



Grand Island Central School District Curriculum Map

Health- 7th Grade

Units of Study (Duration)	NYS Standards	Common Core Standards	Vocabulary <ul style="list-style-type: none"> Content Process 	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources <ul style="list-style-type: none"> Texts Tech Integration
Intro to Health, Wellness (2-3 Weeks)	NYSHE- 1. NYSHE- 2. NYSHE- 3. FLS.I.1 FLS.I.9-10 FLS.I.14 UI.I.1-9 ORH.I.1-2 ORH.I.4 SM.I.1-5 DM.I.1-2 DM.I.6 DM.I.8 SL.7.1 SL.7.4	RST.6-8.1 RST.6-8.2 RST.6-8.4 RST.6-8.7 RST.6-8.8 WHST.6-8.1	<ul style="list-style-type: none"> Wellness Physical health Mental/emotional health Social health Evidence Inference Influence Heredity Family Culture Environment Friends/Peers Media Personal Choice/Behavior Consequence Healthful behavior Risk behavior Cumulative Cumulative Risk Accumulate 	<ul style="list-style-type: none"> Who or what impacts my ability to be safe and healthy? How can I reduce my health and safety risks? How can I personalize health and safety knowledge and skills? How do the positive and negative consequences of healthy behaviors compare with those of risk behaviors? 	<ul style="list-style-type: none"> Explain parts of the health triangle Identify influences on personal health Differentiate between healthful and risky choices and decisions Predict short and long term consequences of actions and decisions 	<ul style="list-style-type: none"> Bell Ringers "Your Health Triangle" "Personal Inventory" "Celebrity Wellness" "Re-Teaching 1-1" "Putting it All Together" "Health Influences" matching worksheet Personal Influences "Puzzle" "Reading for Meaning" "Risky Business" "How Risky Is It?" "Consequences" Review Packet Unit Test 1 	*Please See Attached Document for Detailed List <ul style="list-style-type: none"> Glencoe Teen Health KidsHealth.org PowerPoint

Habit 1: Be Proactive (1 Week)	NYSHE- 1. NYSHE- 2. NYSHE- 3.	RST.6-8.1 RST.6-8.2 WHST.6-8.1	<ul style="list-style-type: none">• Habit• Proactive• Responsibility	<ul style="list-style-type: none">• What habits do I currently practice and how do they impact my health?• How can I practice health enhancing habits?• How can I take responsibility for my actions and decisions?• How can I still be successful when faced with a challenge or obstacle?• How	<ul style="list-style-type: none">• Reflect on current habits and differentiate between strengths and areas needing improvement• Identify opportunities to take more personal responsibility for decisions and behaviors while practicing self-management• Develop alternatives for overcoming challenges and obstacles• Identify changes in appearance, interest, and abilities during puberty.• Compare and contrast changes that occur to boys and girls during puberty.• Explain or demonstrate safe ways to cope with each of the challenges presented during puberty.	<ul style="list-style-type: none">• “Put Yourself in the Driver’s Seat”• DBQ style worksheet• Journal Reflection• “Boys, Girls, Both” sorting activity and worksheet• “Hygiene Shopping” packet• “Relationships” worksheet• “Puberty Advice Corner” friendly letter• Unit Test 2	<p>*Please See Attached Document for Detailed List</p> <ul style="list-style-type: none">• Excerpts from chapter 1 of <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey• “5 Short Chapters” poem by Portia Nelson• “The Serenity Prayer” by Reinhold Niebuhr• Stress quotes by Maureen Killoran• Partnersinsexeducation.org• Kidshealth.org• Various videos and images of cultural dress and hair styles• PowerPoint
	FLS.I.1-3 FLS.I.9-10 FLS.I.14 ORH.I.1-2 ORH.I.4 SM.I.1-5 DM.I.1-2 DM.I.6-8		<ul style="list-style-type: none">• Puberty• Pituitary Gland• Testosterone• Estrogen• Progesterone• Testicles• Ovaries• Uterus• Fallopian Tubes• Menstruation				

