relationship Building Circle Prompt: What is something that causes you stress?

Suggested resource can be found in the MS Life Education Resources Schoology course

Engaging Experience 6

Title: Healthy Relationships: Compromise & Communication Styles

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.2** Analyze influences that affect health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting

- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.5** Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.

- **PH.Health.5.8.6** Evaluate the results of a health-related decision on self and others.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Detailed Description/Instructions:

This lesson builds off 6th grade lessons about understanding the perspectives of others by focusing on conflict resolution. Part 1 teaches how to compromise and part 2 addresses the differences between passive, aggressive, assertive, and passive aggressive learning styles. Suggested Relationship Building Circle Prompt: What was the last disagreement you had? Suggested resources can be found in the MS Life Education Resources Schoology course

Engaging Experience 7

Title: Counselor Lesson: MOCSA

Suggested Length of Time: 40 minutes

Detailed Description/Instructions:

MOCSA's middle school programming can be provided for students in 6-8th grade. In each middle school presentation, students will learn definitions of the school-scheduled topic, discuss applicable examples, and practice effective bystander and support skills. Students will also learn how to identify safe adults and learn about resources that are available to them. The middle school topics that can be offered are Sexual Harassment and Healthy Relationships.

*The counseling staff will provide this lesson.

Engaging Experience 8

Title: Mental Well-Being: Coping with Stress

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.

Supporting

- **PH.Health.1.8.7** Explain how health care promotes personal health.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.

Detailed Description/Instructions:

This lesson is a revisit of Engaging Experience #5 from Unit 1. In this lesson, students will discuss stressors at school and at home and troubleshoot strategies for coping with potential stressors during winter break.

Suggested Relationship Building Circle Prompt: What was your most stressful class/project/assignment this semester?

Suggested resources can be found in the MS Life Education Resources Schoology course.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Academic Health	Goals, Habits, and Healthy Study Skills	Students will revisit goals they set from the first quarter, finish the PDSA, and set goals for the beginning of this quarter using the SMART goals strategy for all areas of their lives (academic, behavioral, and personal goals). Students will recall this strategy from 6th grade. Suggested resource: can be found in the MS Life Education Resources Schoology course. After setting goals teachers will introduce and implement the Plan, Do, Study, Act model as a way to track goals. Students should pick one of their goals from their SMART goals work (either academic, behavioral, or personal) to track for the quarter through the PDSA model. This will be a quarter-long tracking of the goals they set, and teachers should use 5-10 minutes a week to do class check-ins on how their goals are going. By the end of the unit, students will be able to reflect on the successes and shortcomings of their goals and what to change or improve for the next round.	40-80 minutes

		Suggested Resource for PDSA implementation: can be found in the MS Life Education Resources Schoology course	
Personal Health	Social Pressures and Internal and External Pressures	Students will identify social pressures (both internal and external) to use drugs, learn about resistance skills, and practice saying 'no' in social situations. Suggested Relationship Building Circle Prompt (to do prior to the lesson): If you had an unexpected free day, what would you like to do with your friends? Suggested Resource: Project Alert- Lesson 5 and Lesson 6. can be found in the MS Life Education Resources Schoology course	40 minutes
Personal Health	How to Resist Pressures	Students will review the practice of resisting external pressures to use drugs; present additional ways to resist pressure; and express feelings of being capable of resisting internal pressures. Suggested Relationship Building Circle Prompt (to do prior to the lesson): Share a time when you had to make a difficult decision. Suggested Resource: Project Alert- Lesson 7. can be found in the MS Life Education Resources Schoology course	40 minutes
Counselor Lesson	(Xello) Discover Learning Pathways	Have students take the Career Key assessment in Xello. They will then compare their results from the Career Key and the Cluster Finder. Explore 6 common learning pathways to careers: apprenticeship, supported training or living, college or technical school, military, straight to work, and university. The student will match the learning pathway to an aspiring food guru's goal for after high school. *The counseling staff will provide this lesson.	40 minutes
Mental Well-Being	Understanding Stress	Students will engage in a lesson about the basics of understanding stress and coping with stress. A	40 minutes

		possible resource for this is Character Strong, 7th grade, lesson 14. Suggested Relationship Building Circle Prompt: What is something that causes you stress?	
Healthy Relationships	Compromise & Communication Styles	This lesson builds off 6th grade lessons about understanding the perspectives of others by focusing on conflict resolution. Part 1 teaches how to compromise and part 2 addresses the differences between passive, aggressive, assertive, and passive aggressive learning styles. Suggested Relationship Building Circle Prompt: What was the last disagreement you had?	40 minutes
Counselor Lesson	MOCSA	MOCSA's middle school programming can be provided for students in 6-8th grade. In each middle school presentation, students will learn definitions of the school-scheduled topic, discuss applicable examples, and practice effective bystander and support skills. Students will also learn how to identify safe adults and learn about resources that are available to them. The middle school topics that can be offered are Sexual Harassment and Healthy Relationships. *The counseling staff will provide this lesson.	40 minutes
Mental Well-Being	Coping with Stress	This lesson is a revisit of Engaging Experience #5 from Unit 1. In this lesson, students will discuss stressors at school and at home and troubleshoot strategies for coping with potential stressors during winter break. Suggested Relationship Building Circle Prompt: What was your most stressful class/project/assignment this semester? Suggested Resources:	40 minutes

Unit 3: Third Quarter

Subject: Life Education

Grade: 7th Grade

Name of Unit: Third Quarter

Length of Unit: 9 weeks

Overview of Unit: Students will experience various lessons helping them to better understand and regulate their academic health, mental well-being, healthy relationships, and personal health.

Priority Standards for units:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.2** Analyze influences that affect health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting Standards for Unit:

- **PH.Health.1.8.2** Using functional health information, analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Using functional health information, analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.1.8.7** Explain how health care promotes personal health using functional health information.
- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being of self and others.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.6.8.1** Assess personal health and well-being to identify focus areas for goal-setting.
- **PH.Health.6.8.2** Analyze when individual, supported, or collaborative goal-setting is appropriate.
- **PH.Health.6.8.3** Develop a goal and explain how it supports health and well-being.

- **PH.Health.6.8.4** Develop a plan that addresses supports and barriers to attaining a health-related goal.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- **PH.Health.6.8.6** Examine the goal-setting process and outcomes on health and well-being.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
functional health information to support health and well-being of self and others.	Use	Understand	1
influences that affect health and well-being of self and others.	Analyze	Analyze	3
valid and reliable resources to support health and well-being of self and others.	Access	Understand	1
a decision-making process to support health and well-being of self and others.	Use	Apply	2
Use a goal-setting process to support health and well-being of self and others.	Use	Apply	2
Demonstrate practices and behaviors to support health and well-being of self and others.	Demonstrate	Apply	2

Essential Questions:

1. How can SMART goals contribute to achieving success in academic, behavioral, and personal areas of our lives?
2. How does the PDSA (plan, do, study, act) model enhance our ability to reflect on and improve goal-setting practices?
3. What coping skills and self-care strategies are effective in managing life-changing events and promoting mental well-being, and how can we apply them in our daily lives?

Enduring Understanding/Big Ideas:

1. Utilizing the SMART goals strategy enables students to set specific, measurable, achievable, relevant, and time-bound goals in academic, behavioral, and personal domains, facilitating progress and achievement across various areas of their lives.
2. Implementing the Plan, Do, Study, Act (PDSA) model provides students with a structured approach to tracking goals, fostering continuous improvement through regular reflection, assessment, and adjustment of goal-setting practices.
3. Developing coping skills and self-care strategies empowers students to effectively manage life-changing events, promote mental well-being, and build resilience in the face of challenges, ultimately enhancing their ability to navigate and thrive in diverse circumstances.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	SMART Goals Achievable Relevant Time-bound Plan-Do-Study-Act (PDSA) Structured Approach Continuous Improvement Reflection Assessment Resilience

Engaging Experience 1

Title: Academic Health: Goal Setting

Suggested Length of Time: 40-80 minutes

Standards Addressed

Priority:

- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.

Detailed Description/Instructions:

Students will revisit goals they set from 2nd quarter, finish the PDSA, and set goals for the beginning of the quarter using the SMART goals strategy for all areas of their lives (academic, behavioral, and personal goals). Students will recall this strategy from 6th grade.

After setting goals teachers will introduce and implement the Plan, Do, Study, Act model as a way to track goals. Students should pick one of their goals from their SMART goals work (either academic, behavioral, or personal) to track for the quarter through the PDSA model. This will be a quarter-long tracking of the goals they set, and teachers should use 5-10 minutes a week to do class check-ins on how their goals are going. By the end of the unit, students will be able to reflect on the successes and shortcomings of their goals and what to change or improve for the next round.

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 2

Title: Counselor Lesson: Coping Skills/Self-Care Skills

Suggested Length of Time: 40 minutes

Detailed Description:

Students will identify and apply specific social skills, respect for individual differences, conflict resolution skills and tactics to counter peer pressure. 2. Students will identify coping skills and explain how they would use them to manage life changing events.

Engaging Experience 3

Title: Personal Health: Prescription Drugs

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

Detailed Description/Instructions:

Students will learn about the safe, legal use of prescription opioids, and other prescription drugs, and how misuse can become addictive or life-threatening. Students will also get information on brain functioning and how to promote brain health; and resistance skills and self-efficacy to refuse and resist the misuse of prescription drugs.

Suggest Relationship Building Circle Prompt: Share a time when you told someone no.

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 4

Title: Personal Health: Vaping and Smoking

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

Detailed Description/Instructions:

Students will learn why it is hard to quit vaping/smoking. They will also learn about techniques for quitting and changing general behavior.

Suggested Relationship Building Circle Prompt: In the past week, what was the hardest thing you had to do?

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 5

Title: Mental Well-Being: Coping with Stress (Part 2) / Healthy Relationships: Friendship (Part 2)

Suggested Length of Time: 15-40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.7** Explain how health care promotes personal health.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

Detailed Description/Instructions:

This lesson is a revisit of coping with stress and healthy friendships. It's a check-in, pulse-check type of lesson that could go as short as 15 minutes or as long as 40 minutes depending on the need.

Suggest Relationship Building Circle Prompt: Share a time when someone helped you with a stressful situation.

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 6

Title: Healthy Relationships: Bullying & Cyberbullying

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.2** Analyze influences that affect health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being.

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Detailed Description/Instructions:

A Commonsense Media-based lesson will be used to have students consider the different perspectives of those involved in a bullying or cyberbullying incident. They will identify ways to be an upstander or an ally to someone being bullied and problem-solve potential challenges of responding to bullying and cyberbullying.

Suggested Relationship Building Circle Prompt: Without using specific names, share a time when you saw someone say something mean or hurtful online.

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 7

Title: Counselor Lesson: Transition Lesson

Suggested Length of Time: 40 minutes

Detailed Description/Instructions:

Students will identify and relate skills and interests to future academic and career choices.

Students will examine various sources of information regarding college and career exploration, such as Career Day/Share, College Tab, and Road trip Nation. Students will identify study/academic skills and how they will apply these to academic success.

*The counseling staff will provide this lesson.

Engaging Experience 8

Title: Counselor Lesson: Course Entry

Suggested Length of Time: 40 minutes

Detailed Description/Instructions:

Class meeting asking kids about the academic expectations of seventh grade and if/how those are different from year past. Students will review their CCR index. Students will brainstorm personal academic roadblocks and strategies to improve. They can enter academic goals in Xello.

*The counseling staff will provide this lesson.

Summary of Engaging Learning Experiences for Topics

Strand	Engaging Experience Title	Description	Suggested Length of Time
Academic Health	Goal Setting	Students will revisit goals they set from 2nd quarter, finish the PDSA, and set goals for the beginning of the quarter using the SMART goals strategy for all areas of their lives (academic, behavioral, and personal goals). Students will recall this strategy from 6th grade. After setting goals teachers will introduce and implement the Plan, Do, Study, Act model as a way to track goals. Students should pick one of their goals from their SMART goals work (either academic, behavioral, or personal) to track for the quarter through the PDSA model. This will be a quarter-long tracking of the goals they set and teachers should use 5-10 minutes a week to do class check-ins on how their goals are going. By the end of the unit, students will be able to reflect on the successes and shortcomings of their goals and what to change or improve for the next round.	40-80 minutes
Counselor Lesson	Coping Skills/Self-Care Skills	Students will identify and apply specific social skills, respect for individual differences, conflict resolution skills and tactics to counter peer pressure. 2. Students will identify coping skills and explain how they would use them to manage life changing events. *The counseling staff will provide this lesson.	40 minutes
Personal Health	Prescription Drugs	Students will learn about the safe, legal use of prescription opioids, and other prescription drugs, and how misuse can become addictive or life-	40 minutes

		threatening. Students will also get information on brain functioning and how to promote brain health; and resistance skills and self-efficacy to refuse and resist the misuse of prescription drugs. Suggest Relationship Building Circle Prompt: Share a time when you told someone no.	
Personal Health	Vaping and Smoking	Students will learn why it is hard to quit vaping/smoking. They will also learn about techniques for quitting and changing general behavior. Suggested Relationship Building Circle Prompt: In the past week, what was the hardest thing you had to do?	40 minutes
Mental Well-Being	Coping with Stress (Part 2) / Healthy Relationships : Friendship (Part 2)	This lesson is a revisit of coping with stress and healthy friendships. It's a check-in, pulse-check type of lesson that could go as short as 15 minutes or as long as 40 minutes depending on the need. Suggest Relationship Building Circle Prompt: Share a time when someone helped you with a stressful situation.	40 minutes
Healthy Relationships	Bullying & Cyberbullying	A Commonsense Media-based lesson will be used to have students consider the different perspectives of those involved in a bullying or cyberbullying incident. They will identify ways to be an upstander or an ally to someone being bullied and problem-solve potential challenges of responding to bullying and cyberbullying. Suggested Relationship Building Circle Prompt: Without using specific names, share a time when you saw someone say something mean or hurtful.	40 minutes
Counselor Lesson	Transition Lesson	Students will identify and relate skills and interests to future academic and career choices. Students will examine various sources of information regarding college and career exploration, such as Career Day/Share, College Tab, and Roadtrip Nation. Students will identify study/academic skills and how they will apply these to academic success.	40 minutes

		*The counseling staff will provide this lesson.	
Counselor Lesson	Course Entry	Class meeting asking kids about the academic expectations of seventh grade and if/how those are different from year past. Students will review their CCR index. Students will brainstorm personal academic roadblocks and strategies to improve. They can enter academic goals in Xello. *The counseling staff will provide this lesson.	40 minutes

Unit 4: Fourth Quarter

Subject: Life Education

Grade: 7th Grade

Name of Unit: Quarter 4

Length of Unit: 9 weeks

Overview of Unit: Students will experience various lessons helping them to better understand and regulate their academic health, mental well-being, healthy relationships, and personal health.

Priority Standards for units:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.2** Analyze influences that affect health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting Standards for Unit:

- **PH.Health.1.8.2** Using functional health information, analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Using functional health information, analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.1.8.7** Explain how health care promotes personal health using functional health information.
- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being of self and others.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.4** Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.6.8.1** Assess personal health and well-being to identify focus areas for goal-setting.
- **PH.Health.6.8.2** Analyze when individual, supported, or collaborative goal-setting is appropriate.
- **PH.Health.6.8.3** Develop a goal and explain how it supports health and well-being.
- **PH.Health.6.8.4** Develop a plan that addresses supports and barriers to attaining a health-related goal.

- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- **PH.Health.6.8.6** Examine the goal-setting process and outcomes on health and well-being.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
functional health information to support health and well-being of self and others.	Use	Understand	1
influences that affect health and well-being of self and others.	Analyze	Analyze	3
valid and reliable resources to support health and well-being of self and others.	Access	Understand	1
a decision-making process to support health and well-being of self and others.	Use	Apply	2
Use a goal-setting process to support health and well-being of self and others.	Use	Apply	2
Demonstrate practices and behaviors to support health and well-being of self and others.	Demonstrate	Apply	2

Essential Questions:

1. How do lessons on sexual health, coping with stress, and handling bullying situations contribute to students' overall well-being and readiness to make positive choices for their futures?

2. How do understanding the negative consequences of drug use and the benefits of abstaining from drugs inform students' decision-making and commitment to a healthy lifestyle?

Enduring Understanding/Big Ideas:

1. Engaging in lessons on sexual health, coping with stress, and addressing bullying equips students with essential knowledge, skills, and strategies to navigate challenges, make informed decisions, and prioritize their mental and emotional well-being as they navigate adolescence and prepare for the future.
2. By reviewing the negative consequences of drug use and recognizing the benefits of abstaining from drugs, students develop an understanding of the importance of making healthy choices for their physical, mental, and emotional well-being, leading to a commitment to maintaining a healthy lifestyle.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Resilience Mindfulness Self-regulation Bystander Conflict Resolution Informed decision-making Self-awareness Emotional Intelligence Healthy Lifestyle

Engaging Experience 1

Title: Academic Health: Goal Setting

Suggested Length of Time: 40-80 minutes

Standards Addressed

Priority:

- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.

