

Grade 7&8 Curriculum Map
Integration Plan for Health
Travis Hahn
St. Paul's Lutheran School
Written: July 2020

**Grade 7&8 Curriculum
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Submitted by Travis Hahn
January 2021**

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Content Type	Objectives	Standards	Assessment	Area of Curriculum and Specific Unit for Integration
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • assess the factors that affect wellness (e.g., diet, exercise, substance abuse, disease, heredity) compare and contrast positive and negative personal health habits <ul style="list-style-type: none"> o Wellness o Safety o Relationships 	<ul style="list-style-type: none"> • A. Identify the components of health promotion and disease prevention. • 1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors. • 1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors. • 1:3:A3 Describe how family history can affect personal health. • 1:3:A4 Describe how physical and social environments can affect personal health. B. Analyze the benefits of and barriers to practicing healthy behaviors. • 1:3:B1 Analyze the relationships between healthy behaviors and personal health. • 1:3:B2 Examine healthy behaviors and consequences related to a health issue. • 1:3:B3 Predict the outcomes of a variety of unhealthy behaviors. 	<ul style="list-style-type: none"> • Science lessons on chemistry and health address the effects of smoking, drugs, and alcohol. QUESIONS on the assessment address this matter. 	<p>Class or Curricular Area: Science</p> <p>Unit: Human Body</p> <p>Lesson: Nervous System, Brain Science</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • conduct research of advances in technology that impact personal health (e.g., diet supplements, surgical procedures, testing devices) • examine the influence of the media on lifelong health and hygiene (e.g., practices, products, services) <ul style="list-style-type: none"> o Wellness o Safety o Relationships 	<ul style="list-style-type: none"> • A. Examine impact of influences. • 2:3:A1 Examine how external and internal factors can influence health behaviors. • 2:3:A2 Provide examples of how factors can interact to influence health behaviors. • 2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors. • 2:3:A4 Examine how media and technology influence one's own personal health behaviors. • 2:3:A5 Examine how one's values and beliefs influence one's own personal health behaviors. 	<ul style="list-style-type: none"> • Lesson questions on the modern advancements in technology specifically ask students to list modern advancements in technology. This can be clarified to be specifically targeted at health related technologies in their homework. 	<p>Class or Curricular Area: Technology is a thread in History Class</p> <p>Unit: Industrial Revolution and Modern Advances in the final chapter or our history textbook.</p> <p>Lesson: MObern Advances in Technology</p>

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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • create attainable personal wellness goals • track progress toward personal wellness goals in an electronic journal <ul style="list-style-type: none"> o Wellness o Relationships • 	<ul style="list-style-type: none"> • 2:3:A2 Provide examples of how factors can interact to influence health behaviors. • 2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors. • 	<ul style="list-style-type: none"> • Those students who gather toe tokens at assemblies will be demonstrating and promoting the social activity involved with fitness as a lifelong effort 	<p>Class or Curricular Area: Recess, (seriously)</p> <p>Unit: Walking for "toe Tokens"</p> <p>Lesson: We have a program at our school which has students track mileage that they have walked at school. A number of students are avid walkers and receive awards for walking each day at recess while chatting with friends. Walking instead of just sitting at recess is promoted and many take that option at recess.</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • determine global threats to the health of young adults (e.g., hepatitis, HIV/AIDS, HPV, STDs) • identify the signs and symptoms of common physical threats to the wellness of young adults • analyze and report the local and global efforts to battle common ailments of young adults 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students can produce a Kahoot which addresses the topics and assess student attitudes toward avoiding these troubles. 	<p>Class or Curricular Area: Science</p> <p>Unit: Disease and Chemistry Units</p>

