7th Grade Health CURRICULUM



Grade Level(s): 7th

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Course Description: In Grade 7 Health class, students will build upon foundational skills to further their understanding of leading a healthy and informed lifestyle. The curriculum includes units on Interpersonal Communication, Advocacy, Decision-Making, Analyzing Influences, Accessing Information, and Sexual Health. Students will enhance their communication skills to prevent violence and manage stress, advocate for personal and community wellness, and make informed decisions regarding substance use. They will also learn to analyze nutritional information to make healthy food choices, access reliable health resources, and understand the complexities of sexual health. Through interactive activities, discussions, and real-world applications, students will gain the knowledge, skills, and confidence needed to make thoughtful decisions that support their well-being, laying the groundwork for a lifelong commitment to health and wellness.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner Attribute and Indicator**
Interpersonal Communication	How can understanding and managing emotions, recognizing different perspectives, and responding with empathy contribute to preventing violence and fostering positive interpersonal relationships?	Understanding and managing emotions, recognizing diverse perspectives, and responding with empathy are essential for preventing violence, resolving conflicts, and building healthy, supportive relationships.	DE1(6-8), DE2(6-8), DE3(6-8), AA4(6-8)
Advocacy	How can advocating for safety and wellness through informed strategies and effective use of data enhance personal and community well-being?	Effective advocacy for safety and wellness involves using informed strategies, analyzing data from multiple perspectives, and integrating new information with personal insights to improve both personal and community well-being.	AA1(6-8), TCC2(6-8), TCC3(6-8)
Decision Making	How can asking relevant questions, using feedback effectively, and formulating specific queries lead to better decision-making and healthier coping strategies regarding substance use?	Understanding and implementing healthy coping strategies, recognizing the negative impacts of substance use, and acknowledging the inefficacy of using substances to manage stress are essential for making informed and healthy decisions.	TCC1(6-8), CCE3(6-8), TI3(6-8)

Analyzing Influences	How can analyzing macronutrients, making informed food choices, and understanding food labels influence overall health and well-being?	Understanding the role of macronutrients, making informed food choices, reading food labels, and recognizing the impact of food access on personal choices are key to making healthier dietary decisions.	AA4(6-8), CCE1(6-8), TCC4(6-8)
Accessing Information	How do the choices we make regarding our lifestyle, nutrition, and health management influence our overall wellness and ability to prevent chronic diseases?	Controlling factors like diet, physical activity, sleep, and stress management are essential for achieving optimal wellness and preventing chronic diseases, while recognizing and managing symptoms of illness is crucial for maintaining daily functioning and health.	CCE3(6-8)
Sexual Health	How can understanding sexual health, including available resources, risks, and reproductive body functions, empower us to make informed and responsible choices?	Comprehensive knowledge of sexual health, including access to resources, understanding of risks, and awareness of reproductive body functions, is crucial for making informed decisions and maintaining overall well-being.	AA4(6-8), CCE1(6-8)

(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Interpersonal Communication

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.
VP 1.2.8 Describe the short- and long- term consequences of violence to perpetrators, victims, and bystanders.

MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies.
MEH 1.9.8 Summarize the benefits of talking with parents and other trusted adults about feelings.
MEH 1.15.8 Describe personal stressors at home, in school, and with friends.
MEH 1.17.8 Identify trusted adults and resources for assistance.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.
- DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- AA4(6-8): I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that...

- Bystanders can either escalate or de-escalate bullying and violence, significantly affecting the outcome.
- The consequences of violence impact everyone involved, with potential long-term psychological and emotional effects.
- Identifying stressors and their impact is essential for effective stress management and mental health.
- Open communication with trusted adults is crucial for receiving support and managing emotional challenges.

Essential Questions:

- How can bystanders influence the outcome of a bullying or violent situation?
- What are the short- and long-term effects of violence on everyone involved, including perpetrators, victims, and bystanders?
- What are the common stressors in your life, and how do they affect your mental and emotional health?
- Why is it important to talk to trusted adults about your feelings, and how can this help you manage stress?
- What role does communication play in preventing violence and promoting a safe and respectful environment?

Students will know...	Students will be able to...
• That bystanders can either help prevent or worsen bullying and violence. • That stressors can impact their mind and body, and they can use strategies to cope with them. • The importance of talking to trusted adults about their feelings and how it helps them manage stress. • How to identify stressors in their life at home, school, and with friends.	• Identify and assess the role of bystanders in situations involving bullying and violence. • Describe the short- and long-term consequences of violence on perpetrators, victims, and bystanders. • Recognize personal stressors and their effects on mental and emotional health. • Apply effective coping strategies to manage stress. • Communicate openly with trusted adults about their feelings and seek help when needed.

