

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health

Curriculum writing Committee:

Jessi Donnelly

Grade Level: 7

Date of Board Approval: __2021_____

DELAWARE VALLEY SCHOOL DISTRICT

Course Weighting

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
Total	100%

Curriculum Map

Overview:

The students will develop a framework of Social Emotional skills through the development of goal-setting, decision-making, and effective communication skills in addition to peer pressure refusal, pro-social bonding, and conflict resolution in the Too Good for Drugs Program Grade 7. The students also will analyze a variety of health related topics using various educational methods and activities.

Goals:

1. **Unit One** – Personal Skill Development
Overview with time range in days: 5-7 Days

Unit One -Goals:

Understanding of:

- Setting reachable goals
- Making responsible decisions
- Identifying and managing emotions
- Effective communication
- Bonding and relationships

2. **Unit Two** –Drugs and Alcohol Skill Application
Overview with time range in days: 5-7 Days

Unit Two -Goals:

Understanding of:

- Understanding addiction
- Effects of nicotine use
- Effects of Alcohol
- Effects of THC and Marijuana use
- Street drugs, prescription drugs, and OTC medicine

DELAWARE VALLEY SCHOOL DISTRICT

3. Unit Three - Communicable Disease

Overview with time range in days: 4-5 Days

Unit Two-Goals:

Understanding of:

- Spread and prevention of pathogens
- The immune system response
- Identify common communicable diseases, including STIs
- Autoimmune disorders

4. Unit Four - Safe Use of Technology and Bullying Prevention

Overview with time range in days: 4-5 Days

Unit Three -Goals

Understanding of:

- Benefits and drawbacks of social media
- Responsible use of social media and technology
- Identifying the different types of bullying
- Bullying Prevention

DELAWARE VALLEY SCHOOL DISTRICT

Big Ideas:

- Building students' social-emotional skills can empower them to be strong learners, make healthy choices, and become more resistant to peer pressure.
- Students who learn and utilize good social-emotional skills, are more likely to have a positive attitude, make good decisions, avoid risky behaviors, get along with peers, and do better in school.
- Communicable and non-communicable disease identification and prevention are essential for a healthy life.
- Responsible use of technology and social media prepare students to take ownership of their digital lives.
- Promoting bullying awareness by providing the basics about bullying, and offering the opportunities for discussion, ways to safely stand up to bullying and how to get help, can set the stage for continued learning and prevention of bullying.

Textbook and Supplemental Resources:

Mendez Foundation, *Too Good for Drugs Grade 7*, CE Mendez Foundation, Inc. 2018

National Institute on Drug Abuse

<https://teens.drugabuse.gov/teachers>

Alliance for a Healthier Generation

<https://www.healthiergeneration.org/>

Kids Health

<https://kidshealth.org/>

CDC

<https://www.cdc.gov/healthyschools/>

Common Sense Education

<https://www.commonsense.org/education>

Stop Bullying.gov

<https://stopbullying.gov>

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit: Personal Skill Development

Time Range in Days: 5-7 lessons

Standards Addressed:

PA Academic Standards: 10.1.9A, 10.1.9B, 10.1.9D, 10.19E, 10.2.9A, 10.3.9C, 10.4.9F

National Health Standards: 1, 2, 3, 4, 5, 6, 7, 8

Eligible Content:

- Analyze the interdependence existing among the body system.
- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- Analyze and apply a decision-making process to adolescent health and safety issues.
- Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
- Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

Objectives:

- Define a goal. (DOK 1)
- Differentiate between long-term and short-term goals. (DOK 3)
- Apply the steps for reaching a personal goal. (DOK 1)
- Identify available resources for support and assistance in working toward the goal. (DOK 1)
- Identify the four steps in the decision making model. (DOK 1)
- Differentiate positive and negative consequences. (DOK 3)
- Recognize the role of personal responsibility when reflecting on decisions and potential. (DOK 1)
- Evaluate how emotions influence decisions. (DOK 3)
- Identify stressors that trigger emotions. (DOK 1)
- Identify and manage the emotions of others. (DOK 1)
- Identify emotions and signs of stress. (DOK 1)
- Demonstrate healthy strategies to manage emotions and stress. (DOK 2)
- Define effective communication. (DOK 1)

DELAWARE VALLEY SCHOOL DISTRICT

- Identify the elements of effective communication, both verbal and non-verbal. (DOK 1)
- Recognize how tone of voice, facial expressions, and body language can affect meaning. (DOK 1)
- Demonstrate assertive speaking and active listening techniques. (DOK 2)
- Differentiate peer pressure and peer influence. (DOK 3)
- Identify the benefits of positive peer influence. (DOK 1)
- Articulate the benefits of associating with pro-social others. (DOK 1)
- Differentiate healthy friend qualities and unhealthy friend qualities. (DOK 2)
- Identify various peer pressure refusal strategies and the peer pressure situations to which they apply. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Guided learning activities to focus on goal setting.
- Review types of goals.
- Discuss and review the goal setting steps.
- Practice identifying the goal setting steps.
- Brainstorm available resources for support and assistance in working toward the goal.
- Participate in a personal goal setting activity.
- Generate a list of resources for support to assist you in attaining your goal.
- Review the decision making model.
- Discuss the difference between positive and negative consequences.
- In a large group activity, practice applying the decision making model.
- Discuss the role of personal responsibility when reflecting on decisions and their potential.
- In a large group activity, demonstrate stressors that trigger emotions.
- Discuss how emotions influence decisions.
- Apply ways learned to manage emotions in a fictional letter writing activity.
- Define effective communication.
- Generate a list of verbal and nonverbal communication in a T-chart.
- Utilize cue cards to demonstrate the elements of effective communication, both verbal and nonverbal.
- Demonstrate that tone of voice, facial expressions, and body language affect meaning when communicating with others.
- With a partner, the students will practice assertive speaking and active listening techniques.
- Discuss the difference between peer pressure and peer influence.
- In a small group activity, the students will practice peer refusal strategies.

DELAWARE VALLEY SCHOOL DISTRICT

- Categorize friend qualities into health or unhealthy qualities.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Drug and Alcohol Skill Application

Time Range in Days: 5-7 lessons

Standards Addressed:

PA Academic Standards: 10.1.9A, 10.1.9B, 10.1.9C, 10.1.9D, 10.19E, 10.2.9A, 10.2.9B, 10.2.9C, 10.2.9D, 10.2.9E, 10.3.9D, 10.4.9C

National Health Standards: 1, 2, 3, 4, 5, 6, 7, 8

Eligible Content:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze the interdependence existing among the body system.
- Analyze factors that impact nutritional choices of adolescents.
- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- Analyze the relationship between health-related information and adolescent consumer.
- Identify and describe health care products and services that impact adolescent health practices.
- Analyze media health and safety messages and describe their impact on personal health and safety.
- Analyze and apply a decision-making process to adolescent health and safety issues.
- Explain the interrelationship between the environment and personal health.
- Analyze the role of individual responsibility for safety during organized group activities.
- Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

Objectives:

- Define and differentiate addiction and chemical dependency. (DOK 1)
- Discuss the stages of addiction. (DOK 2)
- Compare the stages of addiction and the associated behaviors. (DOK 3)
- Define tolerance and withdrawal and identify withdrawal symptoms. (DOK 1)
- Identify several reasons some teenagers consider drug use and list alternative solutions. (DOK 1)
- Identify the various forms of tobacco products. (DOK 1)
- Identify the chemical makeup of tobacco products. (DOK 1)
- Analyze the social consequences of smoking. (DOK 4)

DELAWARE VALLEY SCHOOL DISTRICT

- Describe the harmful short-term and long-term effects of tobacco use, including second-hand smoke, on the body. (DOK 1)
- Describe the harmful short-term effects of under-age alcohol use. (DOK 1)
- Identify possible sources for the false expectations people have about alcohol. (DOK 1)
- Define media literacy and discuss its potential influence on teen behavior. (DOK 1)
- Differentiate the common misperceptions of alcohol as an energizing party drink and its actual effects as a depressant. (DOK 3)
- Differentiate accurate and inaccurate sources of information about drugs. (DOK 3)
- Differentiate myth and reality regarding marijuana. (DOK 3)
- Identify the effects of marijuana on the body, particularly on brain function. (DOK 1)
- Describe the impact of marijuana use on reaching goals. (DOK 1)
- Describe the impact of marijuana use on everyday activities. (DOK 1)
- Identify the harmful effects of over-the-counter and prescription drug abuse on the human brain and body. (DOK 1)
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs. (DOK 3)
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs. (DOK 4)
- Demonstrate a knowledge of facts regarding tobacco, alcohol, marijuana, street drugs, and prescription and over-the-counter medications. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Discuss the difference between addiction and chemical dependency.
- Discuss the stages of addiction.
- Through guided questioning, make the correlation between the stages of addictions and the associated behaviors.
- Define tolerance, withdrawal, and identify withdrawal symptoms.
- List several reasons some teenagers consider using drugs and brainstorm alternative solutions.
- Compile a class list of various nicotine products.
- In a small group activity, review the chemical makeup of nicotine products.
- Using a t-chart list the long-term and short-term effects of nicotine use.
- Discuss the harmful short-term effects of underage alcohol use.
- Demonstrate the effects of alcohol as the students participate in a reality check activity.
- Brainstorm the possible sources for the false expectations people have about alcohol.
- Define and discuss media literacy and its potential influence on teen behavior.
- Differentiate the myths and realities of alcohol use.
- Evaluate accurate and inaccurate sources of information about drugs.

