

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 7 Health
Conflict Resolution
June 2017

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Ms. Alisha DiCorpo

Authors of Course Guide

Scott Hoffman and Mariann Schirizzo

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Students will comprehend concepts related to health-promotion and disease prevention to enhance health.</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...reduce conflict and improve peer relations.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p><i>...one can work cooperatively with others even with conflict.</i></p> <p><i>...one can use communication to avoid or de-escalate conflict with others while also improving their relationships.</i></p> <p><i>...There are helpful ways to respond to anger situations.</i></p>	<p>ESSENTIAL QUESTIONS</p> <p>How can I effectively cooperate and problem solve with others even when at conflict with them?</p> <p>How can communication work to avoid/reduce conflict?</p> <p>What are the healthiest ways to respond to anger?</p> <p>Why is bullying problematic and how can we lower bullying rates?</p>

<p>(one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>		
<p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	Acquisition	
	<p><i>Students will know...</i></p> <p>What communication blockers are.</p> <p>3 major forms of communication.</p> <p>Typical reactions to communication styles.</p> <p>The difference between bullying and teasing.</p> <p>Short- and long-term consequences of bullying to perpetrators, victims and bystanders.</p> <p>How bystanders can help prevent bullying or stop by reporting dangerous situations or actions.</p>	<p><i>Students will be skilled at...</i></p> <p>Team building and working cooperatively.</p> <p>Identifying communication types.</p> <p>Using assertive communication.</p> <p>Using decision making to de-escalate or avoid conflict in anger situations.</p> <p>Identifying bullying situations.</p> <p>Educating others about bullying</p> <p>Demonstrating strategies for preventing bullying.</p>

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<ul style="list-style-type: none"> Teacher will look for: assertive body language, tone of voice, eye contact, and communicate with I statements and dialogue with compromise. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Students are to create an act where they role-play with assertive communication. Students to work with peers as a team of doctors to write a Prescription Plan for a client who struggles with communication, avoiding communication blockers, anger management skills, being assertive, and managing daily challenges. Their goal is to increase the client's ability of using self-advocacy skills to benefit their overall well-being.
T	<ul style="list-style-type: none"> Teacher will use a grading rubric to ensure all required elements are present 	<ul style="list-style-type: none"> Students work for a school board and have to develop an anti-bullying Public Service Announcement.

M, A	<ul style="list-style-type: none"> Teacher will use a simple 5 point rubric 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Students use what they've learned about bullying to create a poster project that will get the attention of their peers and tell them things they need to know to help prevent bullying.
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Stage 3 – Learning Plan

Code	Pre-Assessment	
M, A	<i>In a whole group setting teacher will lead a discussion around the question “What is bullying?” and What is a by-stander?</i>	
M	<i>Distribute a student survey to determine prior knowledge</i>	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M	Students participate in a problem solving activity. H	
M	Students reflect on their group role and how they communicated to each other. E, T	Student reflections
M,A	Students review assertive, aggressive and passive communication/personality types and evaluate what personality/communication type they and their group members took on during their problem solving experience. E-2, R	Creating assertive statements worksheet
M,A	Students discuss emotional reactions to a scenario and decide how they personally would respond to the character in the scenario. H, T	Role-playing assertive communication
		Anti-Bullying poster
M,A	Students divide themselves in 3 groups across the room according to how they would respond(assertive, passive, aggressive.) Groups discuss and the class reflects on the outcomes of their scenario responses to conclude what type of communication would create the best outcome. R	Teacher displays cartoon character images that represent, fist fighting, swearing, screaming, crying, breaking things, take a walk
A	Students role-play 3 communication styles for the class to observe and reflect on their outcomes. T, R	arguing, talk about it, clam-up/pout, exercise. After displaying each, student's rate

