

CURRICULUM PLANNING MAP

Level:
7th grade

Course Unit Title:
Assessing Health Habits

Approximate Time:
4-8 days

MAJOR FOCUS

Organizer

Students will be able to assess personal health in each of the three areas of the health triangle (physical, social and mental/emotional).

Goals/Academic Expectations

Academic Expectations:

- 1.16 Students use computers and other electronic technology to gather, organize, manipulate, and express information and ideas.
- 1.20 Students make sense of the variety of materials they read.
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.35 (Lifetime Physical Activities) Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Core Content:

Identify supporting details and explain their importance in a passage.

Summarize information from a passage.

Informational Reading includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.

Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.

Transactive writing is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.

Essential Questions

- What are the characteristics of a person with good health? Include the three areas of the health triangle (physical, social and mental/emotional).
- What is the relationship of nutrition, exercise, sleep/rest and stress to health?
- How do you evaluate personal health?

Culminating Performance

Students will evaluate personal fitness in all three areas. Each student will develop personal plans to improve their personal health.

OR,

Students will complete a written test including multiple choice and open response questions.

Critical Resources

Appropriate self-evaluation tests (websites?)

Teen Health book

Inspiration

Assessment instruments

Knowledge

- Characteristics of a good physical health
- Characteristics of good social health
- Characteristics of good physical health
- Ways to evaluate all areas of health and fitness
- Relationship of nutrition/diet, exercise, sleep and stress to health

Instructional/Assessment Activities

Day 1

Pre-test

KWL: What are the characteristics of a person with good health? (Inspiration)

Reading follow-up: Health Triangle

Day 2

Reading: Influences on Your Health; class discussion

Day 3

Self assessment: physical, social, and mental/emotional

Day 4

Gym: Physical activities related to social health

Day 5

Gym: Physical activities related to physical fitness

Day 6

Gym: Physical activities related to stress reduction

Day 7

Gym: Physical activities related to sleep and rest

Day 8

Develop personal plan to improve health (food, rest, stress relief, exercise, schedule)

Day 9

Discuss/present plans; written post test

Skills/Abilities (Demonstrators)

- Analyze the benefits of involvement in lifetime physical activity
- Recognize the benefits of self assessment of health status
- Describe the interrelationships and physiological changes in body systems due to activity

Scoring Guides

Prompt:

A.) Students complete the Health Inventory and score it.

B.) Develop a Personal Fitness Plan to improve weaknesses or deficiencies you found in your personal health. Include all three areas of health. Be sure and set goals and give specifics of how you will reach those goals.

C.) Discuss personal strengths you found from the inventory and ways to keep those strengths at high levels.

4	Students develop a detailed fitness plan including all three areas of health. They identify weaknesses, discuss strengths, show goals and list specific ways the goals will improve those weaknesses. Must show a completed and scored health inventory.
3	Students develop a fitness plan for two or three areas of health. They discuss strengths and weaknesses, list goals and specific ways the goals will improve those weaknesses. Must show a completed and scored health inventory.
2	Students develop a fitness plan for at least 1 areas of health. They discuss weaknesses, list goals with ways to reach the goals. Show the health inventory.
1	Attempts to develop a fitness plan for 1 or more area of health. They list goals or weaknesses.
0	No Answer or incorrect or irrelevant information