

Grade 7 First Report Card Period

Strand	Content	Skills	Assessment
<p>Personal Health/ Mental Health</p> <p><i>Decision Making, Safety, Growth and Development, Accessing Information, Health Advocacy</i></p>	<ul style="list-style-type: none"> ◆ Making healthy decisions ◆ Problem solving skills ◆ Interpersonal communications skills * Health assessments * Signs of depression * Suicide intervention <p>Essential Questions:</p> <p>How does a teen become an advocate for health?</p> <p>What are the effects of the many emotions experienced by teens?</p>	<ul style="list-style-type: none"> ◆ Know importance of assuming personal responsibility for health and safety practices (1.B) ◆ Analyze a personal health assessment to determine health strengths and risks (1.C) ◆ Describe ways to reduce risks related to adolescent health problems (2.E) ◆ Identify the variety of cultures present in a community and identify their spiritual, ethical, and medical approaches to health and healing (1.O) <ul style="list-style-type: none"> * Identify factors that support and detract from long term and short term health goals (1.G) * Explain the effect on society of personal character skills of honesty, respect, empathy, compassion, non-violence and non-stealing (1.I) * Understand how behavior of family members and peers affect interpersonal communication (3.L) * Identify how racism, classism, and sexism affect self-image, health and access to health care (3.M) * Recognize symptoms of depression and suicide risk in teens and how to intervene (3.O) * Know how to effectively express feelings and opinions on health issues and recognize barriers to effective communication and advocacy (5.H) * Develop strategies for monitoring positive and negative relationships that influence health, including peer pressure (5.K) 	<ul style="list-style-type: none"> ◆ Maintain a personal health log/diary on a selected personal health behavior (e.g. a 24 hour food diary, a record of sleep patterns, exercise habits) Analyze the diary for patterns ◆ Assign a specific health problem to a small group for research purposes. Research resources and decision making strategies to address the problem. Sample problems include: nutritional needs of adolescents, care for asthma, support for pregnant teens, hygiene, or drug use ◆ Identify one personal short term and long term goal. Brainstorm possible barriers to success for achieving these goals. Design an implementation plan for short term and long term health goals and identify strategies to achieve the goals ◆ Listen to a presentation by the teacher on situations that challenge character skills. Solve the dilemma (e.g. lifeboat problem, finding a wallet). Discuss and decide on the long-term effects. Hypothesize the effects on society ◆ Research health and healing around the world using the internet, library and interviews <ul style="list-style-type: none"> * Create an individual rite of passage ceremony after reading and discussing examples from various cultures * Discuss a death/loss situation (e.g. death of a sibling, pet, divorce of parents) in small groups. Discuss the impact on the family, such as change of roles, the need for emotional outlets, and possible communication problems * Divide into brainstorming groups assigned to specific societal groups (e.g. elderly, race, disabled, ethnic, gender). Discuss the roots of discrimination, areas of discrimination, effects of discrimination, and how specific groups are alike or dissimilar * Role-play situations in which students attempt to prevent a peer from making an unhealthy choice (e.g. tobacco use, sexual intercourse) * Address 3 topics in a small group and come to a group consensus to share with whole class. Discuss topics such as: Effectiveness of “Just Say No” campaigns; How to express opinions and feelings about Teen Health Issues (sex, drugs, risk-taking behaviors); Barriers to effective communication; Advocacy