A	Students review the structure and concept of assertive communication. E	images as ok, not ok, and maybe ok for 2 year olds, adolescents, and adults. R
M	Students practice identifying communication styles in a video. R	
A, M	Students practice changing statements to assertive ones. R, E	Teacher reviews basic facts about bullying. E Teacher reviews basic facts about bullying. E
M	Students practice role-playing assertive communication with a peer with different scenarios. E-2, O	
A	Students view a video on anger management and discuss the scenarios using a decision making guide. R	Teacher guides a discussion listing student responses. R
MA	Students in groups review anger scenarios and apply decision making steps/anger tips that create the best outcome, students act out their scenarios displaying appropriate ways to deal with anger. E-2	Teacher will post decision making steps as a reference Teacher will ensure maximum on task behavior during small group work.
M	Students write a personal definition of bullying and read a story with the teacher called "The Truth About Bullying". H	Teacher will facilitate whole group discussions
M	Students work in groups to discuss questions about the story such as does it represent bullying or teasing, their reactions to the story and so on. R	Teacher will track and record student ideas on giant Sticky notes
M	Students Think Pair Share the difference between bullying and teasing and discuss as a class. R	
M	Students Think Pair Share short and long-term	

T A	<p>consequences that targets, bullies, and bystanders may experience and why someone would begin to bully others. The teacher guides discussion after each TPS. R</p> <p>Students explore discrimination(behavior) and prejudice(attitude) with their social impact. R Groups discuss how they can help solve discrimination and bullying problems. R</p>	
	<p>Resources: Health Smart ETR Associates www.healthteacher.com Relationships And Communication Activities, by Patricia Rizzo Toner Life Skills by Sandra McTavish AdvocatesforYouth.org And other similar materials</p>	

NEW MILFORD PUBLIC SCHOOLS

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Grade 7 Health Education

June 2017

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Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Students will comprehend concepts related to health-promotion and disease prevention to enhance health.</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</p> <p>Students will analyze the influence of family, peers, culture, media, technology and other factors on health.</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Students will use goal-setting skills to enhance health.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to... practice self-regulating and self-enhancing behaviors that can improve their emotional, social and physical wellbeing.</i></p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>...they can take an active role in improving their health.</p> <p>...setting goals are essential for improving how we live and feel.</p> <p>....our reactions to short-term and long-term stressors can be controlled.</p> <p>...there are effective ways to help regulate our emotions.</p> <p>...self-esteem is critical for healthy development and it can be improved.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How can goal setting improve wellbeing?</p> <p>How can emotions be best regulated under different challenging circumstances?</p> <p>How can self-esteem be improved?</p>

<p>Students will demonstrate the ability to advocate for personal, family and community health.</p>		
<p>CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>CCSS.ELA-Literacy.RI.7.4 Determine the meaning of</p>	<p style="text-align: center;">Acquisition</p>	
	<p><i>Students will know...</i></p> <p><i>An area of personal health that can be improved.</i> <i>What smart goals are.</i> <i>The fight-or-flight response and how it impacts the body.</i> <i>Types of stressors.</i> <i>Types of emotional responses to stressors.</i> <i>Personal responses to stress.</i> <i>The coping strategies that are available to them.</i> <i>Helpful ways to respond to anger situations.</i> <i>If they are more mental or physical responders to stress.</i> <i>The importance of having high self-esteem and methods to improve self-esteem.</i></p>	<p><i>Students will be skilled at...</i></p> <p>Goal setting</p> <p>Recognizing immediate and long-term symptoms of stress.</p> <p>Choose appropriate coping strategies for immediate stress reactions.</p> <p>Applying strategies that reduce their reaction chronic stress.</p> <p>Implement strategies to build Self-esteem.</p>

words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
<p>T, M, A</p> <p>T, M, A</p>	<ul style="list-style-type: none"> Bio poem includes personal values, describes relationship to others, stressors, specific reactions to stress , most effective personal coping strategies. Playing a poet, they can read to their audience. The design must include 1 strength, a positive quote that was once a negative thought of theirs, and 3 self-esteem building tips from discussion. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Students are to develop a Bio-Poem Students create an Ipad design on paper that students can photo with their devices and save as a background design on their phones.
<p>T, M, A</p> <p>T, M, A</p> <p>M, A</p>	<ul style="list-style-type: none"> Teacher and students will discuss in a whole group setting to establish most effective stress management technique beforehand. List at least 1 negative response they might have to each stressor and explain why it would not be a good way to handle the stress. Then they describe at least 2 positive responses that would help you manage each stressor. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Students categorize coping strategies most effective for immediate stress and long-term stress. Students will complete a stress management plan and describe 3 stressors they face in life. Students will self-reflect.