Key Vocabulary: Bystander, bullying, violence, perpetrator, victim, consequences, long-term effects, short-term effects, stressors, mental health, emotional health, coping strategies, trusted adults, communication, empathy, intervention, escalation, de-escalation, prevention, relationships.

Assessment Evidence	
Performance Tasks:	**Other Evidence:**
• Stress Management Plan: Students will create a personal stress management plan, identifying stressors, coping strategies, and trusted adults for support. They will present their plan, explaining how they'll manage their emotions and reactions. • Conflict Resolution Case Study: Students will analyze a conflict case study, discussing the consequences and role of communication. They will write about how different actions could have changed the outcome and reflect on their own emotional management. • Virtual Calm Room: Using Google Slides, students will design a Virtual Calm Room, curating online resources and coping strategies (e.g., breathing exercises, meditation videos) that help manage stress. They will explain how these tools can be used to maintain emotional balance.	• **Exit Tickets:** At the end of select lessons, students will answer a quick question (e.g., "What did you learn today about managing stress?" or "How can bystanders make a difference?") • Vocabulary Quizzes: Periodic quizzes on key vocabulary terms (e.g., bystander, coping strategies, escalation • Scenario-Based Discussions: In small groups, students will discuss hypothetical scenarios involving stress, bullying, or conflict, sharing how they would respond and what strategies they would use.

Learning Plan
DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives. ● Students will analyze and compare different perspectives in conflict scenarios through role-playing and written reflections. **DE2(6-8): I can recognize feelings in myself and others and respond with respect and empathy.** ● Students will identify and discuss their own and others' emotions and practice responding with empathy and respect through class activities and reflections. **DE3(6-8): I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.** ● Students will create a personal stress management plan, including identifying stressors, applying coping strategies, and seeking support, and present it to the class. **AA4(6-8): I can accept my mistakes in social and academic settings while learning to grow from them.** ● Students will reflect on their social and academic mistakes in a personal journal, discussing how they can learn and grow from these experiences.
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 2 - Advocacy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

SIP 1.2.8 Define Digital Wellness and its impact on overall health.
SIP 1.3.8 Identify the potential for injury in a variety of situations and environments.
SIP 1.4.8 Describe ways to reduce injuries while riding in or on a motor vehicle.
SIP 1.5.8 Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.
SIP 1.8.8 Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, auburn, heat stroke, and hypothermia.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- AA1(6-8) I can implement different pathways to success and recognize the pros and cons of each.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- TCC3(6-8): I can combine new information with my own ideas to generate solutions.

Understandings: Students will understand that...

- Digital wellness involves maintaining a balance between online and offline activities to support overall health.
- Recognizing potential injury risks in different environments helps in preventing accidents and ensuring safety.
- Reducing injuries while riding in or on a motor vehicle can be achieved through safe practices and proper use of safety equipment.
- Wearing helmets and other safety gear is crucial for protecting themselves while biking, riding scooters, skateboarding, and inline skating.
- Climate-related conditions, such as heat exhaustion, heat stroke, and hypothermia, can impact personal safety and require appropriate precautions.

Essential Questions:

- How does digital wellness affect overall health, and what practices can help maintain it?
- What are the potential injury risks in various environments, and how can these risks be mitigated?
- What safety measures should be taken to reduce injuries while riding in or on motor vehicles?
- How do climate-related conditions like heat exhaustion and hypothermia impact personal safety, and what precautions should be taken?

