



Department of Instruction

What Your Child Will Learn 7th Grade Health

Nutrition

- Food Groups & Nutrients
- Portion Sizes
- Nutrition Facts Label
- Disordered Eating

Substance Abuse Prevention

- Alcohol, Nicotine, Marijuana
- Health Effects & Consequences
- Influences on Behaviors
- Interpersonal Communication

Family Life & Human Sexuality

- Reproductive System
- Human Sexuality
- Healthy Relationships & Consent
- Influences on Personal Values

Scope and Sequence: Critical Content and Skills

Nutrition

1. Nutritious Foods and Analyzing Influence
2. Sugar Sweetened Beverages & Goal Setting
3. Understanding a Nutrition Label & Decision-Making
4. Health Food Choices & Self-Management
5. Eating Disorders & Accessing Reliable Resources

Substance Abuse and Addiction Prevention

1. Mental and Emotional Health & Addiction and the Brain
2. Health Effects of Substance Use & Decision-Making
3. Communicating Consequences of Substance Use & Offering Positive Alternatives
4. Analyzing Media Messages, Substance Abuse & risk of Addiction
5. Influencing and Supporting Others to be Drug Free

Family Life and Human Sexuality

1. Sexuality

2. Puberty
3. Female Reproductive System
4. Male Reproductive System
5. Ovulation, Menstruation, and Pregnancy
6. Feelings and Relationships
7. Health Relationships
8. Sexting

NUTRITION (5-6 Days)

Essential Question: Can I take responsibility for my physical health by identifying, self-monitoring, reflecting, and applying best practices to my diet and nutrition?

Health Skills: Analyzing Influences, Goal Setting, Decision-Making, Self-Management, Accessing Reliable Resources

Student Learning Objectives:

- Explain why the recommended amount of food and food group portions vary by individual. 1e.7.1
- Summarize a variety of nutritious food choices for each food group. 1e.7.2
- Explain the benefit of nutritious foods and the idea that “all foods fit.” 1e.7.3
- Examine added sugar content in beverages. 1e.7.4
- Explain the relationship between access to foods and personal food choices. 1e.7.5
- Summarize the benefits of limiting the consumption of trans fat, saturated fat, added sugar, and sodium. 1e.7.6
- Analyze a nutrition facts label to identify foods that are high in sodium and added sugar. 1e.7.7
- Explain the significance of reading a nutrition facts label ingredient list. 1e.7.8
- Explain the importance of a positive body image and its implications for mental and physical wellness. 1a.7.16
- Identify the signs of disordered eating. 1a.7.17
- Explain the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1a.7.18
- Examine how the family influences the health of adolescents. 2.MS.a
- Describe how peers influence healthy and unhealthy behaviors. 2.MS.c
- Analyze how messages from media influence health behaviors. 2.MS.e
- Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g
- Analyze the validity of health information, products, and services. 3.MS.a
- Access valid health information from home, school, and community. 3.MS.b
- Identify circumstances that can help or hinder healthy decision-making. 5.MS.a
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d
- Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f
- Assess personal health practices. 6.MS.a
- Develop a goal to adopt, maintain, or improve a personal health practice. 6.MS.b

- Apply strategies and skills needed to attain a personal health goal. 6.MS.c
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.d
- Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a
- Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b
- Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c

Online Educator/Parent Resources:

<https://www.choosemyplate.gov>

<https://www.hsph.harvard.edu/nutritionsource/>

<https://www.fda.gov/food>

<https://fastfoodnutrition.org/>

<https://www.healthychildren.org/English/ages-stages/teen/nutrition/Pages/default.aspx>

<https://www.fda.gov/food/nutrition-education-resources-materials/health-educators-nutrition-toolkit-setting-table-healthy-eating>

<https://fit.sanfordhealth.org/-/media/fit/printables/unit-8-printables/u8l2-food-chart.pdf?la=en&hash=9F03CC8631BACCF7AAC5A387B2551FBF47755DFE>

SUBSTANCE ABUSE & ADDICTION PREVENTION (5-6 Days)

Essential Question: Can I apply a thoughtful decision-making process to protect myself from substance abuse and addiction, use effective refusal skills to abstain from substances while facing pressure to participate in risky behaviors, and create a health-enhancing message to encourage peers to protect their health and abstain from drug use?

