Grade 7 Health Unit 2: Resolving Conflicts and Preventing Violence

Content Area: **Health & PE**
Course(s):
Time Period: **MP2**
Length: **3 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the Resolving Conflicts and Preventing Violence unit is to provide students with the basic knowledge and experience they need to live a healthy life. The students will learn how to help themselves and others recognize, deal with, and resolve conflicts, violence and abuse.

Enduring Understandings

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.

Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

Essential Questions

What are the warning signs of conflicts, violence and abuse?

How can conflicts, violence and abuse be resolved?

How can we help others who are dealing with conflicts, violence or abuse?

Content - What will students know?

- Understanding Conflict
- Conflict-Resolution Skills
- Preventing Violence
- Getting Help for Abuse

Skills - What will students be able to do?

- Describe the nature, causes, types and signs of conflict
- Explain when to avoid conflicts
- Identify the steps in negotiation and mediation
- Types of conflicts at home and at school
- Identify conflict resolution strategies
- Explain how conflict can lead to violence
- List the causes of violence
- Discuss Gangs, bullying, dating violence
- Understand the skills to protect against violence
- Explain how abuse is never the victim's fault

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

• Types of conflicts at home and at school • Explain when to avoid conflicts	• What are some of the refusal skills you learned about that could help you to avoid conflicts at home and at school?	• class/group/partner discussions • class/group/partner activities

Key Resources

Teen Health, Teacher Wraparound Edition, Course 2, pgs 200-227

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.

6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.

discussion of community and culture as a role in an individual's fitness level, discussion of community resources related to personal wellness