

SEVENTH GRADE HEALTH

LENGTH OF TIME: one year

GRADE LEVEL: 7

DESCRIPTION OF COURSE:

The course will have the student examine the components of balanced health – the physical, mental, and social aspects. Students will revisit previous skills and content of the LifeSkills curriculum, while evaluating the impact of other outside influences on their decision making ability and healthy lifestyle choices. The students will practice using refusal skills and learn steps for making decisions while in group settings. They will also reinforce their knowledge and skills about alcohol, tobacco, and drug use and the impact that experimentation, abuse, and addiction can have on their health. Since the leading cause of injury and death of the middle school age adolescent is accidents, the students will learn how to prevent accidents from occurring and when they do occur, how to respond to the situation. The protocols for appropriate response to an injured or ill person will be practiced. Students will gain an understanding of the human anatomy and body systems and the correlation between nutrition, exercise, and health. Students will evaluate the benefits of making healthy choices and the impact nutrition, exercise, lifestyle decisions can have on one's overall health.

COURSE STANDARDS:

Students will:

1. Understand the causes and impact of drug use and abuse. (NHS 1, 2, 7; PA Std 10.1.9 a, d, e; 10.2.9 b)
2. Understand the influence of media, family, and peers on decisions about drug issues. (NHS 2, 3, 7,8; PA Std 10.1.9 a, c, d, e; 10.1.9 a, b, c,)
3. Evaluate and apply the decision making model in group scenarios. (NHS 2, 4, 5, 7, 8; PA Std 10.1.9 a, c, d, e; 10.2.9 d; 10.3.9 c, d)
4. Develop strategies for identifying, managing, and controlling the effects of anxiety, anger, and stress. (NHS 1-8; PA Std 10.1.9 a, d; 10. 2. 9 d; 10.3.9 a, c, d)
5. Identify the different types of communication and practice the skills for avoiding miscommunication. (NHS 4, 5, 7, 8; PA Std 10.1.9.a, d; 10.2.9 d; 10.3.9.c, d)
6. Demonstrate the skills needed to start, continue, and smoothly end a conversation. (NHS 2,4, 5, 6, 7, 8; PA Std 10.1.9 a, d; 10. 3. 9 c)
7. Demonstrate the skills needed to be assertive and to resolve conflicts peacefully. (NHS 2, 4, 5, 7; PA Std 10.1.9 a, d; 10.2.9 d; 10.3.9 c, d)
8. Identify and evaluate the persuasive tactics used by peers to influence decisions. (NHS 2, 3,4, 5, 7, 8; PA Std 10.1.9 a, d; 10.2. 9 d; 10.3. 9 a, c, d)
9. Develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations. (NHS 1,2,3,7, 8; PA Std 10.1.9 e; 10.2.9 d, e; 10.3.9 a, b)
10. Learn the anatomy and physiology of the human body systems. (NHS 3; PA Std 10.1.9 b, e)

11. Examine how nutrition, exercise, and lifestyle decisions can impact overall health.
(NHS 1,2, 3, 7, 8; PA Std 10.1.9 a, c, e; 10.2.9 a, b)

NATIONAL HEALTH EDUCATION STANDARDS:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

PENNSYLVANIA STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION:

Standard Area - 10.1: Concepts of Health

Standard - 10.1.9.A: Analyze factors that impact growth and development between adolescence and adulthood.

- relationships (e.g., dating, friendships, peer pressure)
- interpersonal communication
- risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
- abstinence
- STD and HIV prevention
- community

Standard - 10.1.9.B: Analyze the interdependence existing among the body systems.

Standard - 10.1.9.C: Analyze factors that impact nutritional choices of adolescents.

- body image
- advertising
- dietary guidelines
- eating disorders
- peer influence

- athletic goals

Standard - 10.1.9.D: Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- decision-making/refusal skills
- situation avoidance
- goal setting
- professional assistance (e.g., medical, counseling, support groups)
- parent involvement

Standard - 10.1.9.E: Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

Standard Area - 10.2: Healthful Living

Standard - 10.2.9.A: Identify and describe health care products and services that impact adolescent health practices.

Standard - 10.2.9.B: Analyze the relationship between health-related information and adolescent consumer choices.

- tobacco products
- weight control products

Standard - 10.2.9.C: Analyze media health and safety messages and describe their impact on personal health and safety.

Standard - 10.2.9.D: Analyze and apply a decision-making process to adolescent health and safety issues.

Standard - 10.2.9.E: Explain the interrelationship between the environment and personal health.

- ozone layer/skin cancer
- availability of health care/ individual health
- air pollution/respiratory disease
- breeding environments/ Lyme disease/West Nile Virus

Standard Area - 10.3: Safety and Injury Prevention

Standard - 10.3.9.A: Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)
- violence prevention in school
- self-protection in the home
- self-protection in public places

Standard - 10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing

- water rescue
- self-care
- sport injuries

Standard - 10.3.9.C: Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

Standard - 10.3.9.D: Analyze the role of individual responsibility for safety during organized group activities.

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Recording reflective answers in a gallery walk and completing “Questions Worth Considering” worksheet. (Course Standard 1)
2. Evaluating sources of alcohol and tobacco advertisements and their advertising techniques. (Course Standard 2)
3. Completing the Group Decision-Making Planner using various relevant social scenarios. (Course Standard 3)
4. Applying various methods of changing your mindset to a positive thought pattern. (Course Standard 4)
5. Practicing the techniques used to avoid misunderstandings. (Course Standard 5)
6. Writing a personal social script to improve conversation. (Course Standard 6)
7. Evaluating their refusal style and role play “saying no” to various social situations. (Course Standard 7)
8. Identifying the persuasive tactics used in various situations. (Course Standard 8)
9. Performing a primary and secondary assessment of an injured person, bandaging of wounds, epi-pen administration, glove removal, and treatment of medical emergencies. (Course Standard 9)
10. Completing a life size poster project of basic anatomy and body systems worksheet. (Course Standard 10)
11. Completing a fitness log, benefits of exercise triangle, and calorie expenditure worksheet. (Course Standard 11)

TITLES OF UNITS:

1. Drug Abuse and Violence: Causes and Effects
2. Making Decisions
3. Media Influences
4. Coping with Anxiety
5. Coping with Anger
6. Communication Skills
7. Social Skills
8. Assertiveness
9. Resolving Conflicts
10. Resisting Peer Pressure

11. Body systems- anatomy, and physiology
12. Nutrition and fitness
13. AIDS/ blood borne diseases
14. First-aid and emergency situations

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Demonstration
2. Explanation
3. Cooperative groups
4. Active participation
5. Handouts/worksheets
6. Calculators
7. Written tests/ quizzes
8. Think, pair, share
9. Role-play
10. Think-aloud
11. Outlining
12. Note-taking
13. Summarizing
14. Problem-solving
15. Cooperative groups
16. Independent reading
17. Oral presentations
18. Projects
19. Visual presentation

MATERIALS:

1. Just for the Health of It - Health Curriculum Activities Library
2. How to Survive Teaching Health, Tillman and Toner
3. Substance Abuse Prevention Activities, Gerne and Gerne
4. National Safety Council - First Aid
5. American Heart Association Video
6. Various videos
7. LifeSkills teacher and student manual
8. CDC Website

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Teacher
2. Peer assistance, tutoring, assessment
3. Cooperative learning groups
4. Special assistance - SST, librarian, computer lab

PORTFOLIO DEVELOPMENT:

1. worksheets/handouts
2. Written tests/ quizzes
3. Class notes-outlines
4. Reading summary assignments
5. Evaluation of projects and oral presentation

METHODS OF EVALUATION:

1. Skill demonstration
2. Daily participation
3. Independent project
4. Tests/quizzes
5. Posters
6. Oral presentations
7. Health notebook
8. Worksheets/handouts

INTEGRATED ACTIVITIES:

1. Concepts
 - demonstrate knowledge of basic concepts and principles
2. Communication
 - respond orally and in writing
 - listening and understanding
 - produce, perform, and exhibit work
 - exchange information orally
 - read and use a variety of sources of information
3. Thinking/Problem Solving
 - analyze - techniques
 - observe
 - evaluate
 - show relationships
 - make decisions
 - apply concepts
 - make predictions
4. Application of Knowledge
 - use equipment
 - exhibit skill
 - evaluate (self)
 - relate lifetime activities
 - demonstrate skill
 - demonstrate connections, relationships
 - examine and evaluate life situations
5. Interpersonal Skills
 - demonstrate teamwork
 - work cooperatively as a team member
 - develop leadership
 - communicate effectively
 - demonstrate skills (speaking, listening, following directions, staying on task)

revised 8/4/20