Detailed Description/Instructions:

Students will revisit goals they set from the 3rd quarter, finish the PDSA, and set goals for the beginning of the quarter using the SMART goals strategy for all areas of their lives (academic, behavioral, and personal goals). Students will recall this strategy from 6th grade.

After setting goals teachers will introduce and implement the Plan, Do, Study, Act model as a way to track goals. Students should pick one of their goals from their SMART goals work (either academic, behavioral, or personal) to track for the quarter through the PDSA model. This will be a quarter-long tracking of the goals they set and teachers should use 5-10 minutes a week to do class check-ins on how their goals are going. By the end of the unit, students will be able to reflect on the successes and shortcomings of their goals and what to change or improve for the next round.

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 2

Title: Personal Health: Sexual Health - Part 1

Suggested Length of Time: 40 minutes

Standards Addressed*Priority:*

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.1.8.7** Explain how health care promotes personal health.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.4** Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Detailed Description/Instructions: 6th grade life ed personal health lessons focus on body changes during puberty. In 7th grade personal health, lessons focus on sexual health - male and female reproductive systems, pregnancy, STI's, and contraception.

Resource: Sexual Health Presentation can be found in Schoology course.

Recommended email to parents 2 weeks out:

Parents,

In 6th grade, there is a personal health focus on body changes and helping students anticipate and make sense of the way their bodies are changing during puberty. In 2 weeks, we will begin a 7th grade Life Ed curricular focus on personal health in regards to learning about healthy sexuality.

We will be discussing the following topics:

- reproductive systems,
- menstruation,
- pregnancy,
- sexually transmitted infections (STIs),
- contraception (with an emphasis on success and failure rates for preventing pregnancy and STI's),
- developing a healthy decision-making paradigm for establishing healthy relationships in the future.

The healthy decision-making paradigm explores topics such as setting and communicating boundaries, consent, and how sexual choices affect future goals.

If you have questions or concerns, please check out the slideshows we will be using to facilitate discussion and don't hesitate to email us. We think these topics are best discussed in tandem with conversations at home and want to give you plenty of lead time to voice any concerns you may have and to think through how you want to follow-up with conversations at home.

Sincerely,

Engaging Experience 3

Title: Personal Health: Sexual Health - Part 2

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.1.8.7** Explain how health care promotes personal health.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.4** Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.

Detailed Description/Instructions: In part 2, the focus shifts to making positive choices for sexual health in the future. The lesson should focus on communicating and setting boundaries, consent, and how sexual choices impact future goals.

Resource: Sexual Health Presentation can be found in Schoology course.

Engaging Experience 4

Title: Mental Well-Being: Coping with Stress (Part 3) / Health Relationships: Friends (Part 3)

Suggested Length of Time: 15-40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.7** Explain how health care promotes personal health.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

Detailed Description/Instructions:

This lesson is a revisit of coping with stress and healthy friendships. It's a check-in, pulse-check type of lesson that could go as short as 15 minutes or as long as 40 minutes depending on the need.

Suggested Relationship Building Circle Prompt: What has been your most stressful situation this year and how did you handle the stress?

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 5

Title: Counselor Lesson: Self-Care ACT

Suggested Length of Time: 40 minutes

Detailed Description/Instructions:

The goal of this exercise is to engage students in a role-playing activity to help them develop and practice effective ways to handle situations involving a depressed or suicidal friend. Review the acronym ACT- Acknowledge, Care, Tell that they learned with the SOS lesson. Define which each of these words mean and when we would use this acronym. Review and identify a trusted adult. Students can brainstorm a situation when they were concerned about a friend. They can write down what acknowledge statements would be and what care statements would be.

*The counseling staff will provide this lesson.

Engaging Experience 6

Title: Healthy Relationships: Bullying & Cyberbullying

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- **PH.Health.2** Analyze influences that affect health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.2.8.3** Analyze how various influences affect the health and well-being of people and communities in different ways.
- **PH.Health.2.8.4** Apply strategies and resources to manage influences that impact health and well-being.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Detailed Description/Instructions:

Teachers will use a class meeting format to revisit bullying and cyber-bullying. The lesson can also be pulled from Common Sense Media as a continuation of previous bullying lessons. The goals of this lesson will be to consider the different perspectives of those involved in a bullying or cyberbullying incident, identify ways to be an upstander or an ally to someone being bullied, and problem-solve potential challenges of responding to bullying and cyberbullying.