	<ul style="list-style-type: none">• Identify which of the stress-management techniques they learned today that would be most effective with each of these stressors and explain why they chose it.	
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
T	Students complete self-evaluation on 3 aspects of health-mental/emotional, social, and physical. E, E-2, T	
T	Students evaluate themselves as to how they experience stress as mostly, physical, mental or emotional responders. E-2, R	
T	Students complete a self-evaluation to rate what level they feel about themselves. H	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M	Students review and label the health triangle. H	Teacher will facilitate discussions;
A	Students create a health continuum organizer that further explores what students can do to improve their mental, emotional, social, and physical wellbeing. W	ask guiding questions;
A	Students review how to set SMART goals. E	ensure on-task behaviors during small group work
T, A	Students will set a SMART goal to improve their wellbeing. R, T	Teacher will provide worksheets
A	Students identify their stressors on 5 flip chart papers. Students move to the emotion they experience most as we discuss our most common stressors. H	Teacher will provide the situations
M	Students review information on the fight-or-flight response and the body. E	After the teacher explains long-term and short-term stressors, Teacher will provide situations
T, A	Students will practice by completing a worksheet that displays symptoms of stress, and after selecting	Placed in groups of 3 and receive a handout with specific

<p>M M, A M T, A</p>	<p>symptoms students experience most, they categorize symptoms under physical, mental, or emotional reaction categories. students list their top 10 stressors and then categorize them under long-term and short-term. R</p> <p>Students review coping strategies with teacher guidance. E Students will analyze situations. Students will work in groups E</p> <p>Students will pair-and-share coping strategies that includes exercising, time management. E</p> <p>Students will read and discuss their assigned techniques. E Students will conduct a survey. R</p> <p>Students will share their ideas. R</p> <p>Students read and explore the concept of self-esteem. E</p> <p>Students, Think Pair Share their strengths, role-models. Students practice positive thought replacement by replacing negative thoughts with positive ones on a worksheet after the teacher introduces the method in which to do this. E-2, R</p> <p>Sources: Health Smart ETR Associates https://www.mheducation.ca/ The Stress Management Program by</p>	<p>instructions describing how to use deep breathing, progressive muscle relaxation, and guided imagery.</p> <p>Teacher will act as the guide-on-the side during the guided imagery.</p> <p>Teacher will provide the survey</p> <p>Teacher will provide the worksheet.</p>
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	John J. Liptak, Ed.D. Stress Management and Self-Esteem Activities by Patricia Rizzo Toner AdvocatesforYouth.org And other similar materials	
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 7 Substance Abuse Prevention

June 2017

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Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...set a goal to not use drugs, resist drug use, and encourage others not to use drugs.</i>	
	<i>Meaning</i>	
<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Teens begin using different drugs for similar reasons.</p> <p>There are no beneficial outcomes of ATOD drug use no matter what reason teens begin using.</p> <p>Teens can prevent ATOD drug use for themselves.</p> <p>Teens can positive peer pressure to impact other's decision making.</p> <p>There are dangerous immediate effects of using any drug.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Why do teens abuse ATOD drugs?</p> <p>What are immediate physical effects of using ATOD drugs?</p> <p>What are the social and emotional consequences of abusing ATOD drugs?</p> <p>What can happen over a long period of using ATOD drugs?</p> <p>How can drug pressure situations best be resisted.</p> <p>What are more positive things to do instead of using ATOD drugs.</p>

<p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Most teens, don't use ATOD drugs.</p> <p>Alcohol, Tobacco and Other Drugs (ATOD)</p>	
Acquisition		
<p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><i>Students will know...</i></p> <p><i>Why teens use drugs.</i></p> <p><i>Why teens(especially older teens) don't use drugs.</i></p> <p><i>The immediate effects of drug use.</i></p> <p><i>The long-term effects of drug use.</i></p> <p><i>The stages of addiction.</i></p> <p><i>Ways to resist drug use.</i></p>	<p><i>Students will be skilled at...</i></p> <p>Categorizing immediate and Long-term effects of drug use.</p> <p>Identifying the stages of addiction.</p> <p>Navigating/refusing pressure during drug pressure situations.</p>

