



## Overview of Year 7<sup>th</sup> Grade Health Curriculum (Semester Course)

**Long Term Transfer Goal:** Scholars will **tenaciously** and independently use skills that they have learned in health class to **think purposefully** regarding healthy decisions and **advocate for self and others** in a way that supports a healthy, active lifestyle.

Sept./Feb.	Oct/March	Nov./April	Dec./May		Jan./June
Unit 1 Communication (7 blocks)	Unit 2 Wellness, Goal Setting and Decision Making (7 blocks)	Unit 3 Healthy Relationships and Personal Safety (6 blocks)	Unit 4 Mental Health (4 Blocks)	Unit 5 Drug Use and Abuse (6-7 blocks)	Unit 6 Reproductive Health and Family (10 blocks)

Unit 1	Understanding	Essential Question
Communication	<p>Scholars will understand that...</p> <ul style="list-style-type: none"> <li>What you say and how you say it is important.</li> <li>Effective communication skills can be used to build relationships.</li> <li>Working well with others requires effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Does it matter how you say things?</li> <li>What does it take to be on a team?</li> <li>How do you like to be treated?</li> <li>Does it matter HOW you say it?</li> </ul>
<p><b>Performance Task:</b></p> <p>Scholars will work in groups to create a project (role-play, short story or comic strip) that demonstrates <u>effective</u> communication skills. Groups will share their work with their peers using a gallery walk format. As groups work, members need to demonstrate effective communication skills. Project will be accompanied by a reflective writing task that asks scholars to identify both effective and ineffective communication skills that may have been demonstrated by their peers during the work period and Gallery Walk. Scholars will demonstrate understanding if they identify and explain effective and ineffective communication skills and the impact that communication skills has on relationships.</p> <p><b>Formative Assessments:</b> Giving Directions Writing Task</p>		



Unit 2	Understanding	Essential Question
<b>Wellness, Goal Setting and Decision Making</b>	Scholars will understand that... <ul style="list-style-type: none"><li>☆ An individual's health is dependent on a balance of wellness dimensions. (Physical Health, Emotional Health, Mental Health, Spiritual Health, Social Health and Environmental Health)</li><li>☆ The decision making model and goal setting skills are essential to making informed personal, family and community health decisions.</li></ul>	<ul style="list-style-type: none"><li>• What does it mean to be healthy?</li><li>• What is the right choice?</li><li>• How do I know I made the right choice?</li><li>• What is the best choice for me?</li></ul>
<p><b>Performance Task:</b> After having explored the dimensions of wellness, scholars will do a personal inventory of their health status in each of the dimensions of health. (Physical Health, Emotional Health, Mental Health, Spiritual Health, Social Health and Environmental Health) Scholars will select one area of health to focus on. Scholars will write an achievable personal goals. Scholars will work with their peers to assess the “achievability” of their goals.</p> <p><b>Curriculum Embedded Performance Task:</b> Scholars will be given several Decision Making Models to explore. Scholars will then create their own Decision-Making Model. Scholars will be instructed to design their models however they like. (It may look like a list of steps, a graphic organizer or something Mrs. Horn has never seen before!) Scholars will then be instructed to share their work with a partner for <b>feedback</b>. After getting <b>feedback</b> from Mrs. Horn, on their first draft, scholars will use their model to demonstrate their decision-making process. This work will be shared in a Gallery Walk format with scholars giving <b>feedback</b> to each other. This performance task will end with scholars completing a reflection question. Scholars will demonstrate understanding if their reflection describes a clear progression of steps that includes identifying choices, considering consequences and an evaluation of the decision made.</p> <p><b>Formative Assessment:</b> Exit Ticket</p>		

Unit 3	Understanding	Essential Question
<b>Healthy Relationships &amp; Personal Safety</b>	Scholars will understand that... <ul style="list-style-type: none"><li>☆ If you recognize a situation to be unhealthy, risky or potentially unsafe you should take action to protect yourself in a healthy way.</li><li>☆ If you are feeling uncomfortable or unsafe in a relationship or situation it is ok to leave to situation or seek help.</li></ul>	<ul style="list-style-type: none"><li>• What are the warning signs of a dangerous or unhealthy situation?</li><li>• How can I stay safe?</li></ul>
<p><b>Performance Task:</b> The class will create a media campaign titled “Safety on the Streets”. Each scholar will select from these topics: Running Away Awareness, Perpetrator Awareness, Dating Safely, and Healthy Relationships. Students will also choose from the following projects: Poster, Pamphlet, PSA video (Public Service Announcement) using animoto.com*, The audience for the media campaign will be our 6<sup>th</sup> grade students. Scholars will have demonstrated an understanding if projects indicate warning signs that a situation is risky or potentially unsafe and what action(s) should be taken. Projects should also indicate at least one community agency that could offer support.</p> <p><b>Formative Assessment:</b> Exit Ticket</p>		



