

# Draft

**COURSE: Intermediate Health (20 weeks)**

**GRADE LEVELS: 7- 8**

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	GUIDING QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	ASSESSMENTS:	WHEN STUDENT DOES IT:
<b>SKILLS MATRIX:</b>  -Self Management -Decision Making -Planning and Goal Setting	Self Image – Self Esteem	What health knowledge and skills do I need to know and be able to do to be safe and healthy?	<ol style="list-style-type: none"> <li>1. How can I enhance my health status?</li> <li>2. How can I use my strengths to enhance my health and safety?</li> <li>3. Why are health and safety skills and knowledge important to me?</li> <li>4. What internal and external pressures influence my ability to be safe and healthy?</li> </ol>	<ol style="list-style-type: none"> <li>1. Individuals need knowledge, skills and resources to be healthy.</li> <li>2. Heredity, environment, access to health care and lifestyle factors affect and individual's health.</li> <li>3. Personal strategies can be learned to develop and enhance healthy behaviors and to avoid reduce and cope with unhealthy, risky or potentially unsafe situations.</li> <li>4. An individual's emotional needs, feelings and outlook influence overall health and well being.'</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to practice strategies to enhance personal health and safety using the decision making model.</li> <li>2. Conduct a personal assessment of health and safety skills.</li> <li>3. Identify personal strengths and areas that need improvement.</li> <li>4. Explore the attributes of a safe and healthy person. Conduct a personal assessment of healthy and safety skills.</li> <li>5. Compare and analyze the personal assessment to the healthy attributes to identify personal health and safety strengths and needs.</li> <li>6. Predict short and long term benefits and harmful consequences based on personal health and safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Self reflection worksheets</li> <li>2. Self description art project</li> <li>3. Games</li> <li>4. Reflective Writing</li> <li>5. Personal assessment</li> <li>6. Tests</li> </ol>	Weeks 1-5

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					assessment. 7. Identifies personal health decisions and sorts related internal and external influences. 8. Recognize personal capabilities and limitations as they relate to possibly healthy solutions. 9. Compile and assess available information to enhance health. 10. Describe how personal health decisions may affect subsequent decisions. 11. Analyze the benefits of planning and setting personal health goals. 12. Make a personal commitment to achieve a personal health goal.		

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<b>SKILLS MATRIX</b> - Communication - Relationship management -Stress Management	Wellness-Relaxation	What health knowledge and skills do I need to know and be able to do to be safe and healthy?	1. How can I develop the confidence to use the knowledge and skills I need to be safe and healthy? 2. How do my peers' attitudes and behaviors influence my health? 3. How do my beliefs influence my ability to be safe and healthy?	1. Individuals have a personal responsibility to develop, maintain and increase safe and healthy behaviors. 2. Regularly engaging in healthy behaviors promotes overall health and well-being and reduces the risk of health-related problems, disorders and disease.	1. Refine the ability to actively listen, follow directions, and respond to others in health-enhancing ways. 2. Demonstrate effective verbal (assertiveness) and nonverbal communication skills to enhance health. 3. Demonstrate healthy ways to express needs, wants and feelings. 4. Discuss how family and peer attitudes, beliefs and actions affect interpersonal communication. 5. Recognize barriers that interfere with effective healthy communication and apply strategies to overcome barriers. 6. Demonstrate ways to communicate care, consideration, and respect of self and others. 7. Demonstrate effective refusal skills in real-life health related	1. Role playing and simulation 2. Graphic organizers 3. Discussion 4. Learning logs 5. Informal and formal observation	Weeks 6-10

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					<p>situations,</p> <p><b>8.</b> Analyze possible causes of conflict and demonstrate negotiations skills and other strategies to manage conflict in healthy ways.</p> <p><b>9.</b> Demonstrate the ability to work in groups with shared responsibilities, benefits, and risks to enhance health.</p> <p><b>10.</b> Conduct a personal assessment of relationship management knowledge and skills.</p> <p><b>11.</b> Explore attributes of a nurturing, empathetic, respectful, responsible person.</p> <p><b>12.</b> Compares and analyzes the personal assessment in relation to the attributes to identify personal strengths and need areas.</p> <p><b>13.</b> Predict short and long term benefits and harmful</p>		

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					consequences of behaviors based on the assessment. 14. Distinguish between positive and negative stress and documents personal stressors. 15. Documents the impact of physical, emotional, social, family, school, and environmental stressors on personal health. 16. Investigates physical and emotional reactions to personal stress. 17. Researches personal stressful situations and current ways of dealing with them. 18. Selects and applies a strategy to manage stress in health-enhancing ways.		
<b>SKILLS MATRIX</b> -Advocacy	Safety, Sexuality, Substance Abuse	How can I help others to be safe and healthy?	1. What support do I need? 2. Who can support me? 3. What resources are there to support me?	1. Community organizations have information, resources and services to assist individuals with developing and	1. Review information from health assessments and analyze data to determine a priority health or safety issues in need of advocacy.	1. Web quest 2. Power point or multimedia presentation 3. Learning log- KWLQ	Weeks 11-15

