

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



7th Grade Health

April 2021

BOE Approved August 2021

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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.

## **7th Grade Health**

The 7th grade health course plays a crucial role in bridging the gap between the 6th and 8th grade health curriculum courses. It finds a balance between reviewing the most important concepts in 6th grade while preparing students for the challenges that their present and future selves will encounter. 7th grade health combines knowledge acquisition with the application of 21st century skills to keep students prepared for various real life situations. Units range from nutritional dieting habits, to communication skills, to substance abuse prevention.

## **Pacing Guide**

<b>Unit Title</b>	<b># Of Weeks</b>
Personal Health	4
Nutritional and Diet Health	4
Relationships and Communication	4
Substance Abuse Prevention	4
Empathy and Violence Prevention	4

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>National Health Education Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Analyze factors that influence personal health.</li> </ul>	
<p>2.8.5 - Analyze how messages from the media influence health behaviors.</p> <p><b>National Health Education Standard 6:</b> Students will demonstrate to use goal-setting skills to enhance health</p> <p>6.8.3 - Apply strategies and skills needed to attain a personal health goal.</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1</a> 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>	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
	<ul style="list-style-type: none"> <li>• Health education is important</li> <li>• Goal setting can lead to success</li> <li>• How perception plays an important role when life gets tough</li> <li>• Fight or flight becomes a choice to manage or not manage with strategies.</li> <li>• Self-esteem, body image and resilience can improve with practice.</li> </ul>	<ul style="list-style-type: none"> <li>• What should I know about stress?</li> <li>• What is self-esteem and body image a reflection of?</li> <li>• What influences disordered eating?</li> <li>• How does goal-setting affect health?</li> </ul>
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p><a href="#"><u>CCSS.ELA-Literacy.SL.7.2</u></a> 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>	<ul style="list-style-type: none"> <li>• SMART goals</li> <li>• Factors that influence health</li> <li>• Fight vs Flight</li> <li>• Self esteem &amp; how it develops</li> <li>• Personal factors that equal resilience</li> <li>• Personal response to stress</li> <li>• Stress reduction strategies</li> <li>• Influences/Media tactics/body image</li> <li>• Strategies that can improve body image.</li> <li>• Common eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping out a schedule for goal setting</li> <li>• Building strategies for increasing self-esteem</li> <li>• Practicing stress reduction strategies.</li> <li>• Practicing mindfulness</li> <li>• Identifying disordered eating</li> <li>• Promoting strategies to improve body image.</li> <li>• Advocating for body acceptance</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T M,A	Rubric: -Biopoem includes information learned about self from self-evaluations -Is expressive and clearly states strategies selected for self-management.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> <i>G-Create a bio poem/Self-Management Pamphlet</i> <i>R-Poet/Psychologist</i> <i>A-class &amp; teacher</i> <i>S-Student is given a task to express themself through poetry/or create a self-management plan.</i> <i>P-Bio Poem/Brochure</i> <i>S-Rubric</i>
T M T,A	Rubric: -Brochure includes many tips on how to improve body image -Brochure clearly defines eating disorders -Brochure advocates against falling victim to media tactics.	<i>G-Create a brochure to educate peers about disordered eating and body image.</i> <i>R-Peer leader</i> <i>A-Class/Teacher</i> <i>S-Student is playing the role of peer advocate to raise awareness about eating disorders with a focus on improving body image.</i> <i>P-Bio Poem/Brochure</i> <i>S-Rubric</i>
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>  <i>Writing a reflection on what was learned.</i>



## Stage 3 – Learning Plan

Code	Pre-Assessment	
M M T	Pre-quiz Self-evaluation Class discussion of prior knowledge	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A, M M	<ul style="list-style-type: none"> <li>• Student complete self-evaluations on personal stress</li> <li>• Students compare and contrast stress reducing strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Review of assignments</li> <li>- Discussions of Questions and scenarios</li> <li>- Monitoring google classroom work in real time</li> <li>- Exit Slips / closure questions</li> </ul>
A A M,T	<ul style="list-style-type: none"> <li>• Teacher leads discussion on stress.</li> <li>• Students answer Q&amp;A on Fight or Flight</li> <li>• Students practice mindfulness and other stress reducing strategies.</li> </ul>	
T	<ul style="list-style-type: none"> <li>• Students create personalized stress reduction action plan</li> </ul>	
T	<ul style="list-style-type: none"> <li>• Improving self-esteem of fictional characters assignment</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Teacher leads and students participate in a class review game</li> </ul>	
M,A	<ul style="list-style-type: none"> <li>• Students work in groups and analyze scenarios involving disordered eating.</li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• Students analyzing media clips on body image and participate in class discussion</li> </ul>	
M	<ul style="list-style-type: none"> <li>• Students explore tips for improving body image and create a rating scale.</li> </ul>	
T	<ul style="list-style-type: none"> <li>• Students create an educational brochure.</li> </ul>	

## Stage 1 Desired Results

ESTABLISHED GOALS		
<p><b>National Health Education Standard 1:</b></p> <p>1.8.6 - Explain how appropriate health care can promote personal health.</p> <p><b>National Health Education Standard 7:</b></p> <p>7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1.a</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.</p> <p><a href="#">CCSS.ELA-Literacy.W.7.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explain the importance of proper nutrition for general health and disease prevention.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• <i>Diet is directly related to physical health and longevity</i></li> <li>• <i>Behaviors adopted now most likely continue throughout life.</i></li> <li>• <i>As we become more independent, nutritional needs become a personal responsibility.</i></li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• <i>What is healthy eating?</i></li> <li>• <i>How can I improve current eating patterns?</i></li> <li>• <i>How can unhealthy eating habits lead to health problems?</i></li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The 2020-2025 Dietary Guidelines</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing dietary data and trends as well</li> </ul>

selection, organization, and analysis of relevant content.	<ul style="list-style-type: none"> <li>• Components of a nutrient dense meal.</li> <li>• Healthy eating patterns</li> <li>• Dietary effects on health.</li> </ul>	<p>as the health impact of those trends.</p> <ul style="list-style-type: none"> <li>• Evaluating and modifying dietary habits</li> <li>• Developing a healthy eating plan</li> <li>• Demonstrating healthy nutritional practices and behaviors in class</li> </ul>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M,T,A M,T,A M,T,A	Rubric: -Clearly shows necessary components of a balanced nutrient dense meal. -Shows all dietary servings met in each food group for a full day. -Represents students' culture as well as personal taste preferences.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> GRASPS G-Create a healthy eating plan according to USDA Guidelines. R-Dietitian A-Class/Teacher S- To create a meal plan that is both healthy, realistic, and culturally appropriate P-Meal Plan represented in a project that represents a full day of eating. S-Rubric
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> - Writing a reflection on what was learned.

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M,T,A M T	-Creating healthy meals contest. -Pre-test -Recording current dietary habits.	
A  A M A  A  M  T   M	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>○ Teacher discusses the importance of nutrition.</li> <li>○ Students discuss myplate.</li> <li>○ Students in pairs compete in creating healthy meals.</li> <li>○ Teacher discusses whose plates were healthiest and why</li> <li>○ Students complete an assignment exploring the dietary guidelines.</li> <li>○ Students research to analyze american trends in diet and disease.</li> <li>○ Students complete self-evaluations on food groups and recommended amounts.</li> <li>○ Students play a class review game and take a quiz.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Review of assignments</li> <li>- Discussions on american trends</li> <li>- Monitoring google/classroom work in real time</li> <li>- Exit Slips / closure questions</li> <li>- Post quiz</li> </ul>

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>National Health Education standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p>	<p><i>Students will be able to independently use their learning to:</i></p> <p>-use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	
	<i>Meaning</i>	
<p><b>National Health Education Standard 7:</b> Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• We all react to conflict differently, but improvements can always be made.</li> <li>• Relationships are a work in progress..</li> <li>• Conflict can be positive.</li> <li>• There are healthy ways to handle toxic relationships with friends.</li> <li>• Communication is essential for maintaining healthy relationships</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can I improve my relationships?</li> <li>• How can conflict be beneficial?</li> <li>• What are appropriate reactions to conflict?</li> <li>• What should guide our decisions?</li> </ul>

<p>partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.4</a>  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>		
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Phases of conflict.</li> <li>● Strategies that defuse conflict.</li> <li>● Types of communication and typical responses.</li> <li>● The decision making process through use of the DECIDE model.</li> <li>● Different forms of peer pressure.</li> <li>● Strategies in making important decisions.</li> <li>● Refusal strategies.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Responding to diffuse conflict.</li> <li>● Communicating assertively.</li> <li>● Using communication skills to</li> <li>● Using refusal strategies in a variety of scenarios.</li> <li>● Decision making during uncomfortable situations involving peer pressure.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<p>T</p> <p>M,T,A</p> <p>M,T,A</p>	<p>Rubric:</p> <ul style="list-style-type: none"> <li>-Students are well spoken</li> <li>-Students show use of appropriate diffusing strategies and assertive communication.</li> <li>-The scenario is clearly explained and is represented through the roleplay.</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>G-To role-play assertive communication.</p> <p>R-Person correcting aggressive and passive communication.</p> <p>A-Teacher/Class</p> <p>S-Students have to correct responses written as aggressive &amp; passive</p> <p>P- Students practice speaking assertively.</p> <p>S-Rubric</p> <p>GRASPS</p> <p>G-To role-play a skit involving both diffusing strategies and assertive communication.</p> <p>R-Person in conflict.</p> <p>A-Teacher/Class</p> <p>S-Facing conflict with a friend/family member.</p> <p>P- An act that fellow students can evaluate.</p> <p>S-Rubric</p>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by writing a reflection on what they learned.</i></p>



