



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Health Education

Grade 7

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GRADE 7 HEALTH EDUCATION

Course Description:

Seventh grade health will implement the students' knowledge base and skill levels learned in elementary school health. This course is designed to develop problem solving skills, decision making, critical thinking, communication, and literacy as they apply to real life situations for the students' mental, physical and social well being. Wellness, fitness, nutrition, substance abuse and personal hygiene are discussed. Character development supports the development of healthy relationships and the equitable treatment of others.

Suggested Course Sequence:

Unit 1: Health & Wellness: 1 week
Unit 2: Fitness: 2 weeks
Unit 3: Nutrition: 2 weeks
Unit 4: Personal Hygiene: 1 week
Unit 5: Decision Making/Goal Setting: 2 weeks
Unit 6: Interpersonal Communication: 2 weeks
Unit 7: Character Development: 2 weeks
Unit 8: Drugs & Medicine: 2 weeks
Unit 9: Relationships & Family: 2 weeks
Unit 10: Real Game: 4 weeks

Unit Overview	
Content Area: Health	
Unit Title: Unit 1 - Health & Wellness	
Target Course/Grade Level: Grade 7	
Unit Summary: Wellness means being healthy in mind and body. The health and wellness curriculum encourages students to be physically active and learn to make healthy decisions and develop a healthy lifestyle. 21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration	
Learning Targets	
Standards 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle A. Personal Growth and Development	
CPI#	Cumulative Progress Indicator (CPI)
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
Unit Essential Questions <ul style="list-style-type: none"> • What are the factors that may influence wellness? • How do personal health choices impact growth and development? • How can risks to personal health be avoided? • What are the consequences (especially unforeseen) of our choices in terms of Wellness? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Health choices and behaviors have a significant impact on personal, family, community and global wellness.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Evaluate the impact of health behaviors and choices on personal and family wellness • Interpret data to make predictions about wellness • Investigate how technology and medical advances impact wellness • Investigate how heredity, physiological changes, environmental influences, and varying social/cultural influences contribute to an individual's uniqueness 	

Evidence of Learning

Summative Assessment (1 day)

Written Quiz

Equipment Needed:

Poster boards, markers, surveys, internet access, laptops, fact sheet for fictitious student

Teacher Resources:

Textbook, online resources

Formative Assessments

- Journal entries
- Student assessment

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Choices that influence wellness	1 day
2	Evaluate the fictitious student's wellness	2 day
3	Brainstorming technology advances	1 day
4	Heredity and Uniqueness	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.humankinetics.com/excerpts/excerpts/the-importance-of-health-fitness-and-wellness>

http://highered.mcgraw-hill.com/sites/dl/free/0073523720/581906/Chapter_1.pdf

<http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=39>

<http://www.nytimes.com/learning/teachers/lessons/20081216tuesday.html>

<http://sciencenetlinks.com/lessons/technological-advances-in-health/>

Unit Overview	
Content Area: Health	
Unit Title: Unit 2 Fitness	
Target Course/Grade Level: Grade 7	
Unit Summary: In today's society there is a greater need than ever to increase the daily activity level to maintain both cardiovascular fitness and body weight. During this unit students will be introduced to a variety of exercises and fitness programs that will improve muscle strength, endurance, and increase joint flexibility. 21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration	
Learning Targets	
Standards 2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. A. Personal Growth and Development	
CPI#	Cumulative Progress Indicator (CPI)
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness
2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
Unit Essential Questions <ul style="list-style-type: none"> How can you play a more active role in your health? How can I set challenging fitness goals that help me stay committed to wellness? How does assessment play a vital role in your fitness program? 	Unit Enduring Understandings <ul style="list-style-type: none"> Physical fitness has been shown to be important for health and quality of life. Knowing their current level of fitness will help them assess areas that need improvement.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Explain the primary principles of training (FITT) Discuss benefits of regular physical exercise Debate the importance of regular exercise Adjust goals based on what they achieved during fitness pre-assessment 	

- Research additional training exercises they should engage in their warm-up routines and workouts
- Compare and contrast health related fitness and performance related fitness
- Compare and contrast the 3 body types (endomorph, ectomorph, and mesomorph)

