

Wallenpaupack Area School District Planned Course Curriculum Guide

Department

Name of Course
Wellness 7

Course Description:

The seventh-grade health curriculum gives students the opportunity to be exposed to life-long learning topics that will enhance personal wellness.

Revision Date:

January 27, 2023

| Wallenpaupack Area School District Curriculum | |
|---|------------------------------------|
| COURSE: Wellness 7 | GRADE/S: 7 |
| UNIT 1: Unit 1: Social Skill Development | TIMEFRAME: 22 ½ days on/off |

PA COMMON CORE/NATIONAL STANDARDS:

10.1.9 Concepts of Health

A. Analyze factors that impact growth and development between adolescence and adulthood.

- relationships
- interpersonal communication
- risk factors
- community

B. Analyze the interdependence existing among the body system

D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- goal setting
- professional assistance
- parent involvement
- decision-making/refusal skills
- situation avoidance

E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9 Healthful Living

D. Analyze and apply a decision-making process to adolescent health and safety issue

10.3.9 Safety and Injury Prevention

C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- assertive behavior
 - effective negotiation

10.4.9 Physical Activity

F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics

UNIT OBJECTIVES (SWBATS):

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the criteria for naming a personal goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working towards a goal
- Identify and apply the four steps in the decision-making model
- Define consequences and differentiate between positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential

outcomes

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Demonstrate healthy strategies to manage emotions and stress
- Identify and manage the emotions of others
- Define effective communication
- Identify the elements of effective communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Demonstrate assertive speaking and active listening techniques
- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer pressure refusal strategies and the peer pressure situations to which they apply

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Note Taking
- Practice
- Cooperative Learning
- Peer Interaction
- Modeling
- Active Participation
- Board Games
- Role Playing
- Discussion

ANCHOR VOCABULARY:

- Goal
- Short- and Long-Term Goals
- Personal Goals
- Decision Making Model
- Positive and Negative Consequences
- Emotions
- Stressors
- Stress
- Communication
- Verbal Communication
- Non-Verbal Communication
- Assertiveness
- Active Listening
- Peer Pressure
- Peer Influence
- Healthy Friend Qualities
- Unhealthy Friend Qualities

| |
|---|
| <ul style="list-style-type: none"> • Peer Pressure Refusal Strategies |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Diagnostic: Pre-Test • Formative: Teacher observations, Group Work, Workbook, Role Play, and Board Games • Summative: Post-Test |
| EVIDENCE OF MASTERY/Cut Score (Keystone Exam): <ul style="list-style-type: none"> • Demonstration of growth from pre-test to post-test score. |
| DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) <ul style="list-style-type: none"> • Appropriate accommodations based on student's IEP/ 504 Plan. |
| RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): <ul style="list-style-type: none"> • Too Good for Drugs Student Workbook • Wayne County Drug and Alcohol Representatives • PowerPoint presentations • Role Play Scripts • Game materials |
| RESOURCE SPECIFIC VOCABULARY: |

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| COURSE: Wellness 7 | GRADE/S: 7 |
| UNIT 2: Unit 2: Drug Information and Skill Application | TIMEFRAME: 22 ½ days on/off |

PA COMMON CORE/NATIONAL STANDARDS:

10. 1.9 Concepts of Health

A. Analyze factors that impact growth and development between adolescence and adulthood.

- relationships
- interpersonal communication
- risk factors
- community

B. Analyze the interdependence existing among the body system

C. Analyze factors that impact nutritional choices of adolescents.

- advertising
- peer influence
- athletic goals

D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- decision-making/refusal skills
- situation avoidance
- goal setting
- professional assistance
- parent involvement

E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2.9 Healthful Living

A. Identify and describe health care products and services that impact adolescent health practices

B. Analyze the relationship between health-related information and adolescent consumer choices.

- tobacco products
- weight control products

C. Analyze media health and safety messages and describe their impact on personal health and safety

D. Analyze and apply a decision-making process to adolescent health and safety issues.

E. Explain the interrelationship between the environment and personal health.

- air pollution/respiratory disease

10.3.9 Safety and Injury Prevention

D. Analyze the role of individual responsibility for safety during organized group activities.

10.4.9 Physical Activity

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

- drug/substance use/abuse

UNIT OBJECTIVES (SWBATS):

- Define and differentiate addiction and chemical dependency
- Discuss the stages of addiction
- Compare the stages of addiction and the associated behaviors
- Define tolerance and withdrawal and identify withdrawal symptoms
- Identify several reasons some teenagers consider drug use and list alternative solutions
- Identify the various forms of tobacco products
- Identify the chemical makeup of tobacco products
- Analyze the social consequences of smoking
- Describe the harmful short-term and long-term effects of tobacco use, including second-hand smoke, on the body
- Describe the harmful short-term effects of under-age alcohol use
- Identify possible sources for the false expectations people have about alcohol
- Define media literacy and discuss its potential influence on teen behavior
- Differentiate the common misperceptions of alcohol as an energizing party drink and its actual effects as a depressant
- Differentiate accurate and inaccurate sources of information about drugs
- Differentiate myth and reality regarding marijuana
- Identify the effects of marijuana on the body, particularly on brain function
- Describe the impact of marijuana use on reaching goals
- Describe the impact of marijuana use on everyday activities
- Identify the harmful effects of over the counter and prescription drug abuse on the human brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs
- Demonstrate a knowledge of facts regarding tobacco, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Note Taking
- Practice
- Cooperative Learning
- Peer Interaction
- Modeling
- Active Participation
- Board Games
- Role Playing
- Discussion

ANCHOR VOCABULARY:

- Addiction

- Chemical Dependency
- Stages of Addiction
- Tolerance
- Withdrawal
- Tobacco
- Short-Term effects and Long-Term effects of Tobacco Use
- Secondhand Smoke
- Alcohol
- Short-Term effects and Long-Term effects of Alcohol Use
- Depressant
- Marijuana
- Short-Term effects and Long-Term effects of Marijuana Use
- Over-the-counter drugs
- Prescription Drugs
- Street Drugs
- Drug Abuse

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Diagnostic: Pre-Test
- Formative: Teacher observations, Group Work, Workbook, Role Play, and Board Games
- Summative: Post-Test

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Demonstration of growth from pre-test to post-test score.

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Appropriate accommodations based on student's IEP/ 504 Plan.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Too Good for Drugs Student Workbook
- Wayne County Drug and Alcohol Representatives
- PowerPoint presentations
- Role Play Scripts
- Game materials

RESOURCE SPECIFIC VOCABULARY: