

PLANNED COURSE OF STUDY

Course Title	Seventh Grade Wellness
Grade Level	Seventh Grade
Length of Course	Quarterly - every day
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Course Description: The wellness curriculum in seventh grade is designed to provide students with the knowledge and skill foundation necessary to make healthy choices. This curriculum will empower students with the responsibility for his or her own health and well being. This class is based on the belief that developing a balance between the physical, social, and mental/emotional components of health is the key to healthy living.

Course Rationale: Children are faced with an increasing number of health issues in today's changing society. Therefore, the earlier we educate students and give them the tools to make good life choices, the better chance we have of reducing health problems.

Curriculum Map / Outline

Unit Title	Lesson #	Objectives
Concepts of Health 10.1.9E Introduction of Wellness	1-4	Students will learn the terms health and wellness and describe how they are interrelated. In addition, students will be able to describe actions they can take to prevent genetically linked diseases and disorders and provide examples of risk factors within each area of health.
Concepts of Health 10.4.9ABCD 10.5.9D Fitness	5-16	Students will understand the benefits of physical activity and be able to evaluate how they can improve their health. Students will have an understanding of the health and skill components of fitness and be able to distinguish between components. Students will learn skills for monitoring heart rates and be able to utilize these skills to help meet fitness goals. The cardiovascular, muscular and skeletal systems will be highlighted.
Concepts of Health Nutrition 10.1.9B 10.1.9C 10.2.9B	17-19	Students will utilize online menus and resources to determine the nutritional values of fast food eating. Students will be able to describe tips and tactics to improve eating on the run. Students will identify methods to determine healthy weight and healthy weight-management strategies; including weight-gain strategies. They will also be able to explain poor health results of being underweight, overweight and/or obese. Disease prevention will be highlighted as well. Students will have a basic knowledge of the digestive system.

Concepts of Health Drugs, Tobacco and Alcohol 10.1.9D 10.2.9B	20-31	Students will be able to classify drugs as they relate to the 4 main categories of drugs and know how to safely use prescription and over-the-counter drugs. They will understand addiction and how it works in the brain. Students will also be able to identify common illegal drugs, explain their health effects, and the physical, mental/emotional, and social consequences of drug abuse and addiction. Nicotine and other substances that are used in Vape products will be explored with a focus on strategies to prevent and discourage use. Students will be able to differentiate levels of drinking, analyze the effects of alcohol on the body and teenage brain, understand the consequences of underage drinking and summarize how alcohol use can increase the risk of developing alcohol-use disorders. They will also be able to describe factors that influence beliefs about alcohol use and how to help someone who suffers from alcohol addiction. In addition, students will have knowledge of the impact on the Respiratory, Circulatory and Nervous systems.
Concepts of Health Human Sexuality 10.1.9A 10.1.9E 10.2.9A 10.2.9C	31-40	Students will be able to explain the different aspects of sexuality. Including sexual feelings and behaviors, the concepts of biological sex, gender identity and sexual orientation. Effects of stereotyping and media influences will be explored. Students will be able to understand the nature and treatment of communicable diseases. They will also be able to describe the different methods of disease transmission and pathogens. Students will be able to describe the most commonly reported sexually transmitted infections (STIs), understand how people contract STIs, and explain treatment methods. Students will also distinguish between HIV and AIDS, describe the signs and symptoms of each, and understand the transmission of HIV. Students will be able to understand terms associated with noncommunicable diseases, explain risk factors, identify the common five that are considered important health concerns, and describe the risks that they pose to your health. Students will be able to explain the purpose of vaccines in disease prevention and summarize how to reduce the risk of noncommunicable diseases.
Concepts of Health 10.1.6 10.2.6 Body Systems	Embedded within other units	Incorporate these systems within units while also analyzing the interdependence of all systems: ● circulatory (fitness) ● respiratory (fitness) ● digestive (nutrition) ● nervous (drugs and mental health) ● reproductive (sexuality) ● integumentary (drugs and safety - skin cancer) ● urinary (reproductive and nutrition)

		immune (all units)
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Unit Title	Introduction to Wellness
Unit Description	Students will gain a better understanding of how health and wellness are related and factors they can take to prevent genetic risk factors. Students will distinguish between physical health, mental/emotional health and social health.
Essential Questions & Enduring Understandings	What is Health and Wellness? How can you prevent genetic risk factors present in the mental, social, and physical areas of health? <i>Students who are empowered with knowledge of their genetic risk factors can take preventive steps now to help avoid future diseases and disorders.</i> <i>Healthy people take care of their physical, mental, and social well-being.</i>

PA Academic Standards
10.1.9E - Concepts of Health

Key Unit Vocabulary	genes, controllable, uncontrollable, risk factors, wellness, health, mental/emotional health, social health, physical health, stress, preventative healthcare, well-being, cancer, heart disease, addiction, diabetes, high blood pressure, high blood cholesterol, environmental concerns
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
define health and wellness and distinguish between the physical, mental, and social areas of health.	Graphic organizer Advice letter “Ask Avalon” - Prompt page 2
understand diseases and disorders associated with both genetic and environmental risk factors.	Risk factor checklist, family discussion letter, and student “Doctor Report”
provide examples of risk factors within the physical, mental, and social areas of health.	“Doctor Report - Recommendations”
describe actions you can take to help prevent genetically linked diseases and disorders.	

Resources: *Comprehensive Health Skills for Middle School, Chapter 1, Lessons 1.1 and 1.2*

Unit Title	Fitness
Unit Description	Students will identify fitness activities they enjoy and be able to compare and contrast aerobic and anaerobic activities. They will be able to distinguish between the health-related and skill-related components of fitness. Students will also learn methods to monitor heart rate and utilize their readings for safety and goal setting purposes. Safe practices will be highlighted as well.
Essential Questions & Enduring Understandings	Why is it important to have a varied daily exercise routine? How can trying new and different exercises improve all systems of your body? How can effective heart rate monitoring help one to stay safe and reach fitness goals? What are the safety concerns associated with physical activity? <i>Understanding the importance of daily exercise as it relates to mental, social and physical health can help improve your wellness.</i>

PA Academic Standards
Concepts of Health 10.4.9ABCD & 10.5.9AD

Key Unit Vocabulary	aerobic, anaerobic, health-related, skill-related, muscular endurance, muscular strength, cardiovascular endurance, healthful, body composition, flexibility, agility, balance, coordination, power, reaction time, speed, recovery heart rate, resting heart rate, working heart rate, carotid, radial, fitness, overload, overuse, R.I.C.E, hyperthermia, hypothermia, frostbite, concussion, fracture, reflective gear.
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
Understand the benefits of physical activity and be able to evaluate how they can improve their health.	<i>The Benefits of Physical Activity</i> (Activity A, 7.1) <i>Have Fun Getting Fit</i> <i>100 Ways Exercise Will Enrich the Quality of Your Life</i>
Distinguish the health and skill components of fitness and understand their importance of engaging in a varied exercise program to be “fit.”	<i>Be the Fitness Expert</i> (Activity D, lesson 7.2) <i>Fitness Circuit</i> (gym activity)

Monitor their heart rate and utilize their readings for safety purposes and to help meet fitness goals.	<i>Exercise and Heart Rate Activity</i> (gym activity) Unit Test
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Resources: *Comprehensive Health Skills for Middle School, Chapter 1 & 7*

Unit Title	Nutrition
Unit Description	Students will utilize online menus and resources to determine the nutritional values of fast food eating. Students will be able to describe tips and tactics to improve eating on the run. Students will identify methods to determine healthy weight and healthy weight-management strategies; including weight-gain strategies. They will also be able to explain poor health results of being underweight, overweight and/or obese. Disease prevention and knowledge of the digestive system will also be included..
Essential Questions & Enduring Understandings	What nutritional choices should be made in order to consume a well-balanced diet? What are some strategies used to transform a high calorie fast food option into a more complete, healthier meal choice? How can one quickly assess nutritional value from fast food menus? What methods are used to determine if someone is a healthy weight? What are the health effects of being of being underweight, overweight, or obese? What are healthy weight management techniques? <i>Being able to eat healthy on the run is an important life skill.</i> <i>Knowledge of Body Mass Index and its relationship to obesity can help to prevent diseases and disorders. Understanding methods, techniques and strategies to manage weight can improve overall health and well-being.</i>

