



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

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Curriculum Profile: Health Education Grade 7

<u>Department</u>	Health
<u>Course Name</u>	Health Education 7
<u>Course Length</u>	1/2 Year, Alternate Days
<u>High School Credits</u>	N/A
<u>Description</u>	<p>Health Education 7 is a required course for students in 7th grade. Students learn how to take care of their minds, their bodies, and their relationships with others and themselves. The students learn the concepts and skills they need to be healthy for life, including, but not limited to: social and emotional skills, how to set goals for life and good health, how to find and use health services, positive communication and relationship skills, how to set boundaries and resist negative social pressure. Lessons are designed by NYS certified Health Education teachers and are age-appropriate and skills-based.</p> <p>Health Education provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease, and avoid or reduce health related risk behaviors. Health literate youth have the ability to maintain and enhance personal health and fitness, create safe environments, and manage personal and community resources. Health education provides real life learning experiences with personal applications of scientifically research-based health knowledge and skills in relevant situations. Health Education creates opportunities and experiences that engage and challenge young people to assess, explore, and question their health, while personalizing, adapting and evaluating their learning.</p>
<u>Target/eligible students</u>	7 grade students
<u>State Learning Standards Link(s)</u>	<p><u>New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels</u></p> <p>-Standard 1: Personal Health and Fitness—Intermediate Level</p> <p>Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. Students:</p> <ul style="list-style-type: none"> • integrate knowledge of basic body systems with an understanding of the changes that accompany puberty • apply prevention and risk reduction strategies to adolescent health problems • demonstrate the necessary knowledge and skills to promote healthy adolescent development • analyze the multiple influences which affect health decisions and behaviors. <p>This is evident, for example, when students:</p> <ul style="list-style-type: none"> ▲ describe bodily changes that occur during adolescence ▲ demonstrate a variety of problem solving, communication and stress management skills to address health compromising behaviors such as fad dieting, alcohol, tobacco, and other drug use, early sexual involvement and violent behavior ▲ predict how decisions regarding health behaviors have consequences for self and others ▲ describe the interrelationship of social, emotional and physical health during adolescence

- ▲ explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other health problems.

-Standard 2: A Safe and Healthy Environment

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. Students:

- assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks
- demonstrate personal and social skills which enhance personal health and safety
- understand the need for personal involvement in improving the environment.

This is evident, for example, when students:

- ▲ demonstrate conflict management and negotiation skills
- ▲ analyze how environment and personal health are interrelated
- ▲ analyze the possible causes of conflict among youth in schools and communities
- ▲ identify strategies to avoid or reduce threatening peer situations
- ▲ apply safety rules in situations which have the potential for harm
- ▲ demonstrate ways to care for and show respect for self and others
- ▲ demonstrate accurate use of the Heimlich maneuver.

-Standard 3: Resource Management

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

- distinguish between valid and invalid health information, products and services
- recognize how cultural beliefs influence health behaviors and the use of health services
- demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools
- analyze how media and technology influence the selection of health information, products and services
- recognize the need to be an advocate for family and community health
- demonstrate the ability to access community health services for prevention, illness, and emergency care.

This is evident, for example, when students:

- ▲ explain how community norms contribute to health
- ▲ identify family and community health issues and propose various solutions to address them
- ▲ analyze how information from peers influences health decisions and behaviors
- ▲ explain how the timely use of health care services can prevent premature death and disability
- ▲ identify community agencies which advocate for healthy families and communities
- ▲ analyze the consequences of invalid information on the health of individuals, families and communities
- ▲ analyze cultural influences on