Grade 7 Health Unit 1: Healthy Relationships

Content Area: **Health & PE**
Course(s):
Time Period: **MP1**
Length: **3 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the Healthy Relationships unit is to provide students with the basic knowledge and experience they need to to live a healthy life. The information learned about the harmful effects of tobacco and alcohol will influence the students to abstain from trying them. Students will also learn refusal techniques to avoid being pressured into trying tobacco and alcohol. Students will learn about what healthy relationships are like, including in the context of dating.

Enduring Understandings

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Essential Questions

What are the ways that we communicate with others?

How do we communicate with others without speaking?

How can we determine the roles of the people around us?

What strategies can be used to avoid peer pressure?

Content - What will students know?

-
    - Building communication skills
    - Understanding Family Relationships
    - Friendships and Peer Pressure
    - Abstinence and Refusal Skills
    - Ways to communicate
    - How to speak clearly and listen carefully
    - Explain the role of the family
    - How to strengthen family relationships

- How to cope with changes in life and family
- Identify the importance of friends
- Understand the characteristics of good relationships and how to keep friendships
- Describe risk behaviors and the benefits of abstaining from:
    - Tobacco
    - Alcohol
    - Drugs
    - Sexual activity

Skills - What will students be able to do?

- Define Communication
- Recognize Different ways of communicating
- List ways of speaking clearly and listening carefully
- Demonstrate communication skills
- Describe the family as the basic unit of society
- Recognize the functions of the family
- List ways to improve family relationships
- Identify ways to cope with changes in the family
- Explain why friends are important
- Identify the characteristics of a good friendship
- Recognize ways to keep friendships strong
- Describe ways to resist negative peer pressure
- Identify Risk Behaviors
- Recognize the benefits of abstaining from the use of alcohol, tobacco and other drugs
- Recognize the benefits of practicing abstinence from sexual activity

Activities - How will we teach the content and skills?

Participation

- class/group/partner discussions
- class/group/partner activities

-Projects

- class/group/partner technology projects
- class/group/partner presentations
- class/group/partner technology presentations

-Notebook

- journal entries

- vocabulary words

-Classwork/Homework

- class/group/partner discussions
- class/group/partner activities
- class/group/partner projects
- class/group/partner presentations
- class/group/partner technology presentations
- worksheets

-Tests/Quizzes

- lesson quizzes

chapter tests

Evidence/Assessments - How will we know what students have learned?

Summative

Completion of final unit writing assignments and written test

Homework

Notebook

Participation

Formative

Skills content sheets, including pre-tests, to drive formative grouping in Instructional Workshop

Station evaluation within Instructional Workshop

Participation

- Students will be expected to participate in daily class discussions.

Notebook

- Students will be graded based on the presence of the required notes.

Classwork/Homework

- Students will be graded based on the completion of their classwork and homework.

Tests/Quizzes

Students will be graded on one test for each chapter of the unit and one quiz for each lesson of a chapter.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
• Understand the characteristics of good relationships and how to keep friendships • Describe ways to resist negative peer pressure	• What are the characteristics that you learned about that make someone a good friend? • What is peer pressure?	• class/group/partner discussions • class/group/partner activities

Key Resources

Teen Health, Teacher Wraparound Edition, Course 2, pgs 172-200

21st Century Life and Careers

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections/Companion Standards

Science

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

MS-LS1-5 . Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

- Connections to health processes associated with physiology and anatomy
- Basic understanding of communicability of diseases in discussion of wellness

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Students practice writing and reading in the content area

Social Studies

6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.