



Recommended 7<sup>th</sup> Grade Curriculum Framework

<b>Content: Health Education – Grade 7</b>						
<b>Topic: Health Strategies (Week 1)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>PL-M-1.8.1</b> The use of appropriate strategies (e.g., assertiveness, refusal skills, decision-making techniques) are positive ways to cope with peer pressure.</p> <p><b>PL-M-1.8.2</b> Strategies (e.g., studying in advance; talking with counselors, parents, and/or friends; planning; getting ample rest; eating properly) for managing stressful situations (e.g., test taking, deadlines, change, grief, rejection) reduce anxiety.</p> <p><b>PL-M-1.8.3</b> Strategies (e.g., walking away, communication skills, conflict resolution) for preventing violence vary with the situation.</p> <p><b>PL-M-1.8.4</b> Using appropriate coping strategies (e.g., realistic goal-setting, effective time management, decision-making processes) promotes mental and emotional health.</p>	<p><b>Mental Wellness</b> <b>AE 2.32</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>• Use strategies to manage stress.</li> <li>• Apply interpersonal relationship skills which contribute to emotional wellness.</li> <li>• Plan strategies for avoiding substance abuse and other addictive behaviors.</li> <li>• Examine and modify nonconstructive expressing of emotions.</li> <li>• Investigate methods of prevention, intervention and treatment of mental and emotional disorders.</li> </ul> <p><b>POS</b> Students will describe possible consequences of risk-taking actions (e.g., smoking, drinking, other drug use).</p>					



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<p><b>PL-M-1.7.2</b> There are consequences and risks of behavioral choices (e.g., tobacco, alcohol, and other drug use; sexual involvement; violent behaviors) and alternatives to situations faced by adolescents.</p> <p><b>PL-M-1.3.4</b> There are risks associated with unhealthy habits and behaviors (e.g., substance use/abuse, dietary habits, irregular exercise habits, sexual activity) that affect the physical health of adolescents.</p>	<p><b>POS</b> Students will develop strategies for overcoming rejection, loss, and grief.</p> <p><b>POS</b>-Students will develop coping strategies to use with increasing peer pressure.</p> <p><b>POS</b>- Students will describe coping strategies to use with increasing peer pressure.</p> <p><b>POS</b>- Students will evaluate health behaviors and attitudes of peers.</p> <p><b>Personal Wellness</b> <b>AE 2.31</b> Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>Select behaviors and make lifestyle choices to prevent or minimize the risk of disease.</li> </ul>					



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