

COURSE OF STUDY GUIDE

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: 7th Grade Health

DEPARTMENT: Health and Physical Education

DATE REVISED: June 2013

GRADE: 7th

I. COURSE ORGANIZATION

Length: 30 Days

Credits: _____

Periods Per Week: _____

Weighted: _____

Prerequisite: _____

II. COURSE DESCRIPTION

By the end of 7th

III. COURSE MISSION

The mission of Teitelman Health is to impart the knowledge of health and physical education concepts and skills that will empower 7th Grade health students to assume lifelong responsibility to develop physical, social, and emotional wellness.

IV. DEPARTMENT MISSION

VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS

- Standard Forms
Example: Students will identify, define, and use vocabulary words related to 7th grade health
- Written
Example: Students will identify personal values and health and safety tips
Example: Students will analyze nutrition, the food pyramid and portion size.
- Public Speaking
Example: Students will interview parents and teachers and families and share findings in a descriptive oral presentation.

VII. POSSIBLE ASSESSMENT TASKS

Written

Oral

Visual

VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

Content Pacing Guide & Standards

Unit Title: Introduction to 7th Grade Science		
Content: Class Expectations/Guidelines/Grading Likes and Alike? Daily Healthy Tips Assignment	Standards: 2.1 A-E, 2.2 A-E, 2.3 A-C, 2.4 A-C, 2.5 A-C, 2.6 A	Time Frame: 1 Day/Ongoing
Unit Title: Goals and Communication		
Content: I'm A Winner	Standards: 2.1 A-E, 2.2 A-E	Time Frame: 1 Day/Ongoing
Unit Title: Basic Values and Decision Making		
Content: Worksheet Basic Values Self-Esteem Personal Value Chart Homework Signature	Standards: 2.1 A-E, 2.2 A-E	Time Frame: 1 Day/Ongoing
Unit Title: Nutrition		
Content: Food Pyramid and Portions You Are What You Eat! Eating Disorders	Standards: 2.1 A-E, 2.2 A-E	Time Frame: 2 Days
Unit Title: Parenting Skills		
Content: Building Blocks Appropriate Discipline Parent Interview Communicating with Parents Child Safety Points Baby-sitting and First Aid Safe Tip Assignment Video-“Oprah- Escape School From Strangers”	Standards: 2.1 A-E, 2.2 A-E 2.4 A-C	Time Frame: 1 Day

Unit Title: Puberty		
Content: Video Viewing Guide	Standards: 2.1 A-E, 2.2 A-E	Time Frame: 1 Day

Unit Title: Reproduction		
Content: Reproduction Facts- Male Reproduction Facts-Female	Standards: 2.1 A-E, 2.2 A-E 2.4 A-C	Time Frame: 3 Days

Unit Title: Pregnancy		
Content: Natural and In Vitro Fertilization Embryo and Fetal development Changes during pregnancy Labor and Birth Multiple/Conjoined Twins Congenital and Hereditary Birth Defects	Standards: 2.1 A-E, 2.2 A-E 2.4 A-C	Time Frame: 2 Days

Unit Title: Family		
Content: The Changing Families Me and My Family Interview	Standards: 2.1 A-E, 2.2 A-E 2.4 A-C	Time Frame: 2 Days

Unit Title: HIV/AIDS		
Content: The How/Who/What/Why about HIV/AIDS Homework Factsheet	Standards: 2.1 A-E, 2.2 A-E 2.4 A-C	Time Frame: 2 Days

Unit Title: Smoking Facts		
Content: Factors which influence Drug Effects Nicotine Fact Sheet Test Your Smoking IQ Smoke-less tobacco	Standards: 2.1 A-E, 2.2 A-E 2.3 A-C	Time Frame: 3 Days

Unit Title: Marijuana Effects		
Content: Marijuana Pre-test Marijuana Fact Sheet Abuse and Misuse	Standards: 2.1 A-E, 2.2 A-E 2.3 A-C	Time Frame: 3 Days

Unit Title: Health Impact of Drug/Inhalants		
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Content: Questions for Officer Perry Inhalant Mis-use “Pharming”	Standards: 2.1 A-E, 2.2 A-E 2.3 A-C	Time Frame: 3 Days
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IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS

Possible instructional techniques may include but may not be limited to the following:

Resource Center – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

Inclusion – Peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities

Enrichments – Field trips, guest speakers, brochure design, simulations, drama, and poetry

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Suggestions for specific assignments and student activities are found in the teacher’s resource guide of the approved textbook series.

X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS

Videos:

Illustrations:

Art:

Music:

Other Subjects

XI. MATERIALS/TECHNOLOGY