<p>Human Growth and Sexuality</p> <p><i>Decision Making, Growth and Development</i></p>	<ul style="list-style-type: none"> ◆ Conception and gestation ◆ Avoiding pregnancy ◆ Risk behaviors and pregnancy * Changing roles in relationships * Maintaining positive relationships * Safe dating practices <p>Essential Questions: What do teens need to know about sexuality? Why does maternal health matter? Relationships; what works, what doesn't and why?</p>	<ul style="list-style-type: none"> ◆ Identify interactions of 7 body systems and ways health of one system affects health of another system and how whole system interaction relates to being a healthy person. (1.A) ◆ Describe fertilization, gestation and the importance of mother's health during that time. (3.C) * Be able to identify rites of passage in various cultures (3.B) * Recognize that male and female roles have been redefined over time. (3.D) * Know skills for building and maintaining positive interpersonal relationships. (3.E) * Identify safe dating practices for teens. (3.G) * Identify ways to prevent HIV/STD's and pregnancy. (3.J) 	<ul style="list-style-type: none"> ◆ Examine the influences of a specific health decision on the 7 body systems using a graphic organizer ◆ Create a model of the body systems using everyday items. Create a second model showing the impact of poor health on system(s) * Bring in a 5 lb. Sack of flour/sugar and for one week Pretend it is a child. In the parent role, provide 24-hour care. Keep a journal of experiences * Have a prenatal care nurse come to discuss importance of nutrition and care. Brainstorm effects of health choices on fetal development and on the mother * Create an information campaign for peers to prevent HIV/STD's. Assign groups to different mediums (video, skit, poster, music) Emphasize the importance of abstinence and good communication * Create an Intimacy Scale to identify range of behaviors from non-intimate to intimate (e.g. handshake, kissing, french kissing). Identify which behaviors are risky or not risky for HIV/STD and pregnancy prevention * Design a "Personal Ad" to present one's self and identify qualities sought in a person for a relationship with as a teenager. Project what would be in a similar ad when one is 25 years old * Describe living hardships that teens may experience as a result of parenting responsibilities
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Grade 7 Second Report Card Period

<u>Strand</u>	<u>Content</u>	<u>Skills</u>	<u>Assessment</u>
<p>Tobacco, Alcohol and Other Drugs</p> <p><i>Decision making</i></p>	<ul style="list-style-type: none"> ◆ Dependence and addiction ◆ Binge drinking ◆ Relationship between AOD and transportation, sexual behavior, other injuries ◆ Benefits of a smoke-free environment <p>Essential Questions: Why don't alcohol and other drugs go well with puberty? What are the effects of alcohol abuse on the community?</p>	<ul style="list-style-type: none"> ◆ Know that drugs, alcohol and tobacco can impair mental, physical and emotional development especially during puberty. (1.L) 	<ul style="list-style-type: none"> ◆ Create posters or other types of PSA's aimed at peers addressing the impact of drug induced emotional or physical impairment ◆ Re-write a common fable or myth, having the main character use ATOD. Discuss how using drugs altered the story. Look for real life examples of how someone's life was altered by ATOD ◆ Research actual incidents of alcohol poisoning. Present findings to class

<p>Consumer and Environmental Health</p> <p><i>Decision making, Accessing Information, Health Advocacy</i></p>	<ul style="list-style-type: none"> ◆ Location and access of health care ◆ Services provided in my community ◆ Cost of health care * Environmental issues <p>Essential Questions: Do public health care services meet my communities needs? What environmental issues can a teen become involved with?</p>	<ul style="list-style-type: none"> ◆ Identify health education and care providers in the community and what they offer for health promotion. (1.E) ◆ Analyze the effects of advertising on choices of health care products. (4.B) ◆ Know how to use technology to access health education and health care information. (4.C) ◆ Know how to compare costs of health products in order to assess value. (4.D) ◆ Identify media formats available in community. (4.F) ◆ Know a variety of health care specialists available to teens and the way to seek care. (4.G) Identify barriers to teens concerning quality health care ◆ Know how poverty and prejudice can affect quality and access to health care, for all people. (4.H) ◆ Develop criteria for evaluating a health product used by teenagers and apply criteria to a specific health product. (5.C) ◆ Know the requirement for pursuing a specific health career. (5.D) * Know local environmental agencies and laws. (5.F) * Understand impact on environment of personal choices for recycling, transportation and food choices. (5.G) * Identify environmental laws that influence a public health concern. (5.B) 	<ul style="list-style-type: none"> ◆ Brainstorm alternative medical practices available within the Philadelphia community (chiropractic care, acupuncture, homeopathic). Define each. Prepare a series of questions for a practitioner of alternative medical care. Present these questions to an invited guest classroom speaker ◆ Choose an advertisement from a popular teen magazine. Write "I" statements about the ad (e.g. I like the car he's driving, I don't like that all the girls are tall and skinny). Generate general statements about whom the ad targets and what the advertisers want to occur as a result of the ad ◆ Brainstorm and discuss the prejudices inherent in the socioeconomic differences in health care ◆ Review laws to determine what led to the enactment and effects of laws on public health. Write a letter to a public official to endorse continued support of public health laws ◆ Brainstorm the problems that prevent teens from seeking information and services and then create list of recommendations to increase teen use of services * Review a variety of environmental information sources and discuss how one determines accuracy of information (references, cited studies, org. promoting). Work in groups on assigned Teen issue. Cut, paste and create to design examples of reliable and unreliable information. Generate a "Tips" list for peers
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Grade 7 Third Report Card Period

<u>Strand</u>	<u>Content</u>	<u>Skills</u>	<u>Assessment</u>
<p>Nutrition and Physical Activity</p> <p><i>Decision making</i></p>	<ul style="list-style-type: none"> ◆ Body image ◆ Weight loss ◆ Weight gain * Reducing cholesterol, cancer risks, heart disease risks <p>Essential Questions: How do I know if I have an eating disorder? How do I know if someone I know has an eating disorder? How does physical activity improve my life in the future?</p>	<ul style="list-style-type: none"> ◆ Understand cause, effects, and symptoms of eating disorders in teens. (1.K) * Recognize the relationship between diet and exercise and quality of life 	<ul style="list-style-type: none"> * Respond to a story about an eating disorder. Predict long term and short term effects of the disorder * Have an athletic director present information about elite athletes and eating disorders. Respond in journal entries * Survey older adults about their current and past levels of fitness. Predict individual fitness level and quality of life using personal health assessments. Strategize ways to include more physical activity into daily routines

<p>Injury Prevention /Disease Prevention</p> <p><i>Decision Making, Safety</i></p>	<ul style="list-style-type: none"> ◆ Safety rules ◆ Germs and illness * Managing chronic disease and challenges <p>Essential Questions:</p> <p>What role can teens take in violence prevention, injury prevention, conflict resolution, and mediation?</p> <p>What are the effects of chronic disease and challenges on children, adolescents, and adults?</p>	<ul style="list-style-type: none"> ◆ Distinguish between safe, risky and harmful behaviors. (2.A) ◆ Develop injury prevention and management strategies for personal and family health. (2.B) ◆ Know school district, city and state laws regarding use of weapons (guns, knives, box cutters), consequences for infractions, and health risks associated with their use. (2.C) ◆ Identify reasons teens join gangs and problem solve alternative solutions to meet needs. (2.G) ◆ Demonstrate coping skills for potentially dangerous situations. (2.H) ◆ Know how to avoid abusive relationships and where and how to seek intervention support. (2.I) ◆ Identify and perform specific steps for CPR, rescue, breathing aid to choking person, wounds. (2.J) ◆ Know communication strategies for managing crises and avoiding potentially harmful situations. (refusal skills, resistance to peer pressure) (2.N) ◆ Understand the steps of peer mediation. (Meiks Heit) (choose a responsible adult, set ground rules, define the conflict, list solutions, judge each, agree to try solution, follow-up) (2.P) * Know prevention strategies in inherited risk diseases (CV disease, cancer, alcoholism, mental health). (1.J) • Demonstrate strategies for managing stress. (1.M) 	<ul style="list-style-type: none"> * Design a violence thermometer, placing types of violence on a continuum from safe situation to dangerous situation * Write and perform a skit demonstrating proper procedures for responding to an emergency situation * Brainstorm and critique the reasons for joining a gang. Write an essay, poem, rap, or song presenting ways to resist joining a gang * Divide into small groups assigned to a First Aid technique. Demonstrate methods to classmates and create an information/how-to poster. Perform the ABC's of First Aid (Open Airway, Breathing, Circulation) * Research weapons laws and injury statistics. Create a mock trial of a weapons offense (e.g. father convicted when child shoots friend with gun found in home) Establish the defense and prosecution teams to focus on constitutional issues as well as child protection issues * Create a realistic school event that would require mediation. Students role play the mediation * Develop personal family history identifying risk factors and developing strategies for avoiding behaviors and preventing diseases * Listen to a mock stressful situation created by the teacher (e.g. a surprise test) to introduce G.A.S. Discuss the stages and their impact on health * Write a fictional scenario about a stressful situation to share with class and discuss solutions for management with class
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