

7th Grade Health/Life Skills Overview 2011-2012

Welcome to Ms. Cope's Classroom syllabus

Week 1: Understanding Health and Wellness Ch. 1 Glencoe Teen Health 2

Standard 4.8.1-4.8.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

CCS- V. Promote Innovation and Continuous Improvement

Unit Description

Good health depends on balance among the three parts of the health triangle: physical health, mental/emotional health, and social health. Ten skills are important to maintaining good health: accessing information, practicing healthful behaviors, stress management, analyzing influences, communication skills, conflict resolution, refusal skills, decision making, goal setting, and advocacy.

Lessons Taught/Objectives

Introduction to Health and Etiquette

Rules and protocols

Understanding Health and Wellness

Decision Making Steps

Student Performance Expected

Student Study tip (Pg 43 in TE Foldables)

Foldable note taking (Physical health, mental/emotional health, and social health)

Lesson 2 review (SE pg 17)

Hands-on Health (Picture of Health Poster TE/SE 30)

Ch. 1 Assessment Health Inventory SE/TE 32 (Students will choose one Thinking Critically component and answer questions in complete sentences.)

Week 2. Communication/ Resolving Conflicts and preventing Violence Ch. 7

Standards 1.85-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 2.8.2-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.3-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health.

CCS- I, III, IV, and V

Unit Description

Competition for resources, clashes over values, and disagreements over emotional needs are the main causes of conflicts. Conflicts can worsen when anger, bullying, and teasing, group pressure, and alcohol or other drugs are involved.

Lessons Taught/Objectives

Understanding Conflict

Conflict-Resolution Skills

Preventing Violence

Getting Help for Abuse

Student Performance Expected

Health Inventory and Media Log (SE 200 TE 200A)

Cause and Effect of abuse (Option- Foldable PG 111)

Lesson 3 Review (SE 216, TE 216)

Time health news article and Reading Review SE/TE 225

Ch. 7 assessment (SE/TE 226) Students will choose one Thinking Critically component and answer questions in complete sentences.

Week 3. Food and Nutrition Ch. 4 Physical Activity Ch. 3

Standards 1.85-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 2.8.1-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.1-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health. 6.8.1-6.8.4 Students will demonstrate the ability to use goal-setting skills to enhance health. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks.

CCS- III, IV, and V

Unit Description

Nutrients and substances in food that the body needs in order to grow, have energy, and stay healthy. Making sensible food choices includes avoiding those that contain too much fat, sugar, and salt. The Food Guide Pyramid can aid in making sensible choices. Physical activity is any kind of movement that causes the body to use energy. It builds strength, endurance, and flexibility.

Lessons Taught/Objectives

Nutrients for Good Health Ch. 4

Creating a Healthy Eating Plan/Planning Healthful Meals Ch. 4

Review Skeletal, Muscular, and Circulatory Systems Ch. 3

Creating Your Fitness Plan

Student Performance Expected/Assessment attached to diary and foldable

Reading Ingredient lists SE p. 108 “Can fast food be part of a healthy diet?” p114

Hands-On Health -Keeping a food diary SE 138 TE 102a and Healthy Meal Planning (Collect and keep for reference again in week 6)

Parts of the Digestive/Excretory Systems Foldable (Foldables TE73)

Week 4. Kitchen Safety Ch. 15

Standards 1.8.1-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks.

CCS- III, IV, and V

Unit Description

Being safety conscious involves being aware that safety is important and acting in a safe manner. There are many ways to prevent accidents at home and at school in the kitchen. First aid is the immediate care given to someone who is injured until regular medical care arrives.

Lessons Taught/Objectives

Basic kitchen awareness (3 days)

Safety video

Preventing Injuries at school and home SE/TE 477

Group lab

Student Performance Expected/Assessment based on group participation

Safety crosswords

Kitchen Treasure Hunt

Safety quiz

Kitchen inventory checklist and assessment

Food labs

Week 5. Food Safety Ch. 15 and Measurement

Standards 1.8.1-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 2.8.1-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.1-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health. 6.8.1-6.8.4 Students will demonstrate the ability to use goal-setting skills to enhance health. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks.

CCS- III, IV, and V

Unit Description

When food is not handled, stored, or prepared properly, bacteria or other organisms can grow rapidly in the food. This week students will be learning how to keep food safe.

