

Course: Health

GRADE: 7

Revised 9/10/07

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

The 7th grade health curriculum gives students the opportunity to be exposed to life-long learning topics that will enhance personal wellness.



II. INSTRUCTIONAL TIME:

Class Periods:

Length of Class Periods (minutes): 70

Length of Course: Rotational

Unit of Credit: N/A

PLANNED COURSE ADAPTATIONS/MODIFICATIONS

Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

Assessment is an integral part of instruction reflecting student progress as well as achievement. Therefore, also included are suggestions for assessment modifications.

- Peer Support
- Cooperative learning among peers
- Modeling
- Development of Information Organizer
- Development of Graphic Organizer
- Development of structured study guides
- Student selection of instructional material (i.e., reading, writing, math)
- Taped lessons
- Copy notes (peer or teacher)
- Student conferencing
- Combine and vary modes of lesson presentation
- Adjust language level to match the developmental and intellectual levels of students
- Let student practice given examples first. Then assign tasks to be completed.
- Provide opportunity for guided and independent practice in a variety of situations
- Limit number and length of directions
- Have students repeat/review directions (i.e., peer to peer, student to teacher)
- Give feedback that is as immediate, specific, and objective as possible
- Clarify error responses so that students do not make the same errors over and over again
- Reinforce progress towards desired outcomes
- Breakdown complex tasks into smaller, more manageable units
- Use verbal prompts to elicit desired results
- Use manual guidance (i.e., hand over hand) to facilitate correct responses
- Computer assisted instruction
- Assessment based upon teacher observation of student performance (i.e., daily work, portfolio, artifacts, projects)
- Extended test time
- Test read to student by teacher or peer
- Oral testing (i.e., student retelling of information)
- Open book/note test
- Alternate testing (any demonstration of a student's understanding of concepts)
- Retesting
- Reduce the number of responses required on tests
- Use of curriculum based assessment
- Vary test format
- Objectively define mastery as related to each task. Tasks should be learned to mastery
- Reduce or remove distracting stimuli
- Use of concrete objects and manipulatives in all stages of instruction and assessment
- Emphasize important information
- Allow extra time to complete assignments/projects
- Limit the number of assigned tasks in the initial stages of learning. As the student's competency increases, expect the student to complete the same number of tasks as the rest of the class
- Use supplemental materials
- Alternate assignments accepted (i.e., modification to homework assignments)
- Flexible grouping/individual assistance
- Seating to accommodate needs
- Teacher proximity
- Use behavioral management techniques (i.e., contracts, time-out, token system, charts)

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum [instructional content and learning activities] and is evaluated through the TESTED curriculum [expected levels of student achievement - learning outcomes]
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an “active” document
- Special Pennsylvania Department of Education [PDE] legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent:** a brief overview of the course and program goals
- **Instructional Time:** frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes:** emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome:** describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities:** suggested activities designed to help all students achieve the learning outcomes and standards
- **Outcomes/Standards:** statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain
- **Expected Levels of Achievement (Learning Outcomes):** what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment):** student performance level achieved and measured through specified evaluation criteria

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health 7

Discipline/Grade Level: Health and Physical Education

UNIT LESSON OUTCOME: 1

Students will be able to utilize problem-solving techniques to make positive, healthy decisions and set goals.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 1</p> <p>How do students make good decisions?</p> <p>Why are students influenced by others?</p> <p>How do you design a personalized goal?</p> <p>How does self-confidence affect decision-making?</p> <p>How does the media affect decision making?</p>	<p>Define constructive, destructive, inside message, outside message, out of character, peer, peer pressure</p> <p>Define Decision, Influence, Pressure, Persuasive Tactics</p> <p>List and explain common persuasive tactics</p> <p>Compare and contrast simple decisions, every day decisions and major decisions</p> <p>List and explain the 3 C's of effective decision making</p> <p>Discuss reasons why people are influenced by others</p> <p>Compare and contrast long-term goals</p> <p>Describe characteristics of a self-confident person</p> <p>Provide examples of destructive and constructive inside messages</p> <p>Identify examples of good and bad peer pressure</p>	<p>Quiz</p> <p>Short answers</p> <p>Visuals</p>	<p>Life Skills workbook</p> <p>Overheads</p> <p>Decision-making packet</p> <p>Worksheets</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

	Apply friendly refusal skills Define target market, consumer, manipulate and deceptive Discuss and identify advertising techniques		
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LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health 7

Discipline/Grade Level: Health and Physical Education

UNIT LESSON OUTCOME: 2

Students will be able to identify the risks associated with substance use and abuse and develop resiliency skills.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARDS	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 2</p> <p>What drugs are commonly being abused?</p> <p>Why do people start using drugs?</p> <p>What happens when people start using drugs?</p> <p>How can drug abuse be prevented?</p>	<p>List and explain examples of drug abuse</p> <p>Compare and contrast use and abuse</p> <p>Identify the cause of drug use</p> <p>Discuss and debate attitudes toward drug use</p> <p>Explain how one becomes a drug abuser</p> <p>List and analyze the effects of drug abuse</p> <p>Research drug abuse prevention and treatment</p> <p>Discover the history of a specific drug</p>	<p>Quiz</p> <p>Observation</p> <p>Oral Questioning</p> <p>Short Answers</p> <p>Visuals</p> <p>Research project</p>	<p>Life Skills workbook</p> <p>Overheads</p> <p>Drug Abuse Packet</p> <p>Worksheets</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health 7