DELAWARE VALLEY SCHOOL DISTRICT

- Differentiate the myths and realities regarding marijuana.
- Explain the effects of marijuana on the body and brain function.
- Describe the impact of marijuana use on everyday activities.
- Brainstorm how marijuana use could inhibit a person from reaching their goals.
- Review OTC drugs and prescription drugs.
- Discuss the harmful effects of OTC drug and prescription drug abuse on the body and brain function.
- Create a table comparing the harmful effects of abusing prescription and OTC drugs to those of street drugs.
- In a review game activity, review facts regarding nicotine, alcohol, marijuana, street drugs, and prescription, and OTC drugs.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Diseases unit

Time Range in Days: 4-5 lessons

Standards Addressed:

PA Academic Standards: 10.1.9A, 10.1.9B, 10.1.9C, 10.1.9D, 10.1.9E, 10.2.9D

National Health Standards: 1, 2, 3, 4, 5, 6, 7, 8

Eligible Content:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze the interdependence existing among the body systems.
- Analyze factors that impact nutritional choices of adolescence.
- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- Analyze and apply a decision-making process to adolescent health and safety issues.

Objectives:

- Recall types of germs that can cause disease and how they are spread. (DOK 1)
- Differentiate between the three different types of immunity. (DOK 3)
- Describe the function of the immune system. (DOK 2)
- Explain the various immune system responses. (DOK 1)
- Understand the different types of communicable diseases that can affect one's health. (DOK 1)
- Review how to protect yourself against pathogens and how to avoid spreading pathogens to others when you are sick. (DOK 2)
- Identify lifestyle habits that can help a person stay healthy. (DOK 1)
- Identify common sexually transmitted infections in their prevention. (DOK 1)
- Discuss an abstinence approach as the prevention of sexually transmitted infections. (DOK 1)
- Analyze the various ways in which communicable diseases are spread throughout a population. (DOK 4)
- Design a health behavior plan to prevent the spread of disease. (DOK 4)
- Discuss various common autoimmune disorders. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Review types of germs that can cause disease.

DELAWARE VALLEY SCHOOL DISTRICT

- Brainstorm ways in which germs can spread.
- Discuss the immune system, its parts, and how to keep it healthy.
- Discuss the three different types of immunity.
- Explain the various immune system responses.
- Identify different types of communicable diseases according to their symptoms.
- Define sexually transmitted infections.
- Design a positive health behavior plan to prevent the spread of disease.
- Discuss what happens when the immune system does not function properly.
- Explain common autoimmune diseases and their symptoms.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Safe Use of Technology and Bullying Prevention **Time Range in Days:** 4-5 lessons

Standards Addressed:

PA Academic Standards: 10.1.9A, 10.2.9.C, 10.2.9D, 10.3.9A, 10.3.9.C

National Health Standards: 1, 2, 3, 4, 5, 6, 7, 8

Eligible Content:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze media health and safety messages and describe their impact on personal health and safety.
- Analyze media health and safety messages and describe their impact on personal health and safety.
- Analyze the role of individual responsibility for safe practices and school and community.
- Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

Objectives:

- Define the term "digital footprint" and explain how it can affect their online privacy. (DOK 1)
- Analyze how different parts of their digital footprint can lead others to draw conclusions (both positive and negative) about who they are. (DOK 4)
- Examine a dilemma about digital footprints. (DOK 3)
- Identify the role of social media in their lives. (DOK 1)
- Reflect on the positive and negative effects social media use has on their relationships. (DOK 3)
- Recognize "red flag feelings" when using social media. (DOK 1)
- Devise a plan to handle "red flag feelings." (DOK 4)
- Identify ways to be an "upstander" or ally to someone being bullied. (DOK 1)
- Compare and contrast the potential challenges to responding to cyberbullying. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Define "digital footprint."
- In a small group activity, the students will evaluate fictional teacher-created social media posts, and draw conclusions about these posts.
- Discuss the conclusions drawn by the students and why these conclusions were made.
- Discuss the positive and negative social media has on relationships.

DELAWARE VALLEY SCHOOL DISTRICT

- Define “red flag feelings.”
- In a cooperative learning episode, have the students devise a plan for dealing with the “red flag feelings.”
- Given a practice scenario, the students will devise a plan to help a student who is being bullied.
- Discuss safe ways to provide or get help for those being bullied.
- Discuss the potential challenges to responding to cyberbullying.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

DELAWARE VALLEY SCHOOL DISTRICT

APPENDIX

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____