Evidence of Learning

Summative Assessment (1 day)

Written Quiz

Equipment Needed: Ladders, cones, stop watches, balance discs, resistance bands, exercubes, weights, projector, laptop, stereo, P90X3, Insanity

Teacher Resources: Work out DVD's

Formative Assessments

- Workout cards
- Fitness journal entries
- Teacher observation
- Peer assessment

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Fitness Data Collection	3 days
2	Benefits of exercise & FITT	1 day
3	Develop a personal workout	4 days
4	Body Composition	1 day
5	Evaluation of Personal Fitness Program	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.deltastate.edu/PDFFiles/HCCI/lesson%20plans/BCBS%20Fitness%20Unit%20Plan.pdf>

<http://www.health-lesson-plans-teacher.com/benefitsofphysicalactivity.html>

<http://www.mayoclinic.org/healthy-living/fitness/in-depth/exercise/art-20048389>

<http://www.hsph.harvard.edu/nutritionsource/staying-active-full-story/>

<http://www.fitnessforlife.org/faqs/faqs/what-is-the-fitt-formula>

<http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf>

<http://healthyliving.azcentral.com/evaluate-personal-exercise-plan-17721.html>

<http://www.canadacollege.edu/fitnesscenter/7steps.php>

Unit Overview

Content Area: Health

Unit Title: Unit 3 - Nutrition

Target Course/Grade Level: Grade 7

Unit Summary:

Middle school is a critical time for students to understand and practice healthy eating habits. This unit

helps students apply decision-making skills to real-life issues that influence their health.

21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration

Learning Targets

Standards

2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

B. Nutrition

CPI#	Cumulative Progress Indicator (CPI)
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
2.1.8.B.4	Analyze the nutritional values of new products and supplements.

Unit Essential Questions

- What effect does diet have on wellness?
- What nutrition facts should one consider in order to lead a healthy lifestyle?

Unit Enduring Understandings

- There are many short and long term health benefits and risks associated with nutritional choices.

Unit Learning Targets

Students will...

- Describe the impact of nutrients on the functioning of the human body
- Identify how to recognize healthy versus non-healthy eating habits
- Identify healthy food choices at fast food restaurants
- Analyze how healthy eating patterns throughout life can reduce the risk of heart disease, high cholesterol, cancer, osteoporosis and other health issues

Evidence of Learning

Summative Assessment (2 days)

Written Quiz

"My Plate" Project Rubric

Equipment Needed: Fast food quiz, my plate stickers, paper plates, markers

Teacher Resources: online resources

Formative Assessments

- Journal entries
- Teacher observation

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Fast Food Quiz - Daily Diet Review	1 day
2	6 Basic Nutrients	3 days
3	Food Groups	2 days
4	Factors that Influence - Personal Eating Patterns	2 days
5	My Plate Project	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

[Lesson plan](#)

<http://www.choosemyplate.gov/>

<http://kids.stopandshop.com/passport/challenge2.html>

Share my lesson.comLesson19-MyPlate_LessonPlan.pdf (1mb, pdf document)

Share My lesson.com **"How Social Class Affects Health and Well-Being"**

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8818#.UzhLI41OV1t>

http://www.fns.usda.gov/sites/default/files/ne_facts.pdf

Unit Overview	
Content Area:	Health
Unit Title:	Unit 4 - Personal Hygiene
Target Course/Grade Level:	Grade 7
Unit Summary: A clean child is a healthier child, which is why we include personal hygiene in our curriculum. Good hygiene practices help prevent cavities, infections and other health problems. Proper hygiene can lead to a lifetime of cleanliness and good health. 21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration	
Learning Targets	
Standards 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A. Personal Growth and Development	
CPI#	Cumulative Progress Indicator (CPI)
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
Unit Essential Questions <ul style="list-style-type: none"> In what ways can I take care of my body? Who can I turn to for advice of taking care of my body? How reliable are marketing techniques with hygiene products? 	Unit Enduring Understandings <ul style="list-style-type: none"> Establishing proper hygiene routines will help one take care of their body and promote good health. A healthy lifestyle is dependent on good choices and habits, based on reliable health data, information available.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Describe the appropriate selection and use of personal hygiene products. Explain how to maintain their own personal hygiene 	
Evidence of Learning	
Summative Assessment (1 day) Written Quiz Equipment Needed: laptop computers, overhead projector, personal hygiene packages Teacher Resources: Online resources	