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			<ol style="list-style-type: none"> <li>4. How can I access and manage resources that will assist me?</li> </ol>	<p>increasing healthy behaviors and resisting, reducing or abstaining from unhealthy behaviors.</p>	<ol style="list-style-type: none"> <li>2 Researches the health or safety advocacy issue.</li> <li>3. Identifies agency, organizations, or others who advocate for the health issue.</li> </ol>		
<p><b>SKILLS MATRIX:</b> PART 2 -Self Management -Decision Making -Planning and Goal Setting</p>		<p>What health knowledge and skills do I need to know and be able to do to be safe and healthy?</p> <p>What health knowledge and skills do I currently use to be safe and healthy?</p>	<ol style="list-style-type: none"> <li>1. How can I develop the confidence to use the knowledge and skills I need to be safe and healthy?</li> <li>2. How can I resist unhealthy pressures?</li> <li>3. How do I personalize health and safety knowledge and skills?</li> <li>4. How can I reward myself for personal health and safety achievements?</li> <li>5. Who or what affects my ability to be safe and healthy?</li> </ol>	<ol style="list-style-type: none"> <li>1. Many individuals find it hard to stop or reduce unhealthy behaviors despite knowledge of health hazards and risks.</li> <li>2. Most individuals do not engage in high risk health behaviors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select and apply a health skill to improve personal health and safety.</li> <li>2. Identify and access personal support persons or systems.</li> <li>3. Celebrates and rewards self for personal health and safety accomplishments.</li> <li>4. Analyzes perceptions of peer, family, and community normative health related behavior.</li> <li>5. Describes how personal health decisions may affect subsequent decisions.</li> <li>6. Assumes responsibility for personal health decisions.</li> <li>7. Develops a personal health goal and a plan to achieve it.</li> <li>8. Implements the plan to achieve goal and</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning logs</li> <li>2. Role play and simulations</li> <li>3. Discussions</li> <li>4. Presentation</li> <li>5. Graphic organizer</li> <li>6. Journal</li> </ol>	<p><b>Weeks 16-17</b></p>

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					<p>overcome personal barriers.</p> <p>9. Analyzes the impact of decisions on the personal health goal.</p> <p>10. Identifies personal support systems and explains their importance in achieving goal.</p> <p>11. Assess, reflect on and adjusts the plan to maintain and enhance personal health and safety, as needed.</p>		

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<b>SKILLS MATRIX PART 2</b> - Communication - Relationship management -Stress Management	Conflict Resolution	What health knowledge and skills do I need to know and be able to do to be safe and healthy?	1. Who or what impacts my ability to be safe and healthy? 2. How do the positive and negative consequences of healthy behaviors compare with those of risky behaviors?	1. A safe and healthy environment promotes care and respect for self and others.  2. Risk reduction programs may be successful for the prevention or reduction of risky health behaviors.	1. Demonstrates positive interpersonal and intra- personal behaviors when working with others.  2. Analyzes possible causes of conflict and demonstrates win-win resolutions.  3. Clarifies expectations of self and others and their relation to personal stress.  4. Recognizes personal capabilities and limitations.  5. Monitors, evaluates and adjusts the personal stress management strategies for coping with stressful situations.  6. Demonstrates relaxation techniques.	1. Role play and simulations 2. Investigation 3. Cooperative learning 4. Discussion	Weeks 18-19
<b>SKILLS MATRIX PART 2</b> -Advocacy		How can I help others to be safe and healthy?	1. Who or what impacts my ability to be safe and healthy? 2. How can I help others to be safe and healthy?	1. Responsible individual behavior contributes to the health of the environment and others.	1. Clarifies personal beliefs regarding health advocacy issues.  2. Takes a clear health enhancing stand.	1. Debates 2. Learning logs 3. Journal 4. Showcase presentation	<b>WEEK 20</b>

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					<ol style="list-style-type: none"> <li>3. Identifies an audience and adapts the health message(s) and communication technique (s) to the characteristic of the individual or group.</li> <li>4. Uses communication techniques to persuade the individual or group to support or act on a health enhancing issue.</li> <li>5. Works collaboratively with individuals, agencies or organizations to advocate for the health of self, families and communities.</li> <li>6. Evaluates the effectiveness of the advocacy effort and revises as needed.</li> </ol>		