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	<ul style="list-style-type: none">o Wellnesso Safetyo Relationships			Lesson: HIV/Aids and now COvid will likely come up as topics for research presentations involved with the diseaseand chemistry lesson in the body unit
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness • collaborate to present mental illness issues facing young adults (e.g., eating disorders, self-inflicted abuse, bipolar disorder) • track progress toward wellness goals in an electronic journal <ul style="list-style-type: none"> o Safety o Relationships • 	<ul style="list-style-type: none"> • 1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors. • 	<ul style="list-style-type: none"> • Questions on several chapter assignments discuss mental health and the need for health care in particular in this area. The questions also address the tendency of people to be too embarrassed to seek help in these areas. 	<p>Class or Curricular Area: Literature</p> <p>Unit: Outsiders novel unit</p> <p>Lesson: Several characters in the novel are victims of trauma and have bad habits, addictions and other residuals from their experiences.</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health • assess the health risks and legal issues caused by drug use and substance dependency • create a strategy to eliminate the personal risk of substance abuse • research organizations and health-related agencies that serve as resources for the treatment of substance abuse and other health-related issues • explain the steps necessary to report suspected abuse and to seek help <ul style="list-style-type: none"> o Wellness o Safety o Relationships • 	<ul style="list-style-type: none"> • A. Examine impact of influences. • 2:3:A1 Examine how external and internal factors can influence health behaviors. • 2:3:A2 Provide examples of how factors can interact to influence health behaviors. • 2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors. • 2:3:A4 Examine how media and technology influence one's own personal health behaviors. • 2:3:A5 Examine how one's values and beliefs influence one's own personal health behaviors. • 1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors. • 1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors. • 1:3:A3 Describe how family history can affect personal health. • 1:3:A4 Describe how physical and social environments can affect personal health. B. Analyze the benefits of and barriers to practicing healthy behaviors. 	<ul style="list-style-type: none"> • HOemwork questions and essay responses on the final unit assessment discuss how coping mechanisms can be worse than not seeking help for trauma and abuse. it also talks a lot about peer pressure and the stress involved with high crime areas and lifestyles. 	<p>Class or Curricular Area: Literature</p> <p>Unit: Outsiders novel unit</p> <p>Lesson: The amount of childhood smoking, drinking, and substance abuse that happens in the novel is shocking. Yet, it is a period piece. Students comment on this each year that the novel is taught.</p>

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		<ul style="list-style-type: none">• 1:3:B1 Analyze the relationships between healthy behaviors and personal health.• 1:3:B2 Examine healthy behaviors and consequences related to a health issue.• 1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.•		
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Safety o Relationships • brainstorm the common conflicts experienced by young adults in daily life (e.g., parental expectations, peer pressure, physical changes) • utilize technology to research proven methods of dealing with adolescent stress factors • analyze how personal assets and cultural influences affect the development of coping skills • 	<ul style="list-style-type: none"> • A. Examine impact of influences. • 2:3:A1 Examine how external and internal factors can influence health behaviors. • 2:3:A2 Provide examples of how factors can interact to influence health behaviors. • 2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors. • 2:3:A4 Examine how media and technology influence one's own personal health behaviors. • 2:3:A5 Examine how one's values and beliefs influence one's own personal health behaviors. 	<ul style="list-style-type: none"> • A group discussion will aid students in creating a classroom culture of support and understanding. 	<p>Class or Curricular Area: History</p> <p>Unit: (Child) Labor Laws and the Formation of Unions</p> <p>Lesson: The lesson on child labor in our history revolving around the late 1800's through the passing of laws and development of unions to protect workers give a gri reality of those conditions. We always tie it to what stresses and 'unfair' struggles are present for the students today.</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Safety o Relationships • investigate local and global agencies that assist in the efforts to avoid conflict (e.g., Boy Scouts of America, Girl Scouts of America, police programs, social agencies) • dramatize scenarios that demonstrate the application of coping skills involving conflicts regarding topics (e.g., disability, gender, race, religion) • 	<ul style="list-style-type: none"> • A. Examine impact of influences. • 2:3:A1 Examine how external and internal factors can influence health behaviors. • 2:3:A2 Provide examples of how factors can interact to influence health behaviors. • 2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors. • 2:3:A4 Examine how media and technology influence one's own personal health behaviors. • 2:3:A5 Examine how one's values and beliefs influence one's own personal health behaviors. 	<ul style="list-style-type: none"> • The lesson questions address the need for social program as early as the 1880's in the gilded age but the development of such agencies in the aftermath of WWI have specific questions which have students address these issues. 	<p>Class or Curricular Area: History</p> <p>Unit:20th Century Global advancements</p> <p>Lesson: The global initiatives which began with the LEague of Nations have developed agencies such as the WHO and international humanitarian relief</p>

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				groups. These come up in the lessons which wrap up WWI.
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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> ○ Health ○ Wellness ○ Safety ○ Relationships • Identify how texting can lead to unintentional conflict through misinterpretation • Understand the meaning and long term consequences of sexting on individuals and groups • 	<ul style="list-style-type: none"> • A. Identify the components of health promotion and disease prevention. • 1:3:A4 Describe how physical and social environments can affect personal health. B. Analyze the benefits of and barriers to practicing healthy behaviors. • 1:3:B1 Analyze the relationships between healthy behaviors and personal health. • 1:3:B2 Examine healthy behaviors and consequences related to a health issue. • 1:3:B3 Predict the outcomes of a variety of unhealthy behaviors. • 	<ul style="list-style-type: none"> • I am confident this will spin off from the ongoing work to mitigate the corona virus pandemic. We do homework that comes with our Scholastic news each week. This will invariably come up in discussion in the next few years. 	<p>Class or Curricular Area: Scholastic News and CNN10</p> <p>Unit: Covid is still a thing.</p> <p>Lesson: There is still routine discussion of this in our online news brief each day as well as in our weekly Scholastic News homework and discussions.</p>