Formative Assessments

- Journal entries
- Teacher observation
- Exit slips

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	The 6 areas of hygiene	2 day
2	Hygiene Power Point	1 day
3	Investigate personal hygiene products	2 days

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

http://www.alvord.k12.ca.us/Arizona/Counselor/8_23_10_P%20Hygiene_Presentation.pdf

<http://www.scholastic.com/parents/resources/article/health-nutrition/10-ways-to-teach-preteen-hygiene>

<http://www.parents.com/toddlers-preschoolers/development/social/hygiene-basics-for-kids/>

Unit Overview	
Content Area:	Health
Unit Title:	Unit 5 - Decision Making/Goal Setting
Target Course/Grade Level:	Grade 7
Unit Summary: <p>The use of critical thinking, decision making, problem solving, leadership, and communication skills are essential to making informed personal, family, and community health decisions. Students will practice using the decision making model in various social settings.</p> <p>21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration</p>	
Learning Targets	
Standards 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. B. Decision-Making and Goal Setting	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
Unit Essential Questions <ul style="list-style-type: none"> How do I overcome negative influences when making decisions about my personal health? Why might educated people make poor health decisions? Why is it important to set goals in life? 	Unit Enduring Understandings <ul style="list-style-type: none"> Decision-making can be affected by a variety of influences that may not be in a person's best interest. Making good health decisions requires the ability to access and evaluate reliable sources. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching these goals.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Recall the steps to the decision making process and resistance skills on a decision making situation worksheet done in class. Discuss how ethical decision-making requires careful thought and action. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages. Predict social situations and conditions that may require adolescents and young adults to use decision-making skills. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been 	

employed.

- Share with their fellow students their personal thoughts on the different scenarios while making a good decision.
- Analyze the use of ethics and personal values when making decisions.
- Demonstrate and evaluate the use of decision-making skills.
- Use reliable and valid health information to assess social situations and conditions that impact health and safety.

Evidence of Learning

Summative Assessment (1 day)

Written Quiz

Project rubrics

Equipment Needed:

Teacher Resources: Online resources

Formative Assessments

- Peer assessment
- Journal entries
- Teacher observation
- Skill checklist

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Decision making Model/Steps'	2 days
2	Decision Making Styles	1 day
3	Decision Making- Be Smart, Make the Right Choice	2 days
4	24 hour log of personal time	1 day
5	Group Decision Making Project	2 days
6	Group Goals	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

www.personal.psu.edu/.../468-%20middle%20school%20decision%20m...

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1271#.UziV4Y1OV1s>

<http://www.humankinetics.com/excerpts/excerpts/six-steps-for-making-good-group-decisions>

<http://www.yale.edu/ynhti/curriculum/units/1980/6/80.06.03.x.html>
[http://lessonplanspage.com/peoempowereddecisionmaking612-hm-2/
Empowered Decision Making.mht](http://lessonplanspage.com/peoempowereddecisionmaking612-hm-2/Empowered%20Decision%20Making.mht)

Unit Overview	
Content Area: Health	
Unit Title: Unit 6 - Interpersonal Communication	
Target Course/Grade Level: Grade 7	
Unit Summary: Students will learn about how people exchange information, feelings, and meaning through verbal and non-verbal messages. Through use of effective refusal and negotiation skills, students will be able to express and defend their beliefs 21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration	
Learning Targets	
Standards 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A. Interpersonal Communication	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
Unit Essential Questions <ul style="list-style-type: none"> How can we strengthen our influence on others? How can communication enhance my personal health and develop positive relationships? 	Unit Enduring Understandings <ul style="list-style-type: none"> Effective communication skills enhance a person's ability to express and defend their beliefs Making good health decisions requires the ability to access and evaluate reliable resources
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Understand the importance of good communication skills in the classroom Teach others how to use communication skills, including refusal, negotiation, and assertiveness. Employ strategies to improve communication and listening skills and assess their Effectiveness Collaborate to describe threats to effective verbal and nonverbal communication (e.g., social networking sites, text messaging, use of video games) Analyze strong character traits (e.g., mediating skills, negotiating skills, refusal skills) in journal entries 	