Suggested Relationship Building Circle Prompt: Share a time when you stood up for someone else OR a time when someone else stood up for you.

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 7

Title: Personal Health: The Downside of Drugs

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.3.8.3** Access valid and reliable sources of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.

Detailed Description/Instructions:

Students will review the negative consequences of using drugs, the benefits of not using drugs, and complete written commitments.

Suggested Relationship Building Circle Prompt: Share your most important short term or long-term goal for yourself.

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Engaging Experience 8

Title: Personal Health: How to Summer Well

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.2** Analyze how practices and behaviors support a variety of dimensions of wellness.
- **PH.Health.1.8.3** Analyze behaviors that reduce or prevent illnesses and injuries.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Detailed Description/Instructions:

Students will review what it means to make good, healthy decisions to maintain their mental well-being and personal health over the summer.

Suggested Relationship Building Circle Prompt: What are you most looking forward to this summer?

Suggested resources can be found in the MS Life Education Resources course in Schoology.

Summary of Engaging Learning Experiences for Topics

Strand	Engaging Experience Title	Description	Suggested Length of Time
Academic Health	Goal Setting	Students will revisit goals they set from 3rd quarter, finish the PDSA, and set goals for the beginning of the quarter using the SMART goals strategy for all areas of their lives (academic, behavioral, and personal goals). Students will recall this strategy from 6th grade. After setting goals teachers will introduce and implement the Plan, Do, Study, Act model as a way to track goals. Students should pick one of their goals from their SMART goals work (either academic, behavioral, or personal) to track for the quarter through the PDSA model. This will be a quarter-long tracking of the goals they set and teachers should use 5-10 minutes a week to do class check-ins on how their goals are going. By the end of the unit, students will be able to reflect on the successes and shortcomings of their goals and what to change or improve for the next round.	40-80 minutes
Personal Health	Sexual Health - Part 1	6th grade life ed personal health lessons focus on body changes during puberty. In 7th grade personal health, lessons focus on sexual health - male and female reproductive systems, pregnancy, STI's, and contraception. Resource: Sexual Health Presentation	40 minutes
Personal Health	Sexual Health - Part 2	In part 2, the focus shifts to making positive choices for sexual health in the future. The lesson should focus on setting boundaries, consent, and how sexual choices impact futures. Resource: Sexual Health Presentation	40 minutes
Mental Well-Being	Coping with Stress (Part 3) / Health Relationships	This lesson is a revisit of coping with stress and healthy friendships. It's a check-in, pulse-check type of lesson that could go as short as 15 minutes or as long as 40 minutes depending on the need.	40 minutes

	: Friends (Part 3)	Suggested Relationship Building Circle Prompt: What has been your most stressful situation this year and how did you handle the stress?	
Counselor Lesson	Self-Care ACT	The goal of this exercise is to engage students in a role-playing activity to help them develop and practice effective ways to handle situations involving a depressed or suicidal friend. Review the acronym ACT- Acknowledge, Care, Tell that they learned with the SOS lesson. Define which each of these words mean and when we would use this acronym. Review and identify a trusted adult. Students can brainstorm a situation when they were concerned about a friend. They can write down what acknowledge statements would be and what care statements would be. *The counseling staff will provide this lesson.	40 minutes
Healthy Relationships	Bullying & Cyberbullying	Teachers will use a class meeting format to revisit bullying and cyber-bullying. The lesson can also be pulled from Common Sense Media as a continuation of previous bullying lessons. The goals of this lesson will be to consider the different perspectives of those involved in a bullying or cyberbullying incident, identify ways to be an upstander or an ally to someone being bullied, and problem-solve potential challenges of responding to bullying and cyberbullying. Suggested Relationship Building Circle Prompt: Share a time when you stood up for someone else OR a time when someone else stood up for you.	20 minutes
Personal Health	The Downside of Drugs	Students will review the negative consequences of using drugs, the benefits of not using drugs, and complete written commitments. Suggested Relationship Building Circle Prompt: Share your most important short term or long-term goal for yourself.	40 minutes

Personal Health	How to Summer Well	Students will review what it means to make good, healthy decisions to maintain their mental well-being and personal health over the summer. Suggested Relationship Building Circle Prompt: What are you most looking forward to this summer?	40 minutes
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Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.