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M	<ul style="list-style-type: none"> Teacher will have stages of addiction posted in the room. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Through role plays, students discuss and identify stages of addiction in scenarios. E-2
M, A	<ul style="list-style-type: none"> Teacher elicits student answers on the immediate and later consequences of smoking cigarettes and writes the following headings on the board: “First Time,” “After a While,” and “After a Long Time”. Teacher conducts a discussion of effects for each time period asking students to Think Pair Share and then respond as a class. R 	<ul style="list-style-type: none"> Students will individually reflect and respond to this question: What Can Happen to You When You Smoke Cigarettes?
T, A	<ul style="list-style-type: none"> Role plays will be visually evaluated using a standard rubric 	<ul style="list-style-type: none"> Through application Students are placed in groups and role-play responses and the class comments on what they liked about each role-play as far as effectiveness. R

		OTHER EVIDENCE:
M, A	<ul style="list-style-type: none"> Teacher will provide the quiz 	<ul style="list-style-type: none"> Students participate in a quiz game that reviews information from previous classes. E-2
T, M, A	<ul style="list-style-type: none"> Teacher will review individually and in whole group setting 	<ul style="list-style-type: none"> Students reflect and write how they will choose a healthy lifestyle free from drugs on certificate papers and either share if they choose to or the teacher collects them and reads them to the class without naming students. E-2
M, A	<ul style="list-style-type: none"> Whole group discussion will agree on evaluative criteria. 	<ul style="list-style-type: none"> Students play Alcohol pictionary to review points made from discussion. E-2

Stage 3 – Learning Plan		
Code	Pre-Assessment	
M, A	In a whole group setting, teacher will conduct a T/F activity to determine prior level of knowledge	
M, A	Students take a pretest to prep them for the next lesson on harmful effects of ATOD. H	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M	Students will explore the concept and importance of being “an informed decision maker. W	Teacher will guide a whole group discussion
M, A	Students will view a film (brainpop video or other related video on addiction) H, E, E-2	Teacher will evaluate progress with a brief quiz.
M, A		Teacher will provide questions
T, M, A	Students explore the pathway to addiction in a small group setting. R	Groups share and discuss answers guided by the teacher making sure important points are discussed and misconceptions are cleared up. E
M, A	Students answer questions about why it's dangerous to experiment with ATOD and negative consequences of addiction. E-2	
M	Students will work in groups. Group 1. Reasons Why People Smoke Cigarettes Group 2. Reasons Not to Smoke Cigarettes Group 3. Reasons Why People Use Marijuana Group 4. Reasons Not to Use Marijuana	
M, A	Students will view a video in which older teens talk about reasons why people smoke marijuana and why they do not. E	Teacher will guide a whole group discussion
T	Students take note to see if they come up with any reasons students didn't. R	

T	Students are asked to compare if marijuana and alcohol are used for the same reasons through eliciting student answers from the previous brainstorming activity. E-2	Teacher raises a question that many teens ask: Can marijuana hurt you if you use it just once? R
M, A	Teacher repeats guided Think Pair Share for Marijuana. "First Time," "After a While," and "After a Long Time". R	
	Students view a video that addresses what can happen.	Teacher provides the following headings:
M, A	Students answer questions about character interactions/behaviors/decisions/judgements to emphasize immediate consequences of marijuana use and to reinforce the idea that using marijuana just once can have serious Consequences. E-2	Did you know?, What happens when a person drinks alcohol?, What can happen if you drink regularly over time?, and Who drinks? Who becomes an alcoholic? What are the signs that a teenager could be dependent on alcohol?
T	Students are given copies of information about alcohol and highlight what fact they find most concerning/surprising under the following four headings: E	Teacher points out checked reasons and asks for other reasons why people might drink to emphasize uncomfortable feelings or problems or other feelings that might make young people want to drink.
T	Students will compare and connect prior learning for alcohol abuse. E, R	
	Students make list of consequences of drinking, discuss How alcohol is used to cover feelings with teacher guidance. E, E-2	Teacher summarizes that one of the things about growing up is learning to cope with uncomfortable feelings. E
	Class discusses alternatives to drinking. E, E-2	
	Students watch a video clip of a character being	