Evidence of Learning

Summative Assessment (1 day)

Written Quiz

Equipment Needed: Computer and projector

Teacher Resources: Textbook, online resources

Formative Assessments

- Self and peer evaluations
- Teacher observations
- Journal entries

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Criteria for effective Communication	1 day
2	No – Verbal Cues	1 day
3	Gestures – What do they tell us?	1 day
4	Active Listening	1 day
5	Phone Etiquette	½ day
6	Pair drawing / Communication	½ day
7	Refusal Skills	1 day
8	Resolving Conflict with Negotiation	1 day
9	Public Speaking (Video taped)	3 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

http://alex.state.al.us/lesson_view.php?id=31007

www.fremont.k12.ca.us/.../Vol. 2 - Module 8 Act.- COMMUNICATION.doc

http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml

http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml

<http://www.negotiatelikethepros.com/overcome-the-top-ten-neg-tactics/>

<http://betterlesson.com/document/309516/lesson-2-packet-your-friends-and-peers-and-refusal-skills-docx>

Unit Overview	
Content Area:	Health
Unit Title:	Unit 7 - Character Development
Target Course/Grade Level:	Grade 7
Unit Summary: The character development unit will address many tough issues in education while developing a positive school climate. The class will investigate character development by engaging in group activities and analyzing the process. Students will also investigate core values such as honesty, responsibility, stewardship, kindness, generosity, courage, freedom, justice, equality, and respect. 21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration	
Learning Targets	
Standards 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. C. Character Development	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
Unit Essential Questions <ul style="list-style-type: none"> • How are character and health related? • What aspects of our character can be changed? • To what extent do outside influences shape values? • How can individuals collaborate to reach common goals? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Character is who you are when no one is watching. • Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Engage in team and group activities and reflect their personal experiences • Explain the pillars of character development • Identify 3 personal role models • Compare and contrast the characteristics of various role models and the core ethical values they represent <ul style="list-style-type: none"> • Compare and contrast how various cultures respond to individuals with disabilities • Analyze personal and group adherence to student codes of conduct by developing a code of conduct applicable to Health & PE class. • Generate a list of specific cultures and how they are perceived to respond to individuals with disabilities 	

- Identify a cause specific to Midland Park, plan and implement a volunteer activity

Evidence of Learning

Summative Assessment (2 days)

Written Quiz, Project Rubrics

Equipment Needed:

Teacher Resources: Textbook, online resources

Formative Assessments

- Journal entries
- Teacher observation
- Peer observation

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Group Initiatives/Games	2 days
2	6 Pillars of Character Development	3 days
3	Role models	2 days
4	Cultures and Disabilities	1 day
5	Developing a Student Code of Conduct for PE	1 day
6	Community Service Project	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.sharemylesson.com/teaching-resource/Respecting-Diversity-6071618/>

<http://charactercounts.org/sixpillars.html>

<http://www.wappingersschools.org/domain/537>

http://www.character-education.info/resources/lesson_plans_curriculum.htm

Unit Overview

Content Area: Health	
Unit Title: Unit 8 – Drugs, Medicines & Tobacco	
Target Course/Grade Level: Grade 7	
Unit Summary: <p>Students will be able to recognize the “truths” and the “myths” about drugs and tobacco. This unit will help develop the knowledge, skills and attitudes to appreciate the benefits of healthy living. Students will also be able to identify the similarities and differences between over-the-counter (OTC) medicines and prescription (Rx) medicines. This knowledge will assist students to make healthy and safe choices, identify risky situations, and develop strategies to prepare them for challenging situations</p> <p>21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration</p>	
Learning Targets	
Standards 2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. A. Medicines	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free
Unit Essential Questions <ul style="list-style-type: none"> How can an adolescent recognize and avoid substance abuse? Why is it important to keep medicine in the package it comes in? What are the effects of caffeine? 	Unit Enduring Understandings <ul style="list-style-type: none"> The original package has important information about the medicine, such as its proper use, dose and frequency and the expiration date.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Compare and contrast commonly used medicines Discuss medicine and why take them, Discuss prescription and dose Investigate side effects of medicines. Give examples Discuss tobacco (carcinogens, nicotine and tar). Discuss side effects of tobacco (bronchitis, emphysema and lung cancer) Investigate laws regarding smoking and cessation programs for smokers 	
Evidence of Learning	

