

Health Curriculum - Grade 7

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

Student will be able to 'take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- identifying influences that affect their choices, both internal and external.
- identifying the different dimensions of health that are influenced by others.
- evaluating influences as having positive or negative effect on health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- media, alcohol and other drugs, sexual behavior, mental health, emotional health, social health, culture, body image, gender roles, sexual orientation, peer pressure, marketing and advertising, positive and negative influences, societal influences, respectful and disrespectful behaviors.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- evaluate and describe how internal and external influences such as culture, media and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

Nutrition and Physical Activity

- analyze how internal and external influences affect food choices.

Drug Awareness

- analyze how internal and external influences affect the use and abuse of alcohol, tobacco, and other drugs.

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- analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.

Mental, Emotional, and Social Health

- analyze internal and external influences on mental, emotional and social health.

Injury Prevention and Safety

- evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

Personal and Community Health

- evaluate positive and negative influences on personal and community health.

Identify the influence.

Analyze the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

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High Priority Standards

National Health Standard 3:(Accessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

Student will be able to ‘analyze sources to determine validity’. (Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining if information and product claims are valid.
- identifying sources for valid health and health products information.
- analyzing situations and determine appropriate level of support needed.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- valid, claims, products, treatment, communicable diseases, prevention.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- identify medically-accurate information about contraception.
- identify medically-accurate information about STDs, including HIV.
- identify sources of support such as parents or other trusted adults that they can go to if they are, or if someone they know, is being bullied, harassed, abused, or assaulted (sexual).
- identify trusted adults in one’s family, school, and community for advice and counseling regarding reproductive and sexual health.
- assess valid information about preventing common communicable diseases.

Nutrition and Physical Activity

- distinguish between valid and invalid sources of nutrition information.

Drug Awareness

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- analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.

Mental, Emotional and Social Health

- analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.
- describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.

Injury Prevention and Safety

- student analyze sources of information for injury prevention and safety.

Personal and Community Health

- identify trusted sources for information and help with personal health within the community.

analyze sources;

ACCESS

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

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High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing characteristics of effective and respectful communication, negotiation, refusal, and avoidance.
- practicing effective communication skills with parents, guardians, health care providers, or other trusted adults.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- communication, negotiation, refusal, avoidance, abstain, boundaries, harassment, assault.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors.
- demonstrate the use of effective communication and negotiation skills about the use of contraception, including abstinence.
- demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.
- demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- demonstrate ways to communicate with trusted adults about bullying, harassment, abuse, or assault (sexual).
- practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.
- use healthy and respectful ways to express friendship, attraction, and affection.

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- analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

Nutrition and Physical Activity

- demonstrate the ability to use effective skills to model healthy decision making and prevention in the overconsumption of foods and beverages.
- practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.

Drug Awareness

- use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

Injury Prevention and Safety

- report to a trusted adult situations that could lead to injury or harm.
- use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- describe ways to manage interpersonal conflicts nonviolently.
- demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- describe characteristics of effective communication.

use effective verbal communication;

I TELL YOU

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

Express using I-statements

Look at the person (people) you are speaking to

Listen to the response

Your body language is appropriate

Open mind

Use assertive communication style

use effective conflict resolution;

CONFLICT

Calm attitude, manage stress

Open to opposing views

Never make assumptions about what the other person (party) is thinking or feeling

Focus on action, not person ("I'm not mad at *you*, I'm mad at what you *did*.")

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Look for other options

I-statements

Compromise (Negotiate a solution.)

Teamwork (Make the decision together.)

use effective negotiation;

SLIDE

State what you want/need

Listen and clarify

Identify with other perspectives

Determine common ground

Elicit agreement (Benes & Alperin, 2016, pg. 105)

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High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying decision-making model to evaluate healthy vs. unhealthy relationships.
- applying decision-making model when considering various sexual health decisions.
- applying decision-making model to determine safe and healthy strategies for dealing with personal problems.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, strategies, affection, consequences, exposure, stressors.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- apply a decision-making model to various sexual health decisions.
- analyze why abstinence is the most effective method for the prevention of HIV, STDs and pregnancy.
- identify how good health practices in adolescence affect lifelong health and the health of future children.
- explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
- develop a plan to avoid HIV, AIDS, and other STDs, and pregnancy.
- describe strategies for refusing unwanted sexual activity.
- demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
- describe personal actions that can protect reproduction and sexual health.

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- use a decision-making process to examine risky social and dating situations.
- describe healthy ways to express caring, friendship, affection, and love.
- apply a decision making process to determine safe and healthy strategies for dealing with personal health problems.

Nutrition and Physical Activity

- develop strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.
- use a decision-making process to evaluate daily food intake for nutritional requirements.
- identify recreational activities that increase physical activity.
- analyze the physical, mental, and social benefits of physical activity.

Mental, Emotional and Social Health

- use a decision-making process to examine the characteristics of healthy relationships.
- apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- monitor personal stressors and assess techniques for managing them.

Injury Prevention and Safety

- evaluate why some students are bullies.
- apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.

DECIDE

Determine the decision - what is it? Does it require thought? Do I need help?

Examine options (healthy and unhealthy alternatives).

Consider the consequences.

Identify values and influences that may affect the decision.

Decide on the healthiest option and act on the decision.

Evaluate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)

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High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal setting skills to enhance health.

Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- establishing goals for improving personal health.
- establishing goals for improving community health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stressors, violence, delinquency, STDs, HIV, short term goals, long term goals, physical activity.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- develop a plan to protect themselves from STDs, including HIV.

Nutrition and Physical Activity

- make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
- set a goal to increase daily physical activity.

Drug Awareness

- develop short and long term goals to remain drug free.

Mental, Emotional and Social Health

- develop achievable goals for handling stressors in healthy ways.

Injury Prevention and Safety

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- make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

Personal and Community Health

- establish goals for improving personal and community health.

Assess the positive areas and areas for improvement of your personal health.

Identify the areas of health that need improvement or that you want to maintain or enhance.

Create a SMART goal that will address the improvement or maintenance of one health need.

Apply strategies and skills to assist with accomplishing the goal.

Record, reflect on, and **evaluate** goal progress. (Benes & Alperin, 2016, pg. 135)

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High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing strategies that practice health-enhancing behaviors in dimensions of health including physical, mental, emotional, and sexual.
- developing strategies that avoid or reduce health risks in dimensions of health including physical, mental, emotional, and sexual health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- diverse, health-enhancing behaviors, health risks, guided visualization, aerobic exercise.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- explain the criteria for evaluating the health of a relationship.
- practice respect for individual differences and diverse backgrounds.
- practice personal boundaries in a variety of situations.

Nutrition and Physical Activity

- develop strategies for balancing healthy foods, snacks, and water intake, along with daily physical activity.
- make healthy food choices in a variety of settings.
- assess personal physical activity levels.

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- examine ways to be physically active throughout a lifetime.

Drug Awareness

- use a variety of effective coping strategies when there is alcohol, tobacco, and other drug use in group situations.
- practice positive alternatives to the use of alcohol, tobacco, and other drugs.

Mental Emotional and Social Health

- practice strategies for dealing with stress such as deep breathing, guided visualization, and aerobic exercise.
- identify positive mental and emotional aspects of participating in a variety of physical activities.
- demonstrate effective coping mechanisms and strategies for managing stress.

Injury Prevention and Safety

- practice ways to resolve conflicts nonviolently.

I AM HEALTHY

Identify current health behaviors.

Analyze your health content.

Make a plan for behavior change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

I APPEAR

Identify health behaviors, wants, and needs within your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made. (Benes & Alperin, 2016, pg. 153)

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High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing a plan to promote a healthy lifestyle for school and community.
- demonstrating the ability to represent healthy choices for others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- dignity, respect, campaign, aggression, harassment.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- develop a plan to promote dignity and respect for all people in the school community.
- object appropriately to teasing of peers and community members that is based on personal characteristics, gender identity, or sexual orientation.

Nutrition and Physical Activity

- encourage peers to eat healthy foods and to be physically active.

Drug Awareness

- participate in school and community efforts to promote a drug free lifestyle.

Injury Prevention and Safety

- design a campaign for preventing violence, aggression, bullying and harassment.
- demonstrate the ability to influence others' safety behaviors (wearing bicycle helmets and seat belts).

Personal and Community Health

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- demonstrate the ability to be a positive peer role model in the school and community.

I CARE

- Identify and research a relevant and meaningful health issue.
- Create a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.
- Act passionately and with conviction.
- Relay your health-enhancing message to your audience.
- Evaluate the effectiveness of the advocacy. (Benes & Alperin, 2016, pg. 166)