PA Academic Standards
10.1.9B, 10.1.9C, 10.2.9B

Key Unit Vocabulary	nutrients, carbohydrates, protein, fats, vitamins, water, sugar, sodium, cholesterol, fiber, saturated fat, trans fat, calories, heart disease, cancer, obesity, overweight, underweight, body mass index (BMI), diet, caliper,, body composition, fad diets, fasting, body image, eating disorders, weight management, digestion, pancreas, liver, gallbladder, small intestine, large intestine, stomach, esophagus, absorption
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
utilize online menus and resources to determine the nutritional values of fast food eating	Wawa online Nutrition calculator STMS (Nutriserve) lunch menu calculator
identify methods to determine healthy weight and healthy weight-management strategies, including weight-gain strategies	Graphic Organizer <i>Healthy Weight Management</i>

be able to explain poor health results of being underweight, overweight and/or obese	Graphic Organizer <i>Healthy Weight Management</i> <i>The Healthy Weight Journey</i>
have a basic knowledge/understanding of the digestive system	<i>Digest and Remove Organizer</i>

Resources: *Comprehensive Health Skills for Middle School, Chapter 6, Lesson 17.3, BMI Classroom chart.*

<https://www.nutritionix.com/wawa/nutrition-calculator>

<https://sdst.nutrislice.com/> (interactive on-line school lunch menu)

Unit Title	Drugs and Alcohol
Unit Description	Students will be able to classify most drugs as they relate to the 4 main categories of drugs and addiction. They will understand how addiction works in the brain. They will also be able to identify common illegal drugs, explain their health effects, and the physical, mental/emotional, and social consequences of drug abuse and addiction. Nicotine and other substances that are used in Vape products will be explored with a focus on strategies to prevent and discourage use. Students will differentiate levels of drinking, analyze the effects of alcohol on the body and teenage brain, understand the consequences of underage drinking and summarize how alcohol use can increase the risk of developing alcohol-use disorders. They will also be able to describe factors that influence beliefs about alcohol use and how to help someone who suffers from alcohol addiction. In addition, students will have knowledge of the impact on the <u>respiratory, circulatory and nervous systems</u> .
Essential Questions & Enduring Understandings	How can knowing the main categories of drugs help inform decision-making? How do prescription and over the counter drugs relate to the categories of drugs, addiction, and responsible use? How does addiction work in the brain? What are current drug trends, such as vaping and marijuana edibles, and how does one assess associated risks? How does underage drinking and/or long term use of alcohol affect the brain and body systems? <i>Being able to make informed choices as they relate to drug use and abuse will empower students to make healthy choices.</i>

PA Academic Standards
Concepts of Health: 10.1.9D & 10.2.9B

Key Unit Vocabulary	stimulants, depressants, hallucinogens, narcotics, marijuana, THC, hash, edibles, vape, JUUL, inhalants, CNS (central nervous system), dopamine, neurotransmitter, neurons, euphoria, addiction, tolerance, physical dependence, psychological dependence, withdrawal, cocaine, sedatives, alcohol, BAC, absorption, alcohol poisoning, moderate drinking, binge drinking, heavy drinking, cirrhosis, cancer, Alateen, Al-Anon, GHB, rohypnol, LSD, PCP, methamphetamine, opioids, heroin, fentanyl, club drugs, anabolic steroids, prescription, over-the-counter, side effects, substance abuse, illegal drugs, inject,
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	snort, inhale, overdose, refusal skills, lungs, respiration rate, blood, heart attack, circulation
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
understand the similarities and differences of the 4 main classifications of drugs and be able to classify most drugs.	Drug Packet (teacher made)
differentiate between over-the-counter and prescription drugs and identify safe/unsafe practices regarding use and abuse.	Drug packet <i>Safe Medication Use</i> organizer Partner label reading activity
define addiction and trace its path in the brain as it affects neurotransmitters and leads to tolerance.	Annotated addiction article and questions
understand the harmful effects of vape and dab pens.	<i>Know, Learned, Want to Know Chart</i>
summarize the effects alcohol has on the body and the teenage brain	scenarios, exit card
utilize drug related information in regards to the decision making process	scenarios and decision making process worksheet
relate, discuss, and link drug related terms to other terms.	Unit assessment/Word Links

Resources: *Comprehensive Health Skills for Middle School, Chapters 8-10,*

<https://www.youtube.com/watch?v=9dZSRniak0&t=191s>,

<https://www.youtube.com/watch?v=IOLb21bii-A&list=PLTKlkNoPOHweuZh7Jmndd-xBgRryzpj9>,

<https://www.drugfreeworld.org/drugfacts/drugs/why-do-people-take-drugs.html>,

<https://www.responsibility.org/>,

https://www.scholastic.com/youthvapingrisks/VapingMisperceptions_infographic_middleschool.pdf,

<https://asklistenlearn.org/kids/>,

<https://teens.drugabuse.gov/drug-facts/brain-and-addiction>

Unit Title	Human Sexuality
Unit Description	Students will be able to understand the nature and treatment of communicable diseases. They will also be able to describe different methods of disease transmission, pathogens and risk factors. The purposes of vaccines in disease prevention will be highlighted. Students will be able to describe the most commonly reported sexually transmitted infections (STIs), understand how people contract STIs, and explain treatment methods. Students will also distinguish between HIV and AIDS, describe the signs and symptoms of each, and understand how HIV is transmitted. Good and bad qualities of relationships will be explored and students will be empowered with tools to recognize relationship red flags and to use refusal skills effectively to say no. Students will be able to explain different aspects of sexuality; including sexual feelings and behaviors, the concepts of biological sex, gender identity and sexual orientation. Effects of stereotyping and media influences will be explored.
Essential Questions & Enduring Understandings	What is sexuality? How does biological sex, gender, sexual orientation, and sexual thoughts and experiences affect sexuality? How can stereotyping and media influences affect homophobia? How can understanding communicable diseases help keep you healthy? What is the impact of sexual choices? What are some refusal skills you can use to help avoid unwanted sexual activity? <i>Understanding different aspects of sexuality can help to foster a community of inclusion, respect and sense of belonging.</i> <i>Being able to analyze relationships can help keep us safe physically, emotionally and socially.</i>

PA Academic Standards
10.1.9 A

Key Unit Vocabulary	communicable diseases, noncommunicable diseases, pathogens, bacteria, viruses, fungi, protozoa, antibiotics STI's, chlamydia, gonorrhea, syphilis, trichomoniasis, genital herpes, HPV, hepatitis, abstinence, latex condom, HIV, AIDS refusal skills, respect in relationships, communication
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	sexuality, biological sex, intersex, gender, gender roles, gender identity, transgender, sexual orientation, homophobia
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities
recognize different aspects of sexuality.	<i>Aspects of Sexuality</i> graphic organizer
identify stereotypes and explore common myths associated with gender.	<i>Choices</i> article and follow up questions. End of chapter questions.
distinguish between communicable and noncommunicable diseases and understand how STI'S are spread.	Teacher-made packet. STI Web and exit questions
identify what HIV and AIDS are and understand the necessary precautions to take to avoid infection.	<i>Know, Learned, Want to Know Chart</i> HIV/AIDS T/F questions Packet
understand the importance of diet, exercise, and prevention techniques in keeping your reproductive system healthy.	Packet Quiz
analyze relationships and identify good and bad qualities of each.	Video “Toothpaste” & <i>Choices</i> article “Bad Romance” and teacher made <i>Characteristic Chart</i>
utilize refusal skills to say no to unwanted sexual acts.	Scenarios Recognize, Refuse, Report teacher made worksheet.

Resources: *Text-Comprehensive Health Skills for Middle School, Chapter 11, 14, 16, 18 and 19*

<https://www.youtube.com/watch?v=qlySBAtu3Lo>

<https://choices.scholastic.com/>

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=1591>

Unit Title	
Unit Description	
Essential Questions & Enduring Understandings	

PA Academic Standards

Key Unit Vocabulary	
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Learning Objectives – <i>The student will...</i>	Assessment Opportunities

Resources: *Comprehensive Health Skills for Middle School*