Unit 4	Understanding	Essential Question
<b>Mental Health</b>	Scholars will understand that... <ul style="list-style-type: none"><li>☆ An individual's emotional needs, feelings and outlook influence overall health and well-being.</li><li>☆ It is appropriate to seek the help of an adult in cases of suicide, grief and depression.</li></ul>	<ul style="list-style-type: none"><li>• Why do I feel this way?</li><li>• What can I do about it?</li></ul>
<p><b>Performance Task: <u>Letter to Me:</u></b> Scholars will write a letter to their future selves. The purpose of the letter is to serve as a reminder of what they can do if they find themselves in an emotional crisis. Scholars will have demonstrated an understanding if they can describe what feelings they may be having, strategies for coping and whom they can reach out to for help in an emotional crisis. Letters may also describe how they have coped with an emotional crisis in the past. (Upon completion of this task, letters will be copied. One will go home with the scholar in an envelope for safe keeping and the other will be given to the High School Health teacher with the expectation that the letters will be revisited and revised as scholars will have developed new coping strategies and a new support system.)</p> <p><b>Formative Assessment:</b> Exit Ticket</p>		

Unit 5	Understanding	Essential Question
<b>Drug Use and Abuse</b>	Scholars will understand that... <ul style="list-style-type: none"><li>☆ The decision making model can be used to make decisions about drug use.</li><li>☆ Many individuals find it hard to stop abusing drugs despite knowledge of health hazards and effects on relationships.</li><li>☆ Community organizations have information, resources and services to assist individuals with drug abuse and making decisions about using drugs.</li></ul>	<ul style="list-style-type: none"><li>• What do I have to lose, anyway?</li><li>• What is the worst that could happen?</li></ul>
<p><b>Curriculum Embedded Performance Task:</b> Scholars will be presented with the task of using the decision-making model to decide whether or not to use a drug. The format of the task will be an advice column for teens. Scholars will be given documents and websites that give information about the drug they are researching. Scholars should use evidence from the documents, in addition to class notes, to write a response to whether or not someone should use that drug. (Depending on the availability of technology, the responses may be added to an on-line blog.) Scholars will have demonstrated an understanding if their writing identifies the potential risks of using the drug, describes the potential for addiction and shows evidence of using the decision making model. Throughout the task there will be several opportunities for students to get feedback on their work including the note capture sheet, first draft of their letter and a peer review protocol.</p> <p><b>Formative Assessment:</b> Exit Ticket</p>		



Unit 6	Understanding	Essential Question
<b>Reproductive Health &amp; Family</b>	<p>Scholars will understand that...</p> <ul style="list-style-type: none"><li>☆ While everyone's body is different, puberty causes changes in everyone.</li><li>☆ The decision to have sex may result in consequences that extend beyond pregnancy and sexually transmitted infections.</li><li>☆ Sexual decision making is a personal choice that should be respected and communicated clearly.</li><li>☆ The decision making model can be used to make decisions about disease prevention.</li></ul>	<ul style="list-style-type: none"><li>• What are THOSE parts for?</li><li>• Where do babies come from?</li><li>• How would a pregnancy impact my life?</li><li>• How can I protect myself?</li></ul>
<p><b>Performance Task:</b> Scholars will create a paper mini-quilt that uses pictures and words to tell the story of how a character contracted HIV. Scholars will be directed to include how the HIV infection was transmitted (entry point, body fluid, risky behavior) and a local testing location with phone number. For this part of the task, scholars will have demonstrated an understanding if they can describe specifically how HIV was transmitted and what decisions were made in order for that character to contract HIV. Scholars will look at each other's work using a Gallery Walk format. Scholars will give each other feedback on what their characters could have done differently to prevent the infection. Upon reviewing feedback from their peers, scholars will then complete a "Do Over" mini-quilt on the reverse side of their mini-quilt. In the "Do Over" scholars will imagine that their same character could go back in time and make a decision that prevents the HIV transmission. Scholars will then re-tell the story wherein the character uses the decision making model and prevents the HIV transmission. Scholars will demonstrate understanding if they can use the decision making model to make decisions about preventing HIV.</p> <p><b>Formative Assessment:</b> Exit Ticket</p>		

\*Prior to starting our first unit there will be an "Introduction to Health Class" lesson and a "Google Classroom Intro" lesson.

\*\*Projects using technology will depend on the availability of technology at that time.