Students will know...	Students will be able to...
• What digital wellness is and how balancing online and offline activities supports their overall health. • How to identify potential injury risks in different situations and environments. • The safety measures needed to reduce injuries while riding in or on motor vehicles. • The importance of helmets and other safety gear for biking, riding scooters, skateboarding, and inline skating. • The signs of climate-related conditions such as heat exhaustion, heat stroke, and hypothermia, and the appropriate actions to take to stay safe.	• Explain and apply the concept of digital wellness to their daily lives. • Identify and assess potential injury risks in various environments and situations. • Implement safety practices and use appropriate equipment to reduce injuries while riding in or on motor vehicles. • Demonstrate the correct use of helmets and safety gear for biking, riding scooters, skateboarding, and inline skating. • Recognize symptoms of climate-related conditions and take necessary precautions to protect their personal safety.
Key Vocabulary: Digital Wellness, Online Safety, Injury Risk, Safety Equipment, Helmets, Motor Vehicle Safety, Biking, Scooters, Skateboarding, Inline Skating, Heat Exhaustion, Heat Stroke, Hypothermia, Climate-Related Conditions, Precautions	
Assessment Evidence	
Performance Tasks:	**Other Evidence:**
• Digital Wellness Presentation: Students will create a digital presentation explaining the concept of digital wellness, including its impact on overall health and practical tips for maintaining balance between online and offline activities. They will evaluate data on screen time and health effects, and propose strategies to improve digital wellness based on their findings. • Injury Risk Assessment Report: Students will conduct a risk assessment of a specific environment (e.g., home, school, playground) to identify potential injury hazards and recommend safety improvements. They will present their findings in a written report, evaluating the pros and	• Injury risk scenarios • Safety Gear Demonstration • Safety Gear Poster

cons of different safety measures and proposing solutions based on their analysis. ● Climate-Related Safety Guide: Students will develop a safety guide addressing climate-related physical conditions like heat exhaustion and hypothermia. The guide will include practical tips for prevention and response, drawing on research and their own ideas to create a comprehensive resource for staying safe in extreme weather conditions.	

Learning Plan

AA1(6-8) I can implement different pathways to success and recognize the pros and cons of each.
- Students will evaluate and implement various strategies for achieving safety and wellness goals, recognizing the advantages and disadvantages of each pathway.

TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- Students will analyze data related to safety and health from multiple sources, draw informed conclusions, and apply this understanding to real-world scenarios.

TCC3(6-8): I can combine new information with my own ideas to generate solutions.
- Students will integrate new information with their own ideas to develop creative solutions for promoting safety and wellness in different environments.

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 3 - Decision Making

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

ANOD 1.1.8 Identify healthy coping mechanisms and alternatives to substance use.
ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.
ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- CCE3(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.

Understandings: Students will understand that...

- Healthy coping mechanisms and alternatives to substance use can support better decision-making and overall well-being.
- Using alcohol and other drugs has negative consequences that can impact physical, mental, and social health.
- Relying on alcohol or other drugs to manage stress is unhealthy and can lead to further complications and problems.

Essential Questions:

- What are some healthy coping mechanisms and alternatives to substance use that can help manage stress and emotions?
- What are the negative consequences of using alcohol and other drugs on an individual's health and life?
- Why is using alcohol or other drugs an ineffective and harmful way to cope with stress?

Students will know...

- Various healthy coping mechanisms and alternatives to substance use for managing stress and emotions.
- The negative consequences of using alcohol and other drugs on physical health, mental well-being, and social relationships.
- Why relying on alcohol or other drugs to handle stress is

Students will be able to...

- Identify and apply healthy coping mechanisms and alternatives to substance use in their own lives.
- Explain and summarize the negative consequences of using alcohol and other drugs.
- Articulate why using alcohol or other drugs is an unhealthy method for managing stress and propose

detrimental to overall health and can exacerbate stress-related problems.	healthier alternatives.

Key Vocabulary: Healthy Coping Mechanisms, Substance Use, Alternatives, Alcohol, Nicotine, Drugs, Negative Consequences, Stress Management, Physical Health, Mental Well-Being, Emotional Well-Being

Assessment Evidence

Performance Tasks:	**Other Evidence:**
● Vaping Super Villain Project: Students will create a project depicting a "super villain" character that represents the harmful effects of vaping and other substances. They will design the villain's attributes, powers, and consequences, and present how this character negatively impacts health and well-being. The project should include creative visuals and a written explanation of the harmful effects of vaping. ● Healthy Coping Strategies Presentation: Students will develop a presentation on healthy coping mechanisms and alternatives to substance use. They will include examples of strategies for managing stress and emotions without resorting to alcohol, nicotine, or other drugs, and provide real-life scenarios and solutions. ● Substance Use Consequences Infographic: Students will create an infographic summarizing the negative consequences of using alcohol and other drugs. The infographic should highlight physical, mental, and social impacts, and include statistics and facts to support their explanations.	● Edpuzzle Quiz on Substance Use ● Substance Use Facts and Myths Game ● Stress Management Techniques Workshop

Learning Plan

TCC1(6-8): I can ask relevant questions to evaluate possible solutions.

- Students will ask relevant questions to evaluate possible solutions for managing stress and making healthy decisions

regarding substance use.

CCE3(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.

- Students will use rubrics, peer feedback, and teacher conferences to revise and improve their work on substance use and coping mechanisms, enhancing their learning and understanding.

TI3(6-8): I can compose specific questions that are relevant to a task to support my learning.

- Students will formulate specific, relevant questions related to their tasks and projects to deepen their understanding of healthy coping strategies and substance use consequences.

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 4 - Analyzing Influences

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category.
HEPA 1.3.8 Describe how to make healthy food choices when given options.
HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium.
HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- TCC4(6-8): I can apply my new learning to new experiences, determine if it works, and adjust in the future.

Understandings: Students will understand that…	**Essential Questions:**
• Macronutrients (fats, proteins, carbohydrates) are essential for health and that eating a variety of foods from each category supports overall well-being.	• What is the importance of each macronutrient, and how does consuming a variety of foods from each category benefit health?

• Making healthy food choices involves evaluating options and selecting those that contribute to a balanced diet. • Reading food labels is crucial for managing the intake of fats, added sugars, and sodium to maintain a healthy diet. • Access to healthy foods influences personal food choices and overall dietary habits.	• How can you make healthy food choices when presented with various options? • How do you read and interpret food labels to limit the consumption of fats, added sugars, and sodium? • In what ways does access to healthy foods affect your personal food choices and dietary patterns?
Students will know… • The role of each macronutrient (fats, proteins, carbohydrates) and the importance of consuming a variety of foods from each category. • How to make healthy food choices by evaluating different options and selecting those that contribute to a balanced diet. • How to read and interpret food labels to manage the intake of fats, added sugars, and sodium effectively. • The relationship between access to healthy foods and personal food choices, and how it affects dietary habits.	**Students will be able to…** • Identify and explain the importance of macronutrients and demonstrate how to include a variety of foods from each category in their diet. • Evaluate different food options and make healthy choices that contribute to a balanced diet. • Read and analyze food labels to identify and limit the consumption of fats, added sugars, and sodium. • Assess how access to healthy foods influences personal food choices and propose ways to improve food accessibility.
Key Vocabulary: Macronutrients, Fats, Proteins, Carbohydrates, Healthy Food Choices, Food Labels, Added Sugars, Sodium, Nutritional Information, Dietary Habits	
Assessment Evidence	
Performance Tasks: • Macronutrient Infographic: Students will create an infographic detailing the role and benefits of fats, proteins, and carbohydrates, including examples of foods that provide each macronutrient and the importance of variety in their diet. • Healthy Choices Debate: Students will participate in a debate where they discuss and justify their choices	**Other Evidence:** • Food Label Scavenger Hunt • Macronutrient Conversion Practice • Healthy Recipe Creation • Interactive Food Label Workshop

between different food options based on nutritional information and health benefits. ● Food Label Analysis Report: Students will analyze food labels from various products and prepare a report summarizing the levels of fats, added sugars, and sodium, and suggest healthier alternatives based on their findings. ● Food Label Quiz: Students will take a quiz on their understanding of reading a food label.	
Learning Plan	
AA4(6-8): I can seek opportunities to learn more and continue to push my thinking. ● Students will seek out additional resources and opportunities to expand their understanding of nutrition and healthy eating, continuously challenging their thinking and learning. **CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.** ● Students will actively participate in discussions about nutrition and food choices, respecting diverse viewpoints, listening carefully to peers and teachers, and applying new knowledge to enhance their understanding. **TCC4(6-8): I can apply my new learning to new experiences, determine if it works, and adjust in the future.** ● Students will apply their knowledge of nutrition and food labels to real-life scenarios, evaluate the effectiveness of their choices, and make adjustments based on their experiences and outcomes.	
Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers	

Unit 5 - Accessing Information

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances). Output (physical activity and movement; elimination of waste). Sleep. Stress Management.
OWDP 1.4.8 Summarize the symptoms of someone who is sick or getting sick and how that may prevent daily activities.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- CCE3(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

Understandings: Students will understand that…

- Controllable factors such as diet, physical activity, sleep, and stress management contribute significantly to optimal wellness and the prevention of chronic diseases like heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Recognizing symptoms of illness and understanding their impact on daily activities are crucial for managing health effectively and seeking appropriate care.

Essential Questions:

- What are the controllable factors that contribute to optimal wellness and the prevention of chronic diseases?
- How do intake (food, air, water, substances), output (physical activity and movement), sleep, and stress management influence overall health?
- What are the common symptoms of illness, and how can these symptoms impact daily activities?
- How can understanding and managing symptoms of sickness help in maintaining daily routines and seeking proper treatment?

Students will know…

- The controllable factors that contribute to optimal wellness and the prevention of chronic diseases, including diet, physical activity, sleep, and stress management.

Students will be able to…

- Identify and describe controllable factors that contribute to optimal wellness and the prevention of chronic diseases, such as maintaining a balanced diet, engaging in regular physical activity, getting adequate sleep, and

• The symptoms of common illnesses and how these symptoms can impact daily activities and overall functioning. • The relationship between intake (food, air, water, substances), output (physical activity and movement), sleep, and stress management in maintaining health and preventing chronic diseases.	managing stress. • Recognize symptoms of illness, understand their potential impact on daily activities, and develop strategies for managing or mitigating these effects. • Apply knowledge of wellness factors to create a personal plan that promotes overall health and reduces the risk of chronic diseases.
Key Vocabulary: Controllable Factors, Optimal Wellness, Chronic Diseases, Heart Disease, Cancer, Diabetes, Hypertension, Osteoporosis, Intake, Output, Physical Activity, Sleep, Stress Management, Symptoms, Illness, Daily Activities	
Assessment Evidence	
Performance Tasks: • Wellness Factors Research Project: Students will conduct research on various controllable factors (diet, physical activity, sleep, stress management) and their effects on preventing chronic diseases. They will create a presentation or report summarizing their findings and suggesting strategies for improving wellness. • Symptoms and Impact Scenario Analysis: Students will analyze different scenarios where individuals experience symptoms of illness. They will create a report or presentation discussing how these symptoms impact daily activities and propose strategies for managing these symptoms effectively.	**Other Evidence:** • Daily Wellness Log • Symptom Management Role-Play • Wellness Infographic
Learning Plan	
CCE3(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. • Students will actively participate in class discussions on wellness and chronic diseases, demonstrating respect for diverse viewpoints, listening attentively to peers and teachers, and thoughtfully applying new knowledge to their contributions and understanding.	

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers

Unit 6 - Sexual Health

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

SH 1.1.8 Identify resources, products, services related to supporting sexual health.
SH 1.2.8 Explain sexual activity and their associated risks.
SH 1.3.8 Describe reproductive body parts and their functions.
SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

Understandings: Students will understand that…	**Essential Questions:**
• There are various resources, products, and services available to support sexual health, and knowing how to access them is important for maintaining well-being. • Sexual activity carries associated risks, and it is essential to be informed about these risks to make safe and responsible decisions. • Reproductive body parts have specific functions, and understanding these functions is key to maintaining sexual and reproductive health.	• What resources, products, and services are available to support sexual health, and how can we access them? • What are the risks associated with sexual activity, and how can we make informed decisions to manage those risks? • What are the functions of reproductive body parts, and why is it important to understand them? • How can knowledge about sexual health empower us to make safer and more responsible choices? •
Students will know…	**Students will be able to…**

• The various resources, products, and services available to support sexual health. • The risks associated with sexual activity, including physical, emotional, and social risks. • The names and functions of reproductive body parts.	• Identify and access resources, products, and services that support sexual health. • Explain the risks associated with sexual activity and strategies for reducing these risks. • Describe the functions of reproductive body parts.
Key Vocabulary: Sexual Health, Resources, Products, Services, Sexual Activity, Risks, Reproductive Body Parts, Functions, Safe Choices, Responsible Decisions	
Assessment Evidence	
Performance Tasks: • Risk and Responsibility Analysis: Students will analyze different scenarios involving sexual activity and identify the associated risks. They will create a plan to manage these risks and make safer, more responsible decisions. • Reproductive System Diagram and Explanation: Students will create a detailed diagram of the male and female reproductive systems, labeling each part and describing its function. They will present their diagrams to the class, explaining how each part contributes to reproductive health.	**Other Evidence:** • Interactive Video Lesson on Sexual Health - www.amaze.org
Learning Plan	
AA4(6-8): I can seek opportunities to learn more and continue to push my thinking. • Students will engage in research activities and critical thinking exercises, where they are encouraged to explore additional resources and push their understanding of sexual health topics beyond the basics. CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. • Students will participate in guided discussions on sexual health, where they will respectfully share their viewpoints, listen actively to their peers and teachers, and thoughtfully apply new information to their perspectives.	

Teacher Resources: https://www.cdc.gov/, Lesson Planning for Skills-Based Health Education, Sarah Benes & Holly Alperin, Skills-Based Health Education, Mary Connolly, Teachers Pay Teachers, www.amaze.org