

Grade Level: 7th

TOPIC: Personal Health

Unit Name: Personal Health (Total 4 classes)

Overview - Students will be able to

- Discuss the three sides of the health triangle.
- Explore the importance of getting a restful night's sleep.
- Analyze eating disorders and the risk factors associated with these disorders.
- What depression is and what depression is not.

I Can Statements:

The standards in kid friendly language

- Define the three different types of eating disorders.
- Differentiate between self-esteem and self-concept.
- Discuss the three sides of the health triangle.
- Explain the importance of a restful sleep pattern and how it positively affects each side of the health triangle.

Essential Questions: (1 or 2 per unit) - Big overarching questions that extend beyond the course-

- Why is understanding that the three sides of the health triangle are equally important?
- What are the three different types of eating disorders?
- How does self-esteem and self-concept differ?
- Does sleep make a difference in an individual's overall wellness?

Learning Progressions:

What should the students come in knowing?

- The three sides to the health triangle
- Expressing emotions in a healthy way.
- A healthy sleep pattern positively affects a student's overall health.

What are the students working on?

- Who am I? Collage Project
- Information on all three eating disorders with the aid of technology (chromebooks/DVD)

What will they work on next year?

- Concepts on personal health will now focus on stress in the 8th grade.

Vocabulary - Essential terms for the unit

- Self-esteem
- Self-concept
- Bulimia nervosa
- Anorexia nervosa
- Binge eating
- Consequences
- Abstinence

Texts and Resources for the Unit

DVDS, Google Forms, Google Classrooms (for handouts and work activities).

Technology Integration Strategies and Resources:

- Google classroom (for communication, assignments, handouts)
- Google Docs (for student work and shared notes)
- Google forms (Pre-tests, formative assessments)
- ASPEN (for class updates and communication)

Learning Plan

Describe the major activities that will occur in teaching and learning

- Group work
- Viewing DVDs and class discussion
- Textbook
- Turn and talk

10 minute lecture then active strategy (studies state that students do not recall anything after ten minutes of lecture)

Standards: (RI Health Education Standards, Grades 5-8)

Personal Health

1.1

1.2

2.1

3.1

4.1

6.4

Grade Level: 7th

TOPIC: Disease Prevention

Unit Name: HIV/AIDS, STIs, and Sexual Harassment (Total 4 classes)

Overview - Students will be able to

- Discuss what the letters in HIV/AIDS and STI stands for.
- Examine the ways of transmission for HIV.
- Discuss the five main STIs and how they affect your health.
- Define sexual harassment.

I can statements:

The standards in kid friendly language

- identify common sexually transmitted infections (STI's) and the problems they cause.
- explain how people become infected with HIV and develop AIDS.
- describe how to avoid getting HIV and AIDS
- define sexual harassment
- Identify resources available to me to help report cases of sexual harassment.

Essential Questions: (1 or 2 per unit) - Big overarching questions that extend beyond the course-

- How can obtaining an STI change an individual's life and relationship with others?
- Why is there a stigma attached to STI's?
- How can sexual harassment affect a person's relationship with others?

Learning Progressions:

What should the students come in knowing?

- What HIV/AIDS is?
- How HIV/AIDS is transmitted? (Communicable or Non-communicable disease?)

What are the students working on?

- Highlighted notes on HIV/AIDS and STIs.
- True or False handout on sexual harassment.
- Discussing scenarios on different examples of sexual harassment.

What will they work on next year?

- Relationship violence (Warning signs, red flags, the cycle of abuse).

Vocabulary - Essential terms for the unit

- Abstinence
- HIV
- AIDS
- STI
- Sexual harassment
- Chlamydia
- Syphilis
- Gonorrhea
- HPV
- Genital herpes

Texts and Resources for the Unit

DVDS, Google Forms, Google Classrooms (for handouts and work activities).

Technology Integration Strategies and Resources:

- Google classroom (for communication, assignments, handouts)
- Google Docs (for student work and shared notes)
- Google forms (Pre-tests, formative assessments)
- ASPEN (for class updates and communication)

Learning Plan

Describe the major activities that will occur in teaching and learning

- Group work
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- Turn and talk

10 minute lecture then active strategy (studies state that students do not recall anything after ten minutes of lecture)

Standards: (RI Health Education Standards, Grades 5-8)

Disease Control and Prevention Instructional Outcomes

1.1

1.2

2.2

3.1

4.1

6.4

Grade Level: 7th

Topic: Drug Abuse Prevention

Unit Name: (Total 14 classes)

Overview - Students will be able to

- Discuss what alcohol is and how it affects the body.
- Examine the stages of addiction.
- Discuss the five drug categories.
- Define alternatives and give examples.
- Differentiate between internal and external pressure
- Identify consequences of alcohol use on the body.
- Project Northland “Amazing Alternatives” (7 lessons)

I can statements:

The standards in kid friendly language

- Define alcohol and the effects on the body.
- Identify the stages of addiction.
- Define an alternative and give examples.
- Identify consequences of drinking.
- Identify resources available to me for addiction abuse.

Essential Questions: (1 or 2 per unit) - Big overarching questions that extend beyond the course-

- What impact does substance abuse have on families and friends of those who are addicted?
- How does substance abuse affect a person financially?

Learning Progressions:

What should the students come in knowing?

- The five drug categories covered in middle school health.
- The effects of each category on the body (ex. Stimulants speed up the central nervous system).

What are the students working on?

- Highlighted notes on alcohol.
- True or False handout on alcohol.
- Discussing scenarios on different examples of alternatives for alcohol use.

What will they work on next year?

- Illicit drugs

Vocabulary - Essential terms for the unit

- Drug
- Alcohol
- Consequence
- Alternative
- Internal pressure
- External pressure
- Media

Texts and Resources for the Unit

DVDS, Google Forms, Google Classrooms (for handouts and work activities).

Technology Integration Strategies and Resources:

- Google classroom (for communication, assignments, handouts)
- Google Docs (for student work and shared notes)
- Google forms (Pre-tests, formative assessments)
- ASPEN (for class updates and communication)

Learning Plan

Describe the major activities that will occur in teaching and learning

- Group work
- Viewing DVDs and class discussion
- Textbook
- Turn and talk

10 minute lecture then active strategy (studies state that students do not recall anything after ten minutes of lecture)

Standards: (RI Health Education Standards, Grades 5-8)

Substance use and abuse prevention

1.3

1.5

1.7

2.1

2.2

3.3

3.6

4.1

5.1

6.1

6.4

7.1

7.3

Grade Level: 7th

TOPIC: Signs of Suicide

Unit Name: Suicide Prevention Unit (Total 3 classes)

Overview - Students will be able to

- Defining suicide and depression.
- Identify the warning signs of depression and suicide.
- Determine who can provide support to those dealing with depression or suicidal thoughts.
- Know each part of the A.C.T. acronym (Acknowledge, Care, Tell)

I Can Statements:

The standards in kid friendly language

- Define the terms depression and suicide.
- Determine the warning signs of depression.
- Describe how the three sides of the health triangle are affected by depression.
- Identify the warning signs of suicide.
- Explore resources available for those suffering from depression and/or suicidal thoughts.

Essential Questions: (1 or 2 per unit) - Big overarching questions that extend beyond the course-

- How can goals for emotional health help to prevent depression and possible suicide?
- How can mental health disorders affect all relationships in my life?

Learning Progressions:

What should the students come in knowing?

- The three sides to the health triangle.
- Expressing emotions in a healthy way.
- Understanding what can cause your emotions to change on a daily basis.

What are the students working on?

- Defining depression and discussing factors that can cause people to start having depressive thoughts.

- How to respond to someone with feelings of depression.
- What are warning signs for someone dealing with suicidal thoughts.
- Learning the importance of acting on these warning signs and not being a bystander.
- How to deal with stressors in your life to help to decrease the risk of becoming depressed.

What will they work on next year?

- Concepts on personal health will now focus on stress in the 8th grade.

Vocabulary - Essential terms for the unit

- Depression
- Suicide
- Acknowledge
- Act
- Tell
- Warning signs
- Self injury
- Protective factors
- Precipitating events

Texts and Resources for the Unit

Signs of Suicide Middle School Program, S.O.S. DVD, Google Forms, Google Classroom (for handouts and work activities).

Technology Integration Strategies and Resources:

- Google classroom (for communication, assignments, handouts)
- Google Docs (for student work and shared notes)
- ASPEN (for class updates and communication)

Learning Plan

Describe the major activities that will occur in teaching and learning

- Group work (to determine what depression and suicide mean and what they look like).
- Viewing DVDs and class discussion
- Signs of Suicide Student handout
- Turn and talk

10 minute lecture then active strategy (studies state that students do not recall anything after ten minutes of lecture)

Standards: (RI Health Education Standards, Grades 5-8)

Signs of Suicide

Personal Health Standard

- 1.1
- 1.2
- 2.2
- 3.3
- 4.1
- 5.3
- 6.3
- 7.4

Family Life Instructional Outcomes

- 1.2
- 3.2
- 5.2
- 5.3
- 5.4

Grade Level: 7th

TOPIC: Mental/Emotional Wellness

Unit Name: Mental/Emotional Wellness- Social Media/Screen Time (Total 2 classes)

Overview - Students will be able to

- Understand addiction to social media
- Discuss the importance of a defined amount of screen time.
- Describe the link between social media/screen time and stress/anxiety

I Can Statements:

The standards in kid friendly language

- Examine the link between screen time and increased anxiety
- Identify the benefits of restricted screen time
- Explain how emotions change when using social media

Essential Questions: (1 or 2 per unit) - Big overarching questions that extend beyond the course-

- What are the negative effects of too much time spent looking at screens?
- How can screen time intrude on sleep time?
- Does social media participation lead to undue stress?

Learning Progressions:

What should the students come in knowing?

- New unit for our incoming 7th graders

What are the students working on?

- How to express emotions in a positive way.
- Creating limits to screen time. (How much is too much time on a screen).

What will they work on next year?

- Stress - What is stress and what are stressors in a student's life.

Vocabulary - Essential terms for the unit

- Screen time
- Dopamine
- Addiction

Texts and Resources for the Unit

Glencoe textbook (Teen Health, Course 1), DVDS, Google Forms, Google Classrooms (for handouts and work activities).

Technology Integration Strategies and Resources:

- Google classroom (for communication, assignments, handouts)
- Google Docs (for student work and shared notes)
- Google forms (Pre-tests, formative assessments)
- ASPEN (for class updates and communication)
- <https://youtu.be/awAMTQZmvPE> (Brain hacking)
- <http://www.pbs.org/newshour/extra/lessons-plans/are-teens-addicted-to-technology/>
Main Lesson
- Kahoot Survey

Learning Plan

Describe the major activities that will occur in teaching and learning

- Viewing DVDs and class discussion
- Turn and talk

10 minute lecture then active strategy (studies state that students do not recall anything after ten minutes of lecture)

Standards: (RI Health Education Standards, Grades 5-8)

1.2
1.4a
3.3
4.2
5.5