	<p>offered a cigarette and pauses before the character responds to pressure. The class discusses ways they could respond and ways to say no. H, E</p> <p>Students watch 3 more video clips showing 3 different ways the character can respond to the pressure and students vote on which they think is best and they are likely to use. R</p> <p>Students watch a video of high school students speaking about how and why they have said no to drugs and discuss after.</p>	
	<p>Sources: Project ALERT Health Smart ETR Associates Brainpop And other similar materials</p>	

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 7 Nutrition

June 2017

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Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
NHES 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<i>Students will be able to independently use their learning to...make nutritional choices based on the United States Dietary Guidelines and maintain a positive relationship with food.</i>	
	<i>Meaning</i>	
NHES 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	UNDERSTANDINGS <i>Students will understand that...</i> having a healthy diet requires self-monitoring their food choices. there is an eating guide developed for americans that if followed will support optimal physical and mental functioning. self-monitoring diet is an expected behavior as students become more independent from their families.	ESSENTIAL QUESTIONS How can eating healthy improve one's current status. What nutritional plan should be most trusted and followed? How can having an unhealthy relationship with food lead to serious health problems?
NHES 5 Students will demonstrate the ability to use decision-making skills to enhance health.		
NHES 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
NPES 4 The physically literate individual exhibits responsible personal and social behavior that	they can make positive changes to their current dietary habits.	

respects self and others.	Mental health and body image play a critical role in dietary habits and can lead to having an unhealthy relationship with food and be detrimental to their health.	
CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Acquisition	
CCSS.ELA-Literacy.SL.7.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<i>Students will know...</i> <i>The benefits of eating a healthy diet.</i> <i>The USDA Guidelines.</i> <i>How to create a meal plan based on the USDA guidelines.</i> <i>Their current dietary status.</i> <i>The connection between self-esteem, body image and food.</i> <i>two main types of eating disorders, anorexia and bulimia</i> <i>the warning signs of an eating disorder</i> <i>the physical and emotional consequences of having an eating disorder</i>	<i>Students will be skilled at...</i> creating well balanced meals according to the USDA guidelines. evaluating daily dietary habits. setting dietary goals advocating for eating disorder awareness, prevention and getting help. depicting realistic views of body types.
CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and		

<p>analysis of relevant content.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><i>the importance of healthy self-esteem and body image</i></p> <p><i>the relationship between body image and the media</i></p> <p><i>the influence of body image on the development of eating disorders</i></p>	
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
T A	<ul style="list-style-type: none"> Use MyPlate as a guide 	<ul style="list-style-type: none"> Students create meals they believe to be the healthiest balanced meals
T M	<ul style="list-style-type: none"> Compete against other student pairs with food cut-outs. 	<ul style="list-style-type: none"> Students write a brief script for an audio clip that provides accurate information about eating disorders and appeals to teens.
T A		
T M A	<ul style="list-style-type: none"> Whole group conversation and feedback Use information from the article to ensure information accuracy 	<ul style="list-style-type: none"> Role-play a conversation with a friend with an eating disorder in which they demonstrate some ways students practice positive peer pressure. With a partner, students role-play a debate between them and a boss about the new ad. Before debating, students think about why their boss might want to depict an “ideal” body type in the ad campaign. Then read the KidsHealth.org articles for information about body image, self-esteem, and eating disorders to build a case against the ad. After debate, work with their boss to outline the components of a replacement advertisement, representing a more realistic view of body types after receiving the "Healthy Advertising" handout.

