

Long Range Plans:Grade 7 Health 2019-2020

Overall Expectations	Specific Expectations	Teaching Strategies	Assessment & Evaluation	Resources
<p>D1. demonstrate an understanding of factors that contribute to healthy development;</p> <p>D2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>	<p>D1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies</p> <p>D1.2 demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources</p> <p>D1.3 explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older</p> <p>D1.4 identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms</p> <p>D1.5 identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently</p> <p>D1.6 demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems</p> <p>D2.1 demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders</p>	<p>-intro work, review and assess</p> <p>-reinforce ideas by watching videos and completing activities</p> <p>-demonstrate information in project based activities and presentations</p> <p>-create plays demonstrating knowledge of taught material</p> <p>-differentiation for student needs</p>	<p>-tests</p> <p>-group work</p> <p>-in class activities</p> <p>-observation</p> <p>-oral assessment</p> <p>-projects</p> <p>-plays</p>	<p>-Ontario Curriculum</p> <p>-Teachers Pay Teachers - Healthy Eating Bundle</p> <p>-Teacher created activities</p> <p>-You Tube videos to re-inforce taught information</p> <p>Term 1 Healthy Eating</p> <p>Drugs</p> <p>Term 2</p> <p>Safety</p> <p>Sexual Health</p>

	<p>D2.2 assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents</p> <p>D2.3 explain how preoccupation with body image or athletic performance can contribute to harmful or problematic eating habits and substance use, and demonstrate the ability to make informed choices about caring for their bodies</p> <p>D2.4 demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health</p> <p>D3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating habits</p> <p>D3.2 analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours</p> <p>D3.3 explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty</p>			
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