Discipline/Grade Level: Health and Physical Education

UNIT LESSON OUTCOME: 3

Students will be able to explore the physical, psychological and emotional causes and effects of stress, anxiety and anger.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input checked="" type="checkbox"/>														
Career Education & Work	13.1	<input type="checkbox"/>	13.2	<input type="checkbox"/>	13.3	<input type="checkbox"/>	13.4	<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 3</p> <p>What causes someone to become angry?</p> <p>How can students handle their anger and anxiety effectively?</p> <p>How does stress affect the body?</p>	<p>List and explain the causes of anger</p> <p>Compare and contrast anxiety and relaxation</p> <p>Describe how anxiety effects the mind and body</p> <p>Discuss reasons why people may feel anxious</p> <p>Develop techniques for coping with anxiety</p> <p>Define anger, control, re-framing and self-statement</p> <p>Explore anger producing situations</p> <p>Develop anger coping techniques</p> <p>Develop techniques for using re-framing</p> <p>Define stress, stressor, general adaptation syndrome, adrenaline, depression, anti-depressants, beta-endorphins, suicide, suicide prevention and resilience</p>	<p>Observation</p> <p>Oral Questioning</p> <p>Short answers</p> <p>Visuals</p> <p>Quiz</p>	<p>Life Skills workbook</p> <p>Overheads</p> <p>Coping with Anxiety packet</p> <p>Worksheets</p> <p>Relaxation CD with guided imagery</p> <p>Coping with Anger packet</p> <p>Anger diary</p> <p>Breathing Exercises</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Explain what happens inside the body when a person encounters stress

Identify ways to deal with stress

List actions a person can take when feeling depressed

Discuss the qualities of resiliency

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health 7

Discipline/Grade Level: Health and Physical Education

UNIT LESSON OUTCOME: 4

Students will be able to utilize communication and social skills to build and maintain positive relationships.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input checked="" type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 4</p> <p>What is good communication?</p> <p>How can someone become more social?</p> <p>How can I use open-ended questions to keep a conversation going?</p> <p>How can you avoid or manage conflict?</p> <p>How can a person's self-esteem affect interactions with others?</p> <p>Why do people become friends?</p> <p>What factors encourage or discourage people to make new friends?</p> <p>How do cliques impact social interactions?</p>	<p>Define communication, verbal, non-verbal, ambiguous, misunderstanding and paraphrase</p> <p>Discuss types of communication</p> <p>Describe the two components of effective communication</p> <p>Demonstrate sending skills</p> <p>Role-play skills for avoiding misunderstandings</p> <p>Demonstrate effective paraphrasing</p> <p>Define social skills, initiate, sustain</p> <p>Brainstorm strategies for overcoming shyness</p> <p>Act out initiating social contacts</p> <p>Brainstorm methods for starting and sustaining a conversation</p> <p>Discuss the value of open-ended questions</p>	<p>Observation</p> <p>Role play</p> <p>Oral questioning</p> <p>Short answers</p> <p>Visuals</p> <p>Quiz</p> <p>Enactment</p> <p>Role play</p> <p>Diagrams</p>	<p>Life Skills workbook</p> <p>Overheads</p> <p>Worksheets</p> <p>Communication Skills packet</p> <p>Social Skills packet</p> <p>Articles</p> <p>Construction paper</p> <p>Crayons</p> <p>Markers</p> <p>Colored Pencils</p> <p>Stencils</p> <p>Index cards</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

<p>Discuss how to appropriately end a conversation</p> <p>Apply cooperative skills to resolve conflict</p> <p>Define peer pressure</p> <p>Demonstrate methods to combat peer pressure</p> <p>Differentiate between a “build up” and a “put down”</p> <p>Define respect</p> <p>List qualities of a good friend</p> <p>Identify ways to improve/change peer relationships</p> <p>Brainstorm characteristics of a “build-up” friendship</p> <p>Brainstorm characteristics of a “put-down” friendship</p> <p>Identify ways to avoid negative activities with peers</p> <p>Define clique, exclude, include and conform</p> <p>Identify obstacles to making new friends and ways to overcome those obstacles</p> <p>Identify advantages and disadvantages of cliques</p> <p>Define friend and acquaintance</p>		
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LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health 7

Discipline/Grade Level: Health and Physical Education

UNIT LESSON OUTCOME: 5

Students will be able to discuss and appreciate diversity.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>		<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 5</p> <p>How does diversity affect society?</p> <p>What is a disability?</p>	<p>Define learning disability</p> <p>Discuss causes of various disabilities</p> <p>Develop strategies for helping people with disabilities</p>	<p>Questions</p> <p>Observation</p> <p>Oral Questioning</p> <p>Short-answer</p>	<p>EdHelper.com</p> <p>Worksheets:</p> <p>“What is LD”</p> <p>“A Day in the life of an LD Student”</p>

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Subject Title: Health 7

Discipline/Grade Level: Health and Physical Education

UNIT LESSON OUTCOME: 6

Students will be able to identify and combat bullying and violence.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input type="checkbox"/>	1.5	<input type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
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Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	<input type="checkbox"/>	11.4	<input type="checkbox"/>															
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

ESSENTIAL CONTENT OUTCOMES/STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 6</p> <p>How prevalent is bullying?</p> <p>Is America a violent society?</p>	<p>Identify bullying, how, when and where it happens</p> <p>Identify the different ways people bully</p> <p>Compare and contrast physical bullying, social bullying, verbal bullying and intimidation</p> <p>Discuss why people become bullies</p> <p>List and discuss the steps to prevent bullying</p> <p>Identify self-protection strategies</p> <p>Identify steps to take to recover from bullying or violence</p>	<p>Questions</p> <p>Poster</p> <p>Observation</p> <p>Oral Questioning</p> <p>Short-answers</p> <p>Role-play</p>	<p>Video</p> <p>Bully packet</p> <p>Violence packet</p>