



Course: HEALTH 7
Department Chair (Daileanes)

R.A.I.S.E. - Active Group Lessons for Bullying Prevention and Social Skills		
Unit 1: RAISE		
Purpose is to cultivate a respectful community of engaged learners, insightful thinkers, and effective communicators by aligning common values, language, social skills, instructional support, and ongoing dialogue as it pertains to school activities as well as in the community.		
Standard/Knowledge		Skills/Dispositions
		<ul style="list-style-type: none">• Critical Thinking and Problem Solving.• Agility and Adaptability.• Curiosity and Imagination.• Initiative/Entrepreneurialism.• Effective Oral and Written Communication Skills.• Access and Analyze Information Skills.• Collaboration.
Resources		Assessments
RAISE curriculum guide Supplemental videos and teacher directed activities Powerpoint		individual and group work worksheets packet movement based activities
MA Framework Alignment		
2.15	Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed	MA: Health Education (1999)6-8
5.7	Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning	MA: Health Education (1999)6-8
5.8	Identify the causes and effects of depression and how to seek help	MA: Health Education (1999)6-8

5.10	Describe the contributions of a personal support system to good mental health	MA: Health Education (1999)6-8
6.5	Describe how the functions, purposes, and responsibilities of family members change with life events	MA: Health Education (1999)6-8
6.7	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups	MA: Health Education (1999)6-8
6.8	Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influence	MA: Health Education (1999)6-8
14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health	MA: Health Education (1999)6-8
14.5	Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors	MA: Health Education (1999)6-8

<i>Basic First Aid Prevention</i>	
Unit 2: Basic First Aid	
<p>Purpose of this unit is to learn how to minimize injury, illness, and future disabilities by acquiring the skills of basic first aid. Goal of a basic first is to preserve life, prevent further injury, and to promote recovery.</p>	
Standard/Knowledge	Skills/Dispositions
	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving. • Agility and Adaptability. • Curiosity and Imagination. • Initiative/Entrepreneurialism. • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration.

Resources		Assessments
Basic First Aid Book Supplemental videos and teacher directed activities Powerpoint		Assessment Worksheets Field Practical Individual and Group Work
MA Framework Alignment		
1.8	Describe the influence of health habits on growth and development	MA: Health Education (1999)6-8
1.9	Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest)	MA: Health Education (1999)6-8
1.10	Define genes and the concept of heredity	MA: Health Education (1999)6-8
8.5	Identify ways individuals can reduce risk factors to communicable disease	MA: Health Education (1999)6-8
8.6	Describe the importance of early detection in preventing the progression of disease	MA: Health Education (1999)6-8
8.7	Explain the need to follow prescribed health care procedures given by parents and health care providers	MA: Health Education (1999)6-8
8.8	Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community	MA: Health Education (1999)6-8
8.9	Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness	MA: Health Education (1999)6-8
8.10	Describe the relationship between overexposure to the sun and skin cancer	MA: Health Education (1999)6-8
8.11	List the factors contributing to tooth decay, diseases of the mouth, and preventive measures	MA: Health Education (1999)6-8
8.12	Describe the influence that rest has on physical	MA: Health

	functioning (recovering from fatigue, restoring energy) personal requirements for sleep, and methods for getting adequate sleep	Education (1999)6-8
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<i>UNIT: Substance Abuse Prevention–LifeSkills Training (LST Level 1)</i>		
Unit 3: Botvin Life Skills Level 1		
Overarching Question/Theme		
Standard/Knowledge	Skills/Dispositions	
Drug Resistance Skills Personal Self-Management Skills General Social Skills	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving. • Agility and Adaptability. • Curiosity and Imagination. • Initiative/Entrepreneurialism. • Effective Oral and Written Communication Skills. • Access and Analyze Information Skills. • Collaboration. 	
Resources	Assessments	
Botvin Life Skills Book Level 1 Video Supplemental Information Powerpoint	Workbook Group and Individual Work LST Computer Assessment	
MA Framework Alignment		

1.7	Explain the function of human body systems and how body systems work together.	MA: Health Education (1999)6-8
5.10	Describe the contribution of a personal support system to good mental health.	MA: Health Education (1999)6-8
6.7	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.	MA: Health Education (1999)6-8
7.6	Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure.	MA: Health Education (1999)6-8

10.5	Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation.	MA: Health Education (1999)6-8
10.6	List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.	MA: Health Education (1999)6-8
10.7	Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.	MA: Health Education (1999)6-8
10.8	Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.	MA: Health Education (1999)6-8
14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.	MA: Health Education (1999)6-8
14.5	Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.	MA: Health Education (1999)6-8