Summative Assessment (1 days)

Written Quiz

Equipment Needed: Laptop computers

Teacher Resources: Textbook, online resources

Formative Assessments

- * Teacher observation
- * Journal entries

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	OTC Project	3 days
2	Tobacco (Side Effects & Research)	3 day
3	Tobacco and the law Compare & contrast state laws	2 day
4	Smoking cessation – Give up favorite food	2 day

Teacher Notes:

Curriculum Development Resources

<http://www.fda.gov/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/ucm277845.htm#Fact>

<http://www.scholastic.com/browse/article.jsp?id=3757743>

Unit Overview	
Content Area:	Health
Unit Title:	Unit 9 - Relationships & Family
Target Course/Grade Level:	Grade 7
Unit Summary: Students will be able to clarify the definition of family and determine the nature of relationships in families. Throughout the lessons the participants gain information and skills for improving individual wellness, self-esteem, and the ability to relate to others in healthy ways. Students are encouraged to self-regulate emotions and take responsibility for behavior choices, particularly those impact others. Communication skills will be reviewed, since it is the key to building healthy relationships with friends and families. 21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration	
Learning Targets	
Standards 2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A. Relationships 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E. Social and Emotional Health	
CPI#	Cumulative Progress Indicator (CPI)
2.4.6.A.1	Compare and contrast how families may change over time.
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations

Unit Learning Targets*Students will...*

- Define relationships
- Describe the social skills necessary to sustain healthy relationships
- Identify diverse relationships (e.g., family, friend, spouse, girlfriend, boyfriend)
- Compare and contrast the qualities of healthy versus unhealthy relationships
- Assess “red flags” in relationships (e.g., abuse, controlling behavior, fear)
- Determine methods to sustain healthy relationships (e.g., communication, equality, respect)
- Compare and contrast marriage and families in various historical periods
- Investigate changes in family structures and the forces that influence change
- Determine the foundational elements that promote respect for and acceptance of others
- Recognize the implications digital technologies may have (cell phones, social networking sites, instant messaging, etc.) on teen relationships.

Evidence of Learning**Summative Assessment (1 day)**

Written Quiz

Equipment Needed:**Teacher Resources:** Textbook, online resources**Formative Assessments**

- Teacher observation
- Peer Observation

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	History of Marriage and Families	3 days
2	Family structures	2 days
3	Relationships	3 days
4	Unhealthy Relationships	2 days

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.rcs.k12.va.us/pe/ms/documents/mshealth.pdf><http://www.scribd.com/doc/26887464/Social-Health-Healthy-Relationships-Entire-Curriculum><http://teachers.net/lessons/posts/3676.html>http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/CKHOOSTE/_FAMILY2.HTM<http://idvsa.org/wp-content/uploads/2013/01/Healthy-Relationships.pdf><http://www.youtube.com/watch?v=rbpKawqA6VQ> “Think Before You Post Campaign”http://www.youtube.com/watch?v=4w4_Hrwh2XI “Everyone – Think Before You Post (English)”<http://www.freebookez.com/ebook.php?u=aHR0cDovL2lkdnNhLm9yZy93cC1jb250ZW50L3VwbG9hZH MvMjAxMy8wMS9EaWdpdGFsLVRIY2hub2xvZ3ktYW5kLUhiYWx0aHktUmVsYXRpb25zaGlwcy5wZGYKQ2 VudGVyIGZvciBIZWFsdGh5IFRlZW4gUmVsYXRpb25zaGlwczogRGlnaXRhbCBUZWNobm9sb2d5ICZhbXA7I>