## Stage 3 – Learning Plan

Code M M M,T,A	<i>Pre-Assessment</i>	
	<p>Pre-test Self-evaluation Class discussion/feedback</p>	
<p>M M, A A T,A M M,T A M A T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Students will fill out a self-evaluation on communication styles.</li> <li>• Students participate in a problem solving activity then reflect on communication styles.</li> <li>• Teacher leads class discussion on communication styles and pros and cons of each.</li> <li>• Students practice identifying communication styles in scenarios.</li> <li>• Teacher leads discussion on conflict resolution and phases of conflict.</li> <li>• Students identify phases of conflict in relationship scenarios and evaluate for best approaches for conflict resolution and discuss.</li> <li>• Identifying phases of conflict and strategies that diffuse conflict.</li> <li>• Watching video clips for additional support.</li> <li>• Practicing assertive communication.</li> <li>• Looking at peer pressure and applying the DECIDE model.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Review of assignments</li> <li>- Discussions</li> <li>- Monitoring Google/classroom work in real time</li> <li>- Exit Slips / closure questions</li> <li>- Role-play</li> <li>- Post quiz</li> </ul>

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>National Health Education Standard 1:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p> <p>1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p>	<p><i>Students will be able to independently use their learning to:</i></p> <p>advocate for personal, family and community health.</p>	
<p><b>National Health Education Standard 8:</b> Students will demonstrate the ability to advocate for personal, family and community health</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p><a href="#">CCSS.ELA-Literacy.W.7.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Addiction is a process.</li> <li>• You can't become addicted without first use.</li> <li>• Legal does not mean safe.</li> <li>• (alcohol, tobacco and other drugs)</li> <li>• It's important to have a plan to resist pressure.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why is substance abuse education important?</li> <li>• How can drug abuse change a person's life?</li> <li>• How can I refuse ATODs?</li> </ul>
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p><a href="#"><u>CCSS.ELA-Literacy.SL.7.4</u></a> 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>	<ul style="list-style-type: none"> <li>● statistics of their age group who abuse drugs.</li> <li>● common side-effects of ATOD</li> <li>● stages of addiction.</li> <li>● why people choose not to start in the first place.</li> <li>● effective strategies that help resist peer pressure and support decision making</li> <li>● most teens do not use drugs.</li> </ul>	<ul style="list-style-type: none"> <li>● Listing reasons people don't use ATODs.</li> <li>● Explaining how drug abuse can impact a person's life.</li> <li>● Refusing peer pressure.</li> </ul>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M,T,A	Rubric: Student uses creativity Eye opening facts are used to support position Data is used to influence audience Is accurate Clearly executes intention	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>  GRASPS G-To advocate against substance abuse and support being drug free. R-Advocate A-Classmates S-Students have to respond to a community crisis where addiction is skyrocketing and create a town billboard for all to see. P-Poster S-Rubric
A M,T T,A	Student uses appropriate refusal strategy Student communicates clearly Student shows a plan was prepared to resist situation	GRASPS G-To convincingly refuse peer pressure to use drugs acted out in a roleplay. R-Peer under pressure A-Classmates S-A group of close friends is using and the student has to convincingly get out of pressure P-Act S-Rubric
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by writing a reflection on what was learned.</i>

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Pre-test,	
T	Discussion of current beliefs/attitudes.	
A M M,A M,T A M,A A A,M T M,A T	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher leads discussion on student beliefs of data on drug use.</i></li> <li>• <i>Students review current drug data/trends.</i></li> <li>• <i>Students compete in a stages of addiction game and practice identifying stages in scenarios.</i></li> <li>• <i>Students research consequences of ATOD</i></li> <li>• <i>Students watch a video and play an alcohol facts game</i></li> <li>• <i>Teacher leads activity identifying the chemicals in vapes</i></li> <li>• <i>Students conduct research on vaping T or F activity</i></li> <li>• <i>Students create anti-vaping campaign posters</i></li> <li>• <i>Students practice identifying marijuana's effects viewing a video,</i></li> <li>• <i>Students watch videos of effective resistance strategies.</i></li> <li>• <i>Students role-play refusal strategies.</i></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Review of assignments</li> <li>- Discussions</li> <li>- Monitoring google/classroom work in real time</li> <li>- Exit Slips / closure questions</li> <li>- Role-play</li> <li>- Post quiz</li> </ul>

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>National Health Education Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p>	<p><i>Students will be able to independently use their learning to ...</i></p> <p>demonstrate understanding of the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p>	
	<i>Meaning</i>	
<p><b>National Health Education Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health</p> <p>8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1</a> 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><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Bullying is a form of abuse.</li> <li>• Students hold the most power over controlling the rates of bullying at school.</li> <li>• Any type of abuse is never the fault of those who are abused.</li> <li>• Communicating with adults is necessary for support</li> <li>• Having empathy, avoiding thinking errors, and taking responsibility will prevent the likelihood of developing abusive behaviors.</li> <li>• Understanding sexuality can help prevent sexual harassment and violating boundaries.</li> <li>• Students have the power to help and support others.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does abuse change a person's life?</li> <li>• How can we reduce abusive types of behavior?</li> <li>• How can we best support those who have been abused?</li> </ul>

<p><a href="#">CCSS.ELA-Literacy.SL.7.2</a> 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>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• consequences of bullying</li> <li>• ways to support bully victims-reasons it's important to recognize what someone else is feeling and ways to tell how someone else is feeling.</li> <li>• different types of boundaries people have.</li> <li>• qualities of both a toxic and a healthy relationship.</li> <li>• types of bullying/abuse including discrimination.</li> <li>• the difference between sexual harassment and joking.</li> <li>• all types of sexual harassment including sexting.</li> <li>• sexual abuse.</li> <li>• the difference between biological sex, gender identity, gender expression, sexual feelings, sexual expression.</li> <li>• gender stereotypes that exist, sources of gender stereotypes, their impact on relationships.</li> <li>• things to say or not say to another individual who shares information about abuse.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Empathizing with others.</li> <li>• Selecting appropriate actions or comments to support victims of abuse.</li> <li>• Advocating against bullying.</li> <li>• Being an active bystander.</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M,T T,A T M	Rubric: -Students show appropriate use of supportive actions. -Students draw creative characters. -Students use a few sentences of dialogue for each character. -It's message is clearly understood.	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i>  <b>GRASPS</b> Goal/challenge - To select appropriate actions and comments when presented with an abusive situation. R-Peer A-Class Situation - Students are presented with bullying and other abusive situations and show how they would respond to be supportive. P-Students create a section of a comic strip that shows action that can effectively support a harassment victim S-Rubric
M,T,A  M,A	Rubric: -Students use roots, trunk, and leaves of tree to represent healthy aspects of a relationship. -Is visually appealing -Is clearly labeled. -Uses information specific to our previous lessons.	Goal/challenge - To select appropriate actions and comments when presented with an abusive situation. R-Artist A-Class Situation - Students are presented an image such as a tree and have to use its parts to represent healthy relationships. P-A piece of art representing healthy relationships. S-Rubric
		<b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by writing a reflection about what they learned.</i>



## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M T, A	<ul style="list-style-type: none"> <li>- Pre- test</li> <li>- Class discussion on situations</li> </ul>	
A M,A  M,A M M M,T  A  A M  A M  A  M  M	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i>  <i>Teacher leads discussion on bullying and empathy.</i></p> <ul style="list-style-type: none"> <li>• Students respond to prompts about bullying.</li> <li>• Students complete an activity on stereotypes making the connection to bullying situations.</li> <li>• Students practice empathy “charades”.</li> <li>• Think Pair Share discussion on personal boundaries.</li> <li>• Students role-play scenarios</li> <li>• Student reading and writing prompt on empathy, healthy relationships, and sexual harassment.</li> <li>• Teachers leads activity on student beliefs about sexual harassment.</li> <li>• Students watch a video showing sexual harassment.</li> <li>• Students respond to a writing prompt explaining how taking responsibility contributes to a healthy relationship.</li> <li>• Teacher reviews components of sexuality.</li> <li>• Students Think Pair Share definitions for the terms Biological sex, Gender identity, Gender expression, Sexual feelings, and Sexual expression.</li> <li>• Students discuss where we hear information about the listed terms and of those, where we can get accurate information about those terms.</li> <li>• Students complete a writing prompt addressing how stereotypes contribute to sexual harassment and abuse.</li> <li>• Students read statements of people who have been</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Review of assignments</li> <li>- Discussions</li> <li>- Monitoring google/classroom work in real time</li> <li>- Exit Slips / closure questions</li> <li>- Role-play</li> <li>- Post quiz</li> </ul>

A  M  T	abused and Think Pair Share <ul style="list-style-type: none"> <li>Teacher reviews supportive and unsupportive statements.</li> <li>Students practice identifying supportive and unsupportive statements.</li> <li>Students write a personal statement of support.</li> </ul>	
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