T M A	<ul style="list-style-type: none"> • Whole group conversation and feedback 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Students design a radio spot specifically for athletes about eating disorders.
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Stage 3 – Learning Plan	
Code	<i>Pre-Assessment</i>
M	<ul style="list-style-type: none"> • self-evaluations

	Summary of Key Learning Events and Instruction	Progress Monitoring
T M	Students are introduced to the dietary guidelines and the benefits received from following them.	QA guidelines worksheet
M	Students answer questions about the guidelines on a worksheet.	Use MyPLate as a guide
M	Students discuss important concepts of MyPlate with the teacher.	Track students ideas on the SmartBoard
T A	Students discuss what they can do to improve their meals after the review and discussion, then make modifications to their created meals to satisfy the guidelines.	Ensure accurate information about eating disorders is researched.
T M A	Students record their average daily selection of foods and drinks from morning to night time. Students then separate them into food groups.	Teacher will provide everyday items as props to use in class.
T M A	Students explore the concept of serving sizes using everyday items of comparison.	Facilitate whole group and small group conversations.
T A	Students use a visual guide of typical objects to record how many cups and ounces they eat from each food group after tallying up each food selection.	
T A	Students evaluate their typical diet	Use SMART Goals as a guide.
M	Students set goals to improve one small aspect of their diet.	Teacher will provide research materials or chrome books .
T A		

	<p>Students research basics about anorexia and bulimia, warning signs, and how to get help.</p> <p>Brainstorm a list of ways you can promote healthy self-esteem in your school.</p> <p>Resource: Health Smart ETR Associates United States Department of Agriculture www.kidshealth.org And other similar materials.</p>	<p>Track students ideas on the SmartBoard</p>
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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 7 Healthy Relationships

June 2017

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Authors of Course Guide

Scott Hoffman and Mariann Schirizzo

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Subject/Course:

Unit:

Grade:

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to reduce the risk of being sexually abused, developing abusive behaviors and support others who may be at risk for sexual abuse.</i>	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
Students will comprehend concepts related to health-promotion and disease prevention to enhance health.		
Students will demonstrate the ability to access valid health information and products and services to enhance health.		
Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.	There are different levels of sexual abuse. Sexual abuse is never the fault of those who are abused.	What skills are needed to prevent them from developing sexually abusive behaviors?
Students will analyze the influence of family, peers, culture, media, technology and other factors on health.	There are many resources to get help for abuse related scenarios. Having empathy, avoiding thinking errors, and taking responsibility prevent the likelihood of developing abusive behaviors.	What skills can prepare students to be engaged bystanders?
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Understanding sexuality can help prevent sexual harassment and violating boundaries.	What skills are needed to reduce our risk of being the victim of sexual abuse?
Students will demonstrate the ability to use decision-making	Students have the power to help and support others.	

<p>skills to enhance health.</p> <p>Students will use goal-setting skills to enhance health.</p>		
Acquisition		
<p>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.W.7.4 Produce clear and coherent</p>	<p><i>Students will know...</i> <i>The many resources available to them</i> Reasons it's important to recognize what someone else is feeling and ways to tell how someone else is feeling. Different types of boundaries people have. Qualities of a healthy relationship. Types of abuse. What sexual harassment is. How to be an active bystander. What defines sexual abuse. The difference between biological sex, gender identity, gender expression, sexual feelings, sexual expression. Gender stereotypes that exist, sources of gender stereotypes, their impact on relationships. Resources available to students. Things to say or not say to another individual who shares information about abuse.</p>	<p><i>Students will be skilled at...</i></p> <p>Selecting appropriate resources for specific scenarios. Practicing empathy. Recognizing when boundaries have been crossed. Recognizing signs of abuse. Identifying the difference between joking, flirting, and sexual harassment. Selecting action steps to be an active bystander in a concerning situation. Identifying terms biological sex, gender identity, gender expression, sexual feelings, sexual expression in given scenarios. Identifying gender stereotypes and explaining their contribution to harassment or abuse. Identifying supportive and unsupportive statements to communicate when an abuse situation has been shared.</p>

<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
AM	<ul style="list-style-type: none"> The roots represent learned information necessary to support healthy relationship development. The leaves represent benefits of healthy relationships. 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Students create a Healthy Relationship Tree
A	<ul style="list-style-type: none"> Topic is defined, describes how topic supports healthy relationship development, explains ways student can increase selected topic in their relationships. 	<ul style="list-style-type: none"> Students create a bookmark with images/information
M,T	<ul style="list-style-type: none"> Students use generated ideas to review harassment scenarios and practice providing specific supportive statements and ideas to satisfying the 4 examples of 	<ul style="list-style-type: none"> Students identify scenarios as flirting, joking or sexual harassment. Students role-play taking responsibility. Students will demonstrate supportive behavior

	supportive behavior	
T	<ul style="list-style-type: none"> Teacher will provide verbal and written feedback individually as well as in a whole group setting 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Writing prompts, questionnaires. Students write a personal statement of support. Students create a section of a comic strip that shows action that can effectively support a harassment victim.

Stage 3 – Learning Plan

Code	<p><i>Pre-Assessment</i></p> <p><i>Questionnaires, writing prompts.</i></p>	
<p>A</p> <p>M</p> <p>A</p> <p>A</p> <p>M</p> <p>M</p> <p>A</p> <p>T</p>	<p>Summary of Key Learning Events and Instruction</p> <p>Students Think Pair Share qualities of healthy relationships and teacher discusses the next series of lessons are intended for students to use their learning to reduce the risk of being sexually abused, developing abusive behaviors and support others who may be at risk for sexual abuse. W</p> <p>Student Think Pair Share - What is empathy, how can it contribute to a healthy relationship? H</p> <p>Students practice empathy “charades” and inferring depicted emotions. H, T</p> <p>Students highlight verbal/physical signs of emotions in a scenario to discuss what emotion the character is feeling. E</p> <p>Think Pair Share discussion on personal boundaries. H</p> <p>Teacher discusses Listen, Look, Check-in as a practice to respecting boundaries.</p> <p>Students role-play scenarios to practice Listen Look Check-in/ Changing roles as they practice being an initiator or receiver. E, T</p>	<p>Progress Monitoring</p> <p>Students respond to a writing prompt explaining how having empathy and respecting boundaries contribute to a healthy relationship.</p> <p>Teacher led discussion.</p> <p>Students respond to a writing prompt explaining how taking responsibility contributes to a healthy relationship.</p> <p>Students answer review questions on sexual harassment with regards to sexuality terms and share one new piece of information learned.</p> <p>Students complete a stereotype writing activity that shows empathy and identifies what type of stereotype example it is.</p>

M	Students respond to a reading and writing prompt explaining how having empathy and respecting boundaries contribute to a healthy relationship. E-2	Students complete a writing prompt addressing how stereotypes contribute to sexual harassment and abuse.
A	Students Think Pair describing flirting and joking. They also describe how they contribute to a healthy relationship. W, H	
A	Teacher defines sexual harassment and it's differences from flirting and joking. E	
A	Students work in groups and complete a reading comprehension and worksheet describing flirting, joking, and sexual harassment. Teacher led review follows. R	Teacher defines gender stereotypes, leads discussion about where we get messages about expectations of men and women, and has student groups discuss what is expected of males and females. H, E
A	Students identify scenarios as flirting, joking or sexual harassment. E-2	
T, M	The topic of "Thinking Errors" is introduced by teacher and 2 scenarios are presented to the class as students brainstorm the possible thinking errors that lead a person to avoid responsibility. H, E	Teacher provides feedback as groups share feedback. R
	Class discusses how to take full responsibility if boundaries have been crossed. E	
A	Students watch a video showing sexual harassment and practice identifying emotions, boundaries crossed, possible thinking errors, and how characters can take responsibility for their actions. Students also role-play how the video character can take full responsibility. R, E-2	Teacher defines sexual abuse and student groups compile a list of where we hear about sexual abuse(specific media, people) and specific messages. H
A		
A		Teacher guides discussion in showing support, things to say and things not to say. E
	Students respond to a writing prompt explaining how	

	<p>statements, any surprises heard, feelings expressed in the statements, and how could you support them if they were speaking to you. H</p> <p>Students practice identifying supportive and unsupportive statements. E, R</p> <p>Students write a personal statement of support. E-2</p> <p>Students share what they think it means to be an active bystander. H</p> <p>Students watch a video on sexual harassment and answer questions about how to support the victim. R, E</p> <p>Resources: Sexual Abuse Free Environments for Teens, SAFE-T Program, Third Edition Sex education: the missing pieces by Patricia Rizzo Toner AdvocatesforYouth.org And other similar materials.</p>	<p>Teacher provides a related video and thought provoking open-ended discussion questions</p>
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