FRIZW4gLi4u

Unit Overview					
Content Area: Health					
Unit Title: Unit 10 – The Real Game					
Target Course/Grade Level: Grade 7					
Unit Summary: <p>The Real Game is a career exploration program that introduces students to the future in the work world. This unit will give the students career exploration skills. During the Real Game each student will adopt an occupational role.</p> <p>21st century themes: Problem solving, critical thinking, creativity, innovation, and collaboration</p>					
Learning Targets					
Standards <p>9.1 21st Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <ul style="list-style-type: none"> A. Critical Thinking and Problem Solving B. Creativity and Innovation C. Collaboration, Teamwork, and Leadership <p>9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, saving, investment and charitable giving in the global economy</p> <ul style="list-style-type: none"> A. Income and Careers B. Money Management 					
CPI#	Cumulative Progress Indicator (CPI)				
9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income				
9.2.8.A.2	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills				
9.2.8.A.3	Relate earning power to quality of life across cultures				
9.2.8.A.7	Explain the purpose of the payroll deduction process, taxable income, and employee benefits				
9.2.8.A.8	Differentiate among the types of taxes and employee benefits				
9.2.8.B.3	Relate the concept of deferred gratification to investment				
9.1.8.A.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills				
9.1.8.A.2	Implement problem solving strategies to solve a problem in school or the community				
9.1.8.B.1	Use multiple points of view to create alternative solutions				
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities				
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects				
9.1.8.C.3	Model leadership skills during classroom and extra-curricular activities.				
<table border="1"> <tr> <th>Unit Essential Questions</th><th>Unit Enduring Understandings</th></tr> <tr> <td> <ul style="list-style-type: none"> How do I decide what I want to be and how do I prepare for my career? How might your personal interests impact on your career goals? How might your personal interests impact on your career goals? </td><td> <ul style="list-style-type: none"> Students must acquire knowledge, attitudes and skills to make a successful transition from school to the world of work. Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money. </td></tr> </table>		Unit Essential Questions	Unit Enduring Understandings	<ul style="list-style-type: none"> How do I decide what I want to be and how do I prepare for my career? How might your personal interests impact on your career goals? How might your personal interests impact on your career goals? 	<ul style="list-style-type: none"> Students must acquire knowledge, attitudes and skills to make a successful transition from school to the world of work. Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.
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Unit Learning Targets*Students will...*

- Utilize the Real Game vocabulary and apply fundamental concepts related to the world of work and career planning process
- Explain the links between their school subjects and the world of work
- Discuss how the “Real Game” community reflects a real life community
- Research the variety of jobs and work styles
- Investigate the relationships between education and occupation, income and occupation, and leisure time and occupation
- Examine the truth behind the adage “There’s more to life than money”
- Compare the use of leisure time for enjoyment and for personal/career development
- Utilize the concepts of a financial and time management budget
- Prioritize their values in relation to their income
- Utilize the concepts of budgeting, when computing their gross income, net income, and basic deductions
- Calculate which housing, transportation, and other items and activities are appropriate to their monthly income
- Create a monthly budget that balances income and expenses
- Discuss the cost of living expenses, the need to prioritize how money is spent, and the reality of not being able to purchase everything one wants
- Create a vacation plan that meets the budgeting allowances and time allowances of each member in the group
- Identify the changing domestic and work role of man and woman
- Identify 5 causes of job loss, and how job loss affects everyone in a community
- Identify coping strategies and tools to deal with job loss
- Design a resume

Evidence of Learning**Formative Assessment (4 days)**

Quizzes, project rubrics

Equipment Needed: Computer, projector, poster board, markers , glue, scissors**Teacher Resources:** The Real Game Program**Formative Assessments**

- Teacher observation
- Peer assessment

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Intro & Spin Game	2 days
2	The Dream	2 days
3	What’s My Line	3 days
4	Our Town/ Who Am I? Who are you?	5 days
5	After Work	4 days
6	Reality Check	4 days

7	Financial Picture	5 days
	Getting Away	3 days
9	Fair Play	3 days
10	The Pink Slip	3 days
11	Transitions	3 days
12	The Big Picture	3 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit: