

Commercial Township School District

Content Area: Health

Grade: 7

Unit: Wellness

Unit Summary	
All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Student Learning Objectives	
2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness	
2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage	
2.1.8.A.3 Relate advances in technology to maintaining and improving personal health	
2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	
2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance	
2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	
2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	
2.1.8.B.4 Analyze the nutritional values of new products and supplements.	
2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer	
2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.	
2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional wellbeing	
2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.	
2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.	
2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict	

Unit Sequence	
This unit will take one marking period approximately 10 class periods	
Concepts	Formative Assessment

- Assess and apply health data to enhance each dimension of personal wellness
- Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- Relate advances in technology to maintaining and improving personal health
- Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services
- Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance
- Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural background
- Analyze the nutritional values of new products and supplement
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- ns that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer
- Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being
- Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others
- Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health
- Determine the effectiveness of existing home, school, and community

Students who understand the concepts are able to:

- Understand current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors
- An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
- There are many short and long term health benefits and risks associated with nutritional choices
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Developing self esteem, resiliency, tolerance and coping skills support social and emotional health

<p>efforts to address social and emotional health and prevent conflict</p> <ul style="list-style-type: none"> • Explain how culture influences the ways families and groups cope with crisis and change • Compare and contrast stress management strategies that are used to address various types of stress induced situations 	
Unit Resources	District/School Summative Assessments
<p>Choices Magazine www.pecentral.com</p>	<p>Multiple choice tests Open ended question tests Essay tests Involved student discussions</p>

Interdisciplinary Connections
Science, language Arts, Technology

Future Learning
Integrated Skills
Prior Learning
Human relationships and sexuality

Modifications
<p><i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i></p> <p><i>Time/General: 1. Allow extra time 2. Repeat and clarify directions 3. Provide breaks in between tasks 4. Have student verbalize directions 5. Provide timelines/due dates for reports and projects</i></p> <p><i>Processing: 1. Provide extra response time 2. Have student verbalize steps 3. Repeat directions 4. Provide small group instruction 5. Include partner work</i></p> <p><i>Comprehension: 1. Provide reading material on student's level 2. Have student underline important points 3. Assist student on how to use context clues to identify words/phrases 4. Ensure short manageable task</i></p> <p><i>Tests/Quizzes/Grading: 1. Provide extended time 2. Provide study guides 3. Limit number of responses</i></p>

Behavior/Attention: 1. Establish classroom rules 2. Write a contract with the student specifying expected behaviors 4. Provide preferential seating 5. Re-focus student as needed 6. Reinforce student for staying on task

Organization: 1. Monitor the student and provide reinforcement of directions 2. Verify the accurateness of homework assignments 3. Display a written agenda

Enrichment;

1. Evaluate vocabulary 2. Elevate Text Complexity 3. Incorporate inquiry based assignments and projects 4. Extend curriculum • Balance individual, small group and whole group instruction 5. Provide tiered/multi-level activities 6. Include purposeful learning centers 7. Provide open-ended activities and projects 8. Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers 9. Provide pupils with experiences outside the 'regular' curriculum 10. Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level 11. Require a higher quality of work than the norm for the given age group • Promote higher level of thinking and making connections. 12. Focus on process learning skills such as brainstorming, decision making and social skills 13. Use supplementary materials in addition to the normal range of resources. 14. Encourage peer to peer mentoring 15. Integrate cross-curricular lessons 16. Incorporate real-world problem solving activities 17. Facilitate student-led questioning and discussions

21st Century Themes and Skills

Global Awareness, Health Literacy, Critical Thinking and Problem Solving Social and Cross-Cultural Skills

Commercial Township School District
 Content Area: Health
 Grade: 7
 Unit: Integrated Skills

Unit Summary
All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
Student Learning Objectives
<p>2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts</p> <p>2.2.8.B.1 Predict social situations that may require the use of decision-making skills</p> <p>2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p> <p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities</p> <p>2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities</p> <p>2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community</p> <p>2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative</p> <p>2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness</p> <p>2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p>

Unit Sequence	
This unit will take one marking period. Approximately 10 class periods	
Concepts	Formative Assessment
<ul style="list-style-type: none"> Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> Make good health decisions require the ability to access and evaluate reliable resources.

<ul style="list-style-type: none"> • Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts • Predict social situations that may require the use of decision-making skills • Justify when individual or collaborative decision-making is appropriate • Analyze factors that support or hinder the achievement of personal health goals during different life stages. • Analyze strategies to enhance character development in individual, group, and team activities • Analyze to what extent various cultures have responded effectively to individuals with disabilities • Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community • Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. • Defend a position on a health or social issue to activate community awareness and responsiveness. • Evaluate various health products, services, and resources from different sources, including the Internet. • Compare and contrast situations that require support from trusted adults or health professionals. 	<ul style="list-style-type: none"> • Demonstrate effective communication skills enhance a person’s ability to express and defend their beliefs • Decision-making can be affected by a variety of influences that may not be in a person’s best interest • Develop and implement a plan to reach realistic wellness goals increases the likelihood of reaching those goals • Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service • Exhibit leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. • There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.
Unit Resources	District/School Summative Assessments
<p>Choices Magazine www.pecentral.com</p>	<p>Multiple choice tests Open ended question tests Essay Tests Informative question and answer</p>

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Science, Language Arts, Technology

Future Learning

Prior Learning

Wellness

Modifications

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