

Wilson Area School District Planned Course Guide

Title of planned course: Health Education

Subject Area: Health

Grade Level: 7th Grade

Time/Credit for this Course: 2 classes/week, 36 weeks

Curriculum Writing Committee: Mike Falcone
Anne Skutches
Nancy Thomas
Brandon Tigar

Curriculum Map

<u>August-</u>	Health Introduction
<u>September-</u>	Health Introduction Bullying Life Skills Training
<u>October-</u>	Life Skills Training
<u>November-</u>	Life Skills Training
<u>December-</u>	Growth and Development
<u>January-</u>	Growth and Development
<u>February-</u>	Body Systems
<u>March-</u>	Body Systems
<u>April-</u>	Body Systems Diseases
<u>May-</u>	Diseases
<u>June-</u>	Wrap Up

Wilson Area School District Planned Course Materials

Course Title: Health Education

Teacher Resources:

ABC News 20/20 Too Good To Be True? DVD (2008)
Activities That Teach
“Anglada” Health Packet
Community Agencies and Organizations
Comprehensive Health for the Middle School Series
Concepts and Challenges: Life Science Textbook and
Teacher’s Edition (2009)
Discovering Me
Discovery Ed: United Streaming Website
Glencoe Health Teacher Edition
Gum In My Hair: How to Cope with A Bully DVD
(2002) and Comprehensive Facilitator’s Guide
Health and Wellness
Health Teacher’s Book of Lists
Internet
Life Skills Workbook
National Geographic: Inside the Living Body DVD (2007)
National Geographic: World’s Most Dangerous Drug (2007)
Patricia Rizzo Toner’s Just for the Health of It Series
Sexuality and Character Education, K-12
Teacher Acquired Materials
Teacher Generated Materials
Teaching Today’s Health
The Truth About Tobacco DVD (2011)
Think, Choose, Act Healthy
Tools for Teaching Health
Totally Awesome Health

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Health Introduction

Time frame: 3 classes

State Standards: 10.1.9, 10.2.9

Essential content/objectives: At end of the unit, students will be able to:

- Analyze factors that impact adolescent decision-making
- Clarify health care services and products that may impact adolescent health care practices

Core Activities: Students will participate in:

- The Human Scavenger Hunt, May I have your Autograph?
- Comparisons- Venn
- Unforgettable
- Speed Dating
- Constructive Criticism
- Time Management

Extensions:

- Create a Jeopardy Game as a review of basic health facts gathered in 5th and 6th grades

Remediation:

- Adaptations specific to students' needs
- Limit number and length of directions
- Guided practice in core activities

Instructional Methods:

- Direct instruction
- Notes
- Group work
- Role playing
- Interaction
- Self-reflection
- Journal writing

Materials & Resources:-

- Worksheets
- Notes
- Journals
- Internet
- Student folder
- Art supplies
- Flash cards

Assessments

- Quizzes
- Tests
- Journal entries
- Projects
- Writing samples
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Bullying

Time frame: 2 classes

State Standards: 10.3.9.A, 10.3.9.C

Essential content/objectives: At end of the unit, students will be able to:

- Analyze individual's responsibility for safe practices in school
- Analyze individual's self-protection skills
- Analyze and apply conflict resolution techniques

Core Activities: Students will participate in:

- Create a Short Film on Bullying
- Current Events
- Collage of one's self-esteem
- Create a conflict

Extensions:

- Conduct a survey throughout school to gather statistical data regarding bullying

Remediation:

- Adaptations specific to students' needs
- Student conferencing

Instructional Methods:

- Direct instruction
- Review
- Student discussion groups
- Presenting guidelines for short film piece on bullying

Materials & Resources:

- Worksheets
- Notes
- Journals
- DVD
- Internet
- Student folder
- Magazines
- Newspapers
- Art supplies
- Flip camcorders from IU 20

Assessments:

- Quizzes
- Tests
- Journal entries
- Student folder
- Group work
- Peer assessment
- Self assessment
- Video presentation
- Rubric tool

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Growth and Development
Reproductive System

Time frame: 14 classes

State Standards: 10.1.9.A

Essential content/objectives: At end of the unit, students will be able to:

- Analyze factors that impact growth and development between adolescence and adulthood
- Human Reproductive System (segregated classes)
- Examine STD and HIV prevention
- Identify reliable sources of accurate information regarding sexuality, sexual health, and reproduction
- Investigate interpersonal relationships and communication skills
- Establish future goals and connecting the abstinence choice to those goals
- Identify the benefits of being sexually abstinent
- Evaluate their personal goals

Core Activities: Students will participate in:

- PB&J activity
- Taking charge
- Door openers
- No Means No!
- Passive/Active/Aggressive listening game
- Stages of life
- Puberty handbook
- Personal survey
- STD brochure
- Challenges for kids
- Explore myths
- Game creation based on risky behaviors and decision making
- Interview family member
- Growing up...sentence completion

Extensions:

- Research and report findings on the characteristics of gender –
- Videotape scenarios depicting aggressive, passive, and assertive behaviors

Remediation:

- Adaptations specific to students' needs
- Peer support
- Student conferencing

Instructional Methods:

- Direct instruction
- Worksheets
- Guidelines
- Materials for student interactive activities
- Modeling desired results

Materials & Resources:

- Worksheets
- Notes
- VHS/DVD
- Diagrams
- Journals
- Internet
- Student folders
- Art supplies

Assessments:

- Quizzes
- Tests
- Journal entries
- Writing samples
- Projects/presentations
- Rubric tool
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Circulatory, Respiratory, Central Nervous, Digestive, Lymphatic, and Endocrine Systems

Time frame: 20 classes

State Standards: 10.1.9.B, 10.1.9.D, 10.1.9.E

Essential content/objectives: At end of the unit, students will be able to:

- Define and outline individual body systems
- Treatment and care of body systems
- Examine the interdependence of body systems
- Review current research and findings
- Analyze how personal choices can affect personal health

Core Activities: Students will participate in:

- Compare and Contrast
- How to Keep Healthy
- How the Immune System Works
- Human Poster
- Identification
- In the Gym Activities

Extensions:

- Further research among current issues

Remediation:

- Adaptations specific to students' needs
- Study guide
- Shortened version of tests/quizzes
- Modeling

Instructional Methods:

- Direct instruction
- Notes
- Worksheets
- Guest speaker(s)
- Inside the Living Body DVD
- Interactive activities
- Cardiovascular activity in the gym

Materials & Resources:

- Worksheets
- Notes
- Inside the Living Body DVD
- Journals
- Internet
- Student folder
- Art supplies
- American Lung Association
- American Cancer Society
- Calculators
- Straws
- Stopwatches
- “Move Your Body Music”
- Selection for projects

Assessments:

- Quizzes
- Tests
- Journal entries
- Projects/presentations
- Student generated work
- Rubric tool
- Self-assessment
- Class participation
- Peer assessment
- Writing samples
- Group work

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Life Skills Training

Time frame: 22 classes

State Standards: 10.1.9, 10.2.9, 10.3.9

Essential content/objectives: At end of the unit, students will be able to:

- Apply appropriate decision making skills to real life scenarios
- Manage emotions and anger, and deal with them appropriately
- Develop appropriate social skills

Core Activities: Students will participate in:

- Scenarios
- Decision Analysis
- Stress Management

Extensions:

- Supplemental activities outside the Life Skills Program

Remediation:

- Adaptations specific to students' needs
- Emphasize important information

Instructional Methods:

- Life Skills workbook
- Direct instruction
- Notes
- Worksheets
- Notes
- Group work
- Pairing
- Learning stations
- Visuals for explanation and demonstration

Materials & Resources:

- Life Skills Resources
- Notebooks
- Journal
- Worksheets
- Recording sheets for group work
- Materials needed for learning stations
- Art supplies
- Internet
- Student folders

Assessments:

- Pre/Post Test
- Quizzes
- Tests
- Journal entries
- Student folder/notebook
- Projects and presentations
- Group participation
- Rubric tool
- Self-assessment
- Peer assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Diseases

Time frame: 12 classes

State Standards: 10.1.9.E, 10.2.9.D, 10.2.9.E

Essential content/objectives: At end of the unit, students will be able to:

- Differentiate between communicable and non-communicable diseases
- Identify risk factors for diseases
- Analyze prevention strategies
- Research treatment and care of diseases
- Analyze current research and findings

Core Activities: Students will participate in:

- Communicable vs. Noncommunicable
- Draw a Defense
- Disease Investigation
- Prevention and Treatment Research

Extensions:

- Interview an infectious disease medical professional and report findings

Remediation:

- Adaptations specific to students' needs
- Limit number and length of questions
- Guided practice in core activities

Instructional Methods:

- Direct instruction
- Overhead use of body diagrams
- Question/answer implementation
- Small group work
- Journal writing
- Self-reflection

Materials & Resources:

- Worksheets
- Notes
- Journals
- Internet
- Student folder
- Art supplies
- Diagrams
- Internet

Assessments:

- Quizzes
- Tests
- Journal entries
- Group work
- Worksheet completion
- Rubric tool
- Self assessment