

*Curriculum Guide for 7<sup>th</sup> Grade Health*

**Unit 1: Why Health:**

**1 weeks**

**H7.1, H7.2, H7.3, H7.4**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Define health</li><li>• Define what it means to be healthy in the 5 areas of health</li><li>• Begin to understand a Christian perspective on health</li><li>• Begin to develop a sense of community</li><li>• Begin to identify the qualities of a supportive, caring community</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Class discussion</li><li>• Group and individual reading</li><li>• Questionnaire: "What it means to be healthy"</li><li>• 4 person Stand-Up game</li><li>• Small group discussion</li><li>• Inclusion activity: Introducing a classmate</li><li>• Inclusion activity: Item of value</li><li>• Create class poem</li><li>• Trust walk</li></ul>	<ul style="list-style-type: none"><li>• Testbook: CSI's Healthy Living: Life Skills 7-8 p. 25-34</li><li>• Bibles</li><li>• 6" x 2" cards</li><li>• Index cards</li><li>• Blindfolds</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Wanted posters</li><li>• Student created classroom creed</li><li>• Participation in class discussion</li><li>• Journals</li><li>•</li></ul>

**Unit 2: Who Am I?**

**4 weeks**

**H7.4, H7.5, H7.6. H7.7**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"> <li>• Feel secure in the knowledge that God loves them unconditionally</li> <li>• Understand what it means to be made in the image of God</li> <li>• Understand that sin has interfered with our ability to properly reflect God’s image</li> <li>• Understand the through Christ, we must be restored in God’s image</li> <li>• Recognize that God’s love is inclusive and we are called to reflect that</li> <li>• Understand how their self concept develops</li> <li>• Understand that we must discover, accept and develop our gifts</li> <li>• Develop a positive attitude about themselves</li> <li>• Commit themselves to using their gifts</li> <li>• Define and identify spiritual gifts</li> <li>• Understand that they are called to use their gifts within their community</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Group and individual reading</li> <li>• Group activity: Knots game</li> <li>• Group activity: Sentence puzzles</li> <li>• Team building activity: Sentence stems</li> <li>• Team building activity: Sentence stems</li> <li>• Student activity: “I’m More Like This”</li> <li>• Object lessons</li> <li>• Acrostic activity</li> <li>• Student activity: “My Kind of Shoe”</li> <li>• Reading aloud</li> <li>• Student activity: “Bring Yourself in a Sack”</li> <li>• Roleplays</li> </ul>	<ul style="list-style-type: none"> <li>• Bibles</li> <li>• Index cards</li> <li>• Legal size envelopes</li> <li>• Dictionary</li> <li>• Student handout: “Gaod’s Image in Creation”</li> <li>• Hand mirror, glass cleaner and paper towels</li> <li>• Poster boards</li> <li>• Student handout: “Guidance”</li> <li>• Student handout: “Reflectors”</li> <li>• Transparency: “Situations”</li> <li>• Overhead projector</li> <li>• Colored markers</li> <li>• Thesaurus</li> <li>• 4-legged stool</li> <li>• Labels</li> <li>• <u>Who Am I?</u> by Katherine Paterson</li> <li>• Variety of different kinds of shoes in a sack</li> <li>• <u>Hey World, Here I Am</u> by Jean Little</li> <li>• <u>John Bunyan’s Pilgrim’s Progress</u> by Gary Schmidt</li> <li>• <u>The Book of Virtues</u> by William J. Bennett</li> <li>• Television</li> <li>• DVD player</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Participation in class discussion</li> <li>• Responses to God’s image statement</li> <li>• Posters: Building Blocks of self-confidence</li> <li>• Journals</li> <li>• Short essay – Examples in the Bible of young people being called by God to use their gifts</li> </ul>

**Unit 3: Using Our Abilities**

6 weeks

**H7.6, H7.7, H7.8, H7.9**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"> <li>• Understand the importance of their decision</li> <li>• Become aware of various factors that influence decisions</li> <li>• Develop an understanding of the way they make decisions</li> <li>• Begin to consider strategies for making good decisions</li> <li>• Understand that our values must be based on God’s values</li> <li>• Describe the basic steps in decision making</li> <li>• Describe and use the 4 steps involved in goal setting to set goals for using their gifts</li> <li>• Identify specific ways to help others develop and use their gifts</li> <li>• Understand that God has called them to be faithful servants as students</li> <li>• Identify key strategies to help them do their best at school</li> <li>• Understand six learning styles and strategies for using each</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• Group and individual reading</li> <li>• Small group discussion</li> <li>• Role-plays</li> <li>• Student activity: “Right?, Wrong?, or Neither?”</li> <li>• Student activity: “Action Plan”</li> <li>• Student activity: “Paper-folding fish”</li> <li>• Student activity: “Assessing Study Skills”</li> <li>• Student activity: “Managing Your Time”</li> <li>• Student activity: “SQ3R Reading Strategy”</li> <li>• Memory Game</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook, p. 69-122</li> <li>• Bibles</li> <li>• Student handout: “Daredevils”</li> <li>• Overhead projector and transparency paper</li> <li>• Video: The Prodigal Son</li> <li>• Magazines and newspapers</li> <li>• Poem: “The Bumblebee Cannot Fly” – Author unknown</li> <li>• Origami paper</li> <li>• Bland copies of school report cards</li> <li>• Student handouts</li> <li>• Various novels and 2-3 various textbooks for six small groups</li> <li>• Assortment of 15-20 objects</li> <li>• Television</li> <li>• DVD Player</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Participation in class discussions</li> <li>• Homework: Newspaper article on decisions</li> <li>• Goal setting project: “Developing My Gifts”</li> <li>• Quiz</li> </ul>

**Unit 4:**

**3 weeks**

**H7.4, H7.8.,H7.9**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• Understand that communication skills need to be developed and practiced</li><li>• Be able to distinguish between verbal and nonverbal communication</li><li>• Understand the concept of attending</li><li>• Be able to demonstrate positive attending skills using the R.O.L.F.E. model</li><li>• Identify ineffective communication styles</li><li>• Identify three key elements of good listening</li><li>• Understand the concept of empathy</li><li>• Recognize the empathic listening skills</li><li>• Recognize positive and negative personal expressing skills</li><li>• Recognize and understand effective ways to give and receive feedback</li><li>• Understand the differences between aggressive, passive, and assertive behavior</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Class discussion</li><li>• Group and individual reading</li><li>• Role-plays</li><li>• Game: Pass it on</li><li>• Group activity: Nonverbal Nonsense</li><li>• Game: Reacting with R.O.L.F.E.</li><li>• Game: "Password" or "Taboo"</li><li>• Student activity: "Feelings"</li><li>• Student activity: "Empathetic Replying"</li><li>• Student activity: "Practicing 'I' Messages"</li></ul>	<ul style="list-style-type: none"><li>• Textbook p 125-166</li><li>• Bibles</li><li>• "Who's On First?" by Abbott and Costello</li><li>• TV drama/movie on DVD</li><li>• DVD player</li><li>• Index cards</li><li>• Stick on colored dots</li><li>• Game: "Password" or "Taboo"</li><li>• Stop sign</li><li>• Overhead projector and transparency paper</li><li>• Television</li></ul>	<ul style="list-style-type: none"><li>• Participation in class discussions</li><li>• Journals</li><li>• Quiz</li></ul>

## Unit 4: Communicating

3 weeks

H7.4, H7.8, H7.9

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Understand that communication skills need to be developed and practiced</li> <li>• Be able to distinguish between verbal and nonverbal communication</li> <li>• Understand the concept of attending</li> <li>• Be able to demonstrate positive attending skills using the R.O.L.F.E. model</li> <li>• Identify ineffective communications styles</li> <li>• Identify three key elements of good listening</li> <li>• Understand the concept of empathy</li> <li>• Recognize the empathic listening skills recognize positive and negative personal expressing skills</li> <li>• Recognize and understand effective ways to give and receive feedback</li> <li>• Understand the differences between aggressive, passive and assertive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussion</li> <li>• Group and individual reading</li> <li>• Role-plays</li> <li>• Game: Pass It On</li> <li>• Group activity: Nonverbal Nonsense</li> <li>• Game: Reacting with R.O.L.F.E.</li> <li>• Game: “Password” or “Tabb”</li> <li>• Student activity: “Feelings”</li> <li>• Student activity: “Empathic Replying”</li> <li>• Student activity: “Practicing ‘I’ Messages”</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook p 125-166</li> <li>• Bibles</li> <li>• “Who’s On First?” by Abbott and Costello</li> <li>• TV drama/movie on DVD</li> <li>• DVD player</li> <li>• Index cards</li> <li>• Stick on colored dots</li> <li>• Game: “Password” or “Taboo”</li> <li>• Stop sign</li> <li>• Overhead projector and transparency paper</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Journals</li> <li>• Quiz</li> </ul>