Lessons Taught/Objectives

Guest Speaker (Pam Cinnamon)

Math and Measurement examples (How is math used in cooking?)

Keeping Food Safe (SE/TE 120) Review Ch. 4

Food lab

Measuring Video

Student Performance Expected/Poster Assessment

Preventing injuries in the kitchen SE/TE 476-477

Kitchen safety poster (group presentation)

Food labs

Week 6. Meal Planning (Healthy meal plan from week 3) Mental and Emotional Health Ch. 5 Portions/Plate.gov

Standards 1.8.5-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 2.8.1-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.1-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health. 6.8.1-6.8.4 Students will demonstrate the ability to use goal-setting skills to enhance health. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks. CCS I, III, IV, V

Unit Description

Mental/emotional health is the ability to deal in a reasonable way with the stresses and changes of daily life. Making healthy choices with food and expressing emotions in healthy ways, coping with change, and avoiding unhealthful behaviors all lead to improved health. Students will also be cooking healthy foods in the lab.

Lessons Taught/Objectives

Healthy meal planning can help the Emotional Self/Fats/Carbohydrates

Self-Concept and Self-Esteem (What role does the media play?)

Food labs –Group work and Portion Distortion

Student Performance Expected/Assessment attached to group participation

Review Healthy meal plan from week 3 (Teacher returns plans to students) Do you still like your plan? Are there any other components to the health plan we can add?

Building Health Skills (Stress management (SE/TE 166-167)

Time magazine article (Stressed out) Reading Review pg. 169 Class poster-“How do we deal with stress?”

Week 7 and possibly 8: How Does Tobacco, Alcohol and Drugs affect the Body Ch.'s 8-10 (This unit will be taught during the Red Ribbon Week, Anti-Drug-District Wide Program)

Standards 1.8.1-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 2.8.1-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.1-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health. 4.8.2-4.8.4- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 5.8.1-5.8.7- Students will demonstrate the ability to use decision-making skills to enhance health. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks.8.8.3-8.8.4 Students will demonstrate the ability to advocate for personal, family, and community health.

CCS- III, IV, and V

Unit Description

A drug is a substance other than food that changes the structure or function of the body or mind. The nervous system is the body's control center. Alcohol, Tobacco, and other drugs expose people to physical, mental/emotional and social risks.

Lessons Taught/Objectives

How Tobacco Affects Body Systems/Tobacco Advertising SE/TE 245

How to say NO to drugs Ch. 8 Lesson 5

Alcohol and Use and Teens Ch. 9 Lesson 3

Types of Drugs and their Effects Ch. 10

Guest Speakers (Law enforcement, and Core teacher)

Student Performance Expected/Assessment attached to the notes taken on the foldable

Students will create a new foldable to help them understand the effects of drugs on the three areas of health. (Physical, Mental/Emotional/, and Social) They will fill this in as the unit develops. Foldable Pg. 85

Lesson 3 Review SE/TE 247

Thinking Map Pg. 253 (Reasons to Be Drug Free)

Week 9 and 10 or when able to get into the computer lab: Career Cruising and Taking Charge of Your Health Ch. 2, Ch. 16 The environment and your Health

Standards. 2.8.1-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.5 Locate valid and reliable health products and services. 5.8.2-5.8.5 Students will demonstrate the ability to use decision-making skills to enhance health. 6.8.1-6.8.4 Students will demonstrate the ability to use goal-setting skills to enhance health. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks. 8.8.1-8.8.4 Students will demonstrate the ability to advocate for personal, family, and community health. CCS I, III, IV, V

Unit Description

Self-concept is what a person thinks of himself or herself. Developing a positive self-concept helps a person appreciate and improve his good points. Being responsible, setting and reaching goals, and building good character are skills that will help guide students through Career Cruising.

Lessons Taught/Objectives

Video (Taking Charge of your Health)

Goal Setting SE/TE pp52-53

Making Responsible Decisions

Setting and Reaching Goals

Career Cruising (Pick two occupations) Careers in Health= if finished (See Index)

Student Performance Expected

Video activity

Milestones in Reaching a Long-Term Goal (SE/TE 45)

Career Cruising Paper, Poster and Presentation

Week 11. Personal Finance

Standard 6.8.1-6.8.4 Students will demonstrate the ability to use goal-setting skills to enhance health. CCS I, III, IV, V

Unit Description

FEFE

Lessons Taught/Objectives

Student Performance Expected

Week 12. Consumerism/Consumer Rights Ch. 11 Personal Health and Consumer Choices CCS I, III, IV, V

Standards 1.8.5-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 2.8.1-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.1-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health. 4.8.1-4.8.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 5.8.1-5.8.7 Students will use decision-making skills to enhance health. 6.8.1-6.8.4 Students will demonstrate the ability to use goal-setting skills to enhance health. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks.

Unit Description

Daily health habits including; teeth, keeping skin and hair clean, proper eye and ear care helps people feel good about themselves and is important for health. Comparison shopping and reading labels can help consumers choose health products wisely. Both primary care providers and specialists treat patients. Health insurance helps people pay for health care.

Lessons Taught/Objectives

TIME health news Acne facts p. 358

Healthy Teen, Skin, Hair, Nails, Eyes and Ears

Smart Consumer Choices

Using Medicines Safely and Choosing Health Care

Student Performance Expected

Skin/Nails/Hair/Teeth Foldable TE/Foldable p86

Smart Consumer Choices and Lesson 3 Review SE/TE 346 and CH. 11 Assessment SE/TE p. 360 Ads, Newspaper advertisements, and commercials are extra credit.

Week 13-16. Sewing Unit (If time allows)

Standards 3.8.1-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health. 6.8.1-6.8.4 Students will demonstrate the ability to use goal-setting skills to enhance health. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks.

CCS I, III, IV, V

Unit Description

Lessons Taught/Objectives

Student Performance Expected

Week 17. Communicable and Non-communicable Diseases Ch. 13/Ch.14

Standards 1.8.5-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 2.8.1-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.1-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health. 4.8.2 Students will demonstrate refusal and negotiation skills to avoid or reduce health risks. 5.8.1-5.8.7 Students will use decision-making skills to enhance health. 6.8.1-6.8.4 Students will demonstrate the ability to use goal-setting skills to enhance health. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks.

Unit Description

Communicable diseases include the common cold and the flu. Germs known as pathogens cause communicable diseases. The immune system fights off pathogens. Vaccines can help prevent some diseases. The only sure protection against sexually transmitted diseases is abstinence. People can help stop the spread of pathogens by protecting themselves and others by developing a healthy lifestyle. Non-communicable diseases are those that cannot be spread from person to person including; allergies, asthma, cancer, heart disease, diabetes, and arthritis.

Lessons Taught/Objectives

What are Communicable Diseases?

Sexually Transmitted Disease (Opt out option-Lesson 5 and Lesson 6)

Concept Mapping

Non-Communicable Allergies/Heart Disease/Cancer/Diabetes and Arthritis

Student Performance Expected

Parent Letter, Activities, Concept Mapping and Assessments (See Fast File Resources, or Foldable Follow-Up Activity)

Week 18. Growing and Changing Ch. 12 and Building Healthy Relationships Ch. 6

CCS I, III, IV, V

Standards 1.8.5-1.8.8 Students will comprehend concepts related to health promotion and disease prevention to enhance skills. 2.8.1-2.8.8 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3.8.1-3.8.5 Students will demonstrate the ability to access valid information and products and services to enhance health. 4.8.1-4.8.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 5.8.3-Distinguish when individual or collaborative decision making is appropriate. 7.8.1-7.8.3 Students will demonstrate the ability to practice health-enhancing behaviors and avoid risks. 8.8.1-8.8.3 Students will demonstrate the ability to advocate for personal, family, and community health.

Unit Description

Communication is an exchange of thoughts, feelings, and beliefs among people. Families nurture their members; however, family involves changes and challenges. Concepts covered include: trustworthiness, caring, respect, and peer pressure. Physical, mental/emotional, and social changes take place during adolescence. Hormones bring about many of these changes. Keeping the Human reproduction system healthy is a healthful behavior to practice.

Lessons Taught/Objectives

Building Communication skills with Families and Peers Ch. 6

Abstinence and Refusal Skills Ch. 12 (Opt out option Lesson 4pp.190-193)

Changes during Adolescence/The Endocrine System Ch. 12

Heredity/Human Development/ Life Cycle Ch. 12

Student Performance Expected

Health Lab 12-2/Guiding Reading and Writing/Enrichment Activities