					<ul style="list-style-type: none"> • Understand the influence of culture and religion on personal health and hygiene. • Identify potentially harmful hygiene habits and demonstrate risk reduction strategies. 		
Habit 2: Begin with the End in Mind (1 Week)	ORH.I.6 SM.I.1-3 SM.I.6 PG.I.1-8	RST.6-8.1 RST.6-8.2 RST.6-8.7 WHST.6-8.1	<ul style="list-style-type: none"> • Goal • SMART • Specific • Measurable • Attainable • Relevant • Time-Bound • Sub Goal • Self-Image 	<ul style="list-style-type: none"> • What health related, academic and personal goals do I have for myself both in the short term and long term? • How can I overcome barriers to achieving these goals? • How can I build a support system to help me achieve my goals? • How can I celebrate my accomplishments in a healthy way? 	<ul style="list-style-type: none"> • Sets short term and long term goals. • Identifies sub goals and healthy incentives. • Builds a support system to assist in goal attainment. 	<ul style="list-style-type: none"> • “Begin with the End in Mind” • “Goal Setting” • “Living to 100” Life Expectancy Calculator • Bell Ringers • “Goal Setting Practice” • “Personal Goal” • SMART quiz • Unit Test 2 	<p>*Please See Attached Document for Detailed List</p> <ul style="list-style-type: none"> • Excerpts from chapter 2 of <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey • <i>Living to 100 Life Expectancy Calculator</i> @ livingto100.com • PowerPoint
Habit 3: Put First things First (1 Week)	ORH.I.5 SM.I.5-6 CM.I.8-9 PG.I.3 DM.I.1-8	RST.6-8.1 RST.6-8.2 RST.6-8.7 WHST.6-8.1 WHST.6-8.4	<ul style="list-style-type: none"> • Prioritize • Values • Modesty • Perseverance • Prefrontal Cortex • Limbic System • Decisions • Risk • Consequence 	<ul style="list-style-type: none"> • Which values are most important to me? • How do my beliefs influence my ability to be safe and healthy? • How can I make decisions that support my values? • How can I develop the confidence to use the 	<ul style="list-style-type: none"> • Demonstrates ability to use lists, calendars and agendas to prioritize and organize. • Identify personal values. • List 4 tools for making smarter 	<ul style="list-style-type: none"> • Bell Ringers • “Big Rocks & Little Rocks” • “Party Planner” • “Personal Values/Mission Statement Project” • “Stop & Jot” 	<p>*Please See Attached Document for Detailed List</p> <ul style="list-style-type: none"> • Excerpts from chapter 3 of <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey • <u>What Do You Stand For? A Kid’s Guide to Building Character</u> by Barbara A.

				knowledge and skills I need to preserve my values and stay healthy?	decisions. <ul style="list-style-type: none"> Predict potential long term and short term consequences of decisions. Utilize the 6 step decision making process. 	<ul style="list-style-type: none"> “Decision Making Support System” “Decision Making Scenarios” packet Unit Test 2 	Lewis <ul style="list-style-type: none"> Various values based Youtube music videos “Teens & Decision Making: What Brain Science Reveals” from Scholastic PowerPoint
Habit 4: Think Win-Win (1 Week)	SR.I.4-5 VP.I.1-15 SM.I.1 SM.I.5 RM.I.1-7 CM.I.2-4 CM.I.6-9 PG.I.3 PG.I.7 DM.I.2	RST.6-8.1 RST.6-8.2 WHST.6-8.1	<ul style="list-style-type: none"> Win-Win Lose-Lose Win-Lose Lose-Win Assertive Passive Aggressive Passive-Aggressive Nurturing Empathy Sympathy Respect Responsibility 	<ul style="list-style-type: none"> How can I communicate assertively? What are the characteristics of a healthy relationship? How can I help others to be safe and healthy? 	<ul style="list-style-type: none"> Evaluate conflict situations to determine the most beneficial resolution. Communicate assertively using an effective “I statement”. Identify the characteristics of a healthy relationship. 	<ul style="list-style-type: none"> “Win-Win” situational practice & “I Statement” practice worksheet “Personal Assertiveness Inventory” “Communicating with I Statements” worksheet. “I Statements Quiz” “Relationship Management” worksheet “Refusal Skills & Excuses” speech bubbles Refusal Skills Practice Scenarios “Giving Advice” Letters 	*Please See Attached Document for Detailed List <ul style="list-style-type: none"> Excerpts from chapter 4 of <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey Glencoe Health Human Relations Media PowerPoint

Habit 5: Seek First to Understand, Then to Be Understood (1-2 Weeks)	PAN.I.1-7 SR.I.6 SR.I.10 SR.I.12 SR.I.13 SM.I.5 CM.I.1-5 SL.7.4 SL.7.6	RST.6-8.1 RST.6-8.2 RST.6-8.4 RST.6-8.8 WHST.6-8.1 WHST.6-8.2 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9	<ul style="list-style-type: none"> • Empathy • Communication • Misunderstanding • Pretend Listening • Selective Listening • Word Listening • Self-Centered Listening • Active Listening • Paraphrasing • Body Language • Verbal Communication • Nonverbal Communication • Diet • Calorie • Empty Calories • Nutrient Dense • Sodium • Sugar • Vitamins • Minerals 	<ul style="list-style-type: none"> • How can I communicate effectively? • How can I be an effective listener? • How can I access reliable health resources? • How can exercise benefit my health? • How can diet impact one's health? • How can I gain information about the food I eat? 	<ul style="list-style-type: none"> • Demonstrate and utilize effective listening skills. • Demonstrate effective verbal and nonverbal communication skills. • Identify and utilize skills for avoiding misunderstandings . • Carry out a multi-step procedure through given verbal directions. • Determine a central meaning of multiple texts. • Cite textual evidence to support a claim. • Distinguish between reliable and unreliable health resources. • Interpret nutrition information provided on a food label and make an appropriate health claim. 	<ul style="list-style-type: none"> • “If You Really Knew Me” Iceberg • “Confidential Challenge “ Reflection • “Active Listening” note taking sheet • “Why Exercise is Wise” Stop & Jot • “Be Understood” note taking sheet • “Be Understood” poster 	<p>*Please See Attached Document for Detailed List</p> <ul style="list-style-type: none"> • Excerpts from chapter 5 of <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey • “If You Really Knew Me”, MTV, 2010 • Botvin Life Skills Training • CDC.gov • KidsHealth.org • BrainPop • PowerPoint
Habit 6: Synergize (2 Weeks)	PAN.I.1-7 ORH.I.3 SM.I.7 RM.I.6-10	RST.6-8.1 RST.6-8.7 RST.6-8.8 RST.6-8.9	<ul style="list-style-type: none"> • Synergize • Body Mass Index • Obesity • Overweight 	<ul style="list-style-type: none"> • What are the relationships between bodyweight and overall health? 	<ul style="list-style-type: none"> • Work collaboratively with a group to advocate for a 	<ul style="list-style-type: none"> • “Advocacy Debate Research Planning Sheet” 	<p>*Please See Attached Document for Detailed List</p> <ul style="list-style-type: none"> • Excerpts from chapter 6 of

	CM.I.9 DM.I.3 AD.I.1-10 SL.7.1 SL.7.4 SL.7.5 SL.7.6	WHST.6-8.1 WHST.6-8.4 WHST.6-8.5 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9	<ul style="list-style-type: none"> • High Blood Pressure • High Cholesterol • HDL (High Density Lipoprotein) • LDL (Low Density Lipoprotein) • Cardiovascular Disease • Diabetes • Debate • Rebuttal • Evidence 	<ul style="list-style-type: none"> • What are the causes and influences of overweight/obesity and underweight? • Which influences on body weight are within our control and which are not? • How can I maintain a healthy body weight and reduce my risk of illness? • How can I encourage others to maintain a healthy body weight? • How can I advocate for a health enhancing behavior? 	health enhancing cause or behavior. <ul style="list-style-type: none"> • Conduct research by accessing reliable health resources including CDC.gov. • Analyze data to determine a health priority or safety issue in need of advocacy. • Develop a clear, health-enhancing stand supported by reliable evidence. • Use communication techniques to persuade a group to support or act on a health-enhancing issue. • Evaluate the effectiveness of the advocacy effort and revise as needed. 	<ul style="list-style-type: none"> • “Advocacy Debate Scripted Speech” • “Rebuttal Practice” ticket out the door • Advocacy Debate Presentation • Advocacy Debate Contribution Self-Assessment 	<i>The 7 Habits of Highly Effective Teens</i> by Sean Covey <ul style="list-style-type: none"> • Various weight loss advertisements • KidsHealth.org • TeensHealth.org • Various fast food menus • Various nutrition labels • Youth Risk Behavior Survey • PowerPoint
Habit 7: Sharpen the Saw (2 Days)	SM.I.8 RM.I.9	RST.6-8.2	<ul style="list-style-type: none"> • Rejuvenation 	<ul style="list-style-type: none"> • How can I reward myself for personal health and safety achievements? • How can I show appreciation for the accomplishments of others? 	<ul style="list-style-type: none"> • Celebrates and rewards self for personal health and safety accomplishments and interpersonal and intrapersonal safety 		*Please See Attached Document for Detailed List <ul style="list-style-type: none"> • Excerpts from chapter 7 of <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey

				<ul style="list-style-type: none">How can manage my stress in health-enhancing ways?	accomplishments.		
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