Health Skills: Self-Management, Analyze Influences, Decision-Making, Interpersonal Communication, Goal-Setting, Advocacy

Student Learning Objectives:

- Identify the physical effects of nicotine, alcohol, marijuana, and other drug-related products. 1b.7.2
- Describe negative consequences of using nicotine, alcohol, marijuana, and other drug-related products. 1b.7.3
- Describe positive alternatives to using nicotine, alcohol, marijuana, and other drug-related products. 1b.7.4
- Explain why substance abuse is an unhealthy way to manage stress, anxiety, and depression. 1b.7.5
- Determine the benefits of being free from alcohol, nicotine products, and marijuana products. 1b.7.6
- Examine how the family influences the health of adolescents. 2.MS.a
- Describe how peers influence healthy and unhealthy behaviors. 2.MS.c
- Analyze how messages from media influence health behaviors. 2.MS.e
- Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g

- Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.h
- Describe how health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i
- Apply effective verbal and nonverbal communication skills to enhance health. 4.MS.a
- Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b
- Identify circumstances that can help or hinder healthy decision-making. 5.MS.a
- Determine when health-related situations require a thoughtful decision-making process. 5.MS.b
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d
- Predict the potential short-term impact of each alternative on self and others. 5.MS.e
- Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f
- Analyze the outcomes of a health-related decision. 5.MS.g
- State a health-enhancing position on a topic and support it with accurate information. 8.MS.a
- Demonstrate how to influence and support others to make positive health choices. 8.MS.b

Online Educator/Parent Resources:

Addiction:

<https://www.justthinktwice.gov/facts/what-addiction>

<https://teens.drugabuse.gov/drug-facts/brain-and-addiction>

Alcohol:

<https://drugfree.org>

<https://nacoa.org/>

<https://asklistenlearn.org/teachers/teaching-effects-alcohol-brain/>

<https://www.drugfreeworld.org/drugfacts/alcohol.html>

<https://www.responsibility.org/prevent-underage-drinking/discuss-alcohol-with-kids/talking-to-tweens-and-teens>

<http://www.needhamma.gov/DocumentCenter/View/3387/Talking-Middle-School--Alcohol-Tobacco-Drugs-BSAS?bidId=>

Nicotine & Vaping:

<https://teens.drugabuse.gov/drug-facts/tobacco-nicotine-e-cigarettes>

<https://med.stanford.edu/tobaccopreventiontoolkit.html>

<https://teen.smokefree.gov/>

<https://www.lung.org/stop-smoking/helping-teens-quit/indepth.html>

<https://truthinitiative.org/>

<http://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html>

<https://stillblowingsmoke.org/#health>

<https://www.kqed.org/mindshift/54597/how-to-talk-to-teens-about-vaping>

<https://catchinfo.org/modules/e-cigarettes/>

<https://www.health.harvard.edu/blog/can-vaping-damage-your-lungs-what-we-do-and-dont-know-2019090417734>

https://www.cdc.gov/tobacco/basic_information/e-cigarettes/severe-lung-disease.html

<https://www.lung.org/stop-smoking/smoking-facts/e-cigarettes-and-lung-health.html>

<https://www.lung.org/stop-smoking/smoking-facts/e-cigarettes-teens.html>

http://www.scholastic.com/youthvapingrisks/#fda_activities

Marijuana, THC, & Edibles:

<https://med.stanford.edu/cannabispreventiontoolkit.html>

https://www.justthinktwice.gov/sites/justthinktwice.com/files/files/Marijuana-Cannabis_R.pdf

https://www.justthinktwice.gov/sites/justthinktwice.com/files/files/K2-Spice_R.pdf

<https://www.dea.gov/sites/default/files/2018-07/DEA-Marijuana-Prevention-2017-ONLINE.PDF>

FAMILY LIFE AND HUMAN SEXUALITY (8-9 days)

Essential Question: Can I take responsibility for my sexual health by applying best practices to my life, communicating personal values and beliefs around dating relationships and sexual activity, and analyzing influences around healthy relationships and gender stereotypes?

Health Skills: Self-Management, Interpersonal Communication, Decision-Making, Analyzing Influences

Student Learning Objectives:

- Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.7.9
- Describe menstruation, fertilization, and implantation. 1c.7.10
- Compare sex assigned at birth and gender identity and explain how they may or may not differ. 1c.7.5
- Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity). 1c.7.7
- Identify strategies for respecting individual differences in sexual growth and development, or physical appearance. 1c.7.8
- Explain the characteristics of a healthy dating relationship. 1c.7.1
- Explain the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self-esteem. 1c.7.17
- Summarize the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. 1c.7.18
- Evaluate the impact of technology (e.g., use of smart phones and digital monitoring) and social media on communication and consent in relationships. 1c.7.2
- Explain why individuals have the right to refuse sexual contact. 1c.7.3
- Discuss what does and does not constitute sexual consent. 1c.7.4
- Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.11
- Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors. 1d.7.13

- Examine how the family influences the health of adolescents. 2.MS.a
- Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.b
- Describe how peers influence healthy and unhealthy behaviors. 2.MS.c
- Analyze how messages from media influence health behaviors. 2.MS.e
- Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g
- Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.h
- Apply effective verbal and nonverbal communication skills to enhance health. 4.MS.a
- Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b
- Demonstrate effective conflict management or resolution strategies. 4.MS.c
- Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d
- Identify circumstances that can help or hinder healthy decision-making. 5.MS.a
- Determine when health-related situations require a thoughtful decision-making process. 5.MS.b
- Distinguish when individual or collaborative decision-making is appropriate. 5.MS.c
- Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.d
- Predict the potential short-term impact of each alternative on self and others. 5.MS.e
- Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.f
- Analyze the outcomes of a health-related decision. 5.MS.g
- Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a
- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.b
- Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c

Online Educator/Parent Resources:

www.amaze.org

<https://3rs.org/3rs-curriculum/3rs-curric-search/>

<https://teachingsexualhealth.ca/teachers/lesson-plans-resources/resource-finder/>

<https://www.tolerance.org/>

www.loveisrespect.org

<https://advocatesforyouth.org/wp-content/uploads/3rscurric/documents/8-Lesson-3-3Rs-HealthyOrUnhealthyRelationships.pdf>

<https://www.rainn.org/safety-prevention>

<http://www.sexedstore.com/wp-content/uploads/2016/04/Unequal-Partners-4th-Edition-Digest.pdf>

<https://kidshealth.org/en/teens/female-repro.html>

<https://kidshealth.org/en/teens/male-repro.html>

<https://kidshealth.org/en/teens/abstinence.html>

<https://teachingsexualhealth.ca/teachers/grade/differing-abilities/>

<https://www.advocatesforyouth.org/wp-content/uploads/storage//advfy/lesson-plans/lesson-plan-pregnancy-part-i-and-ii.pdf>

Family Life and Human Sexuality Unit Overview

Set ground rules for the unit on Family Life and Human Sexuality. Students jot down for themselves what they think the term sexuality means and how that term can make one feel uncomfortable in this setting. This springboards into a conversation about classroom norms and ground rules for the Health classroom. The teacher defines human sexuality in the broadest of terms as an umbrella that encompasses relationships, anatomy, reproduction, STIs, sexual activity, abstinence, orientation and identity, contraception, and reproductive rights and responsibilities and discusses that it is important to be able to talk about human sexuality to get accurate information to be able to make healthy choices. In addition to learning accurate information in the Health classroom, students are encouraged to discuss learning and questions about human sexuality with other trusted sources including parents, caregivers, doctors, nurses, community health agencies, and websites sponsored by medical agencies (.org type websites).

Lessons cover the physical, social, mental, and emotional changes associated with puberty for boys and girls and for students to communicate with parents, teachers, doctors, and/or counselors to get reliable answers to questions.

Lessons cover the female reproductive system - all the parts internal and external.

Lessons cover the male reproductive system - all the parts internal and external.

Lessons cover the menstrual cycle and pregnancy. The lesson goes through the science of ovulation, the menstrual cycle and fertilization. Students learn that if a person has sexual intercourse during the ovulation period, a sperm can enter the egg and fertilize it, and this is the beginning of a pregnancy.

Lessons go through the stages of the menstrual cycle and why it is difficult to predict when a woman can get pregnant. While they learn how a woman becomes pregnant, instruction emphasizes that it is not healthy for someone their ages to become pregnant and that the only way to ensure that someone does not become pregnant is to remain abstinent.

Instruction then moves into feelings and relationships, where the lesson explores appropriate and inappropriate ways for young teens to show feelings of attraction towards others. Instruction covers attraction and healthy, age-appropriate ways they can respond to feeling attracted to someone. That can be as simple as telling a person you like them, going to a dance, holding hands, or even kissing or hugging. Instruction goes on to say that sometimes when people are attracted to each other they think about or want to have sex.

This leads to the recognition that before anyone were to do that, they should be physically, mentally, and emotionally mature and that at this age there are negative consequences to having sex. These can include STIs, unplanned pregnancy, emotional consequences, and social consequences.

Instruction moves into expressing feelings and how some actions that may be fine for adults are not for teens. The lesson introduces the topic of knowing and understanding yourself and your values (which come from our cultures, our families, and our experiences) and treating others with respect. Students are again encouraged to communicate with family or other trusted adults.

The lesson depicts Abstinence as the way to protect personal sexual health, and how to set limits and personal boundaries and limits. This leads into Healthy Relationships and characteristics of healthy and

unhealthy relationships, which lastly leads into defining sexting. The discussion is about the dangers associated with sharing digital images. Instruction centers upon discussion on how not to be pressured into sharing images and how that is actually illegal. Students are encouraged to turn to family members, caregivers, counselors, etc. for help.

Opt-out

CCPS invites parents to contact the health teacher to learn more about the curriculum and resources being used in the classroom.

A parent can opt a child out of the Family Life and Human Sexuality unit in total, or can opt out of certain materials. A parent can tell the child's teacher they don't want their child present for any of the instruction, or a parent could tell them they do want certain topics - like maybe healthy relationships, setting limits, etc. Again, that is up to a parent.

Prior to unit, the Health teacher should send notice of the family life unit to a parent/guardian with instructions on how to contact them for more information and how to opt-out of family life instruction. Students who opt out of family life instruction will be provided alternate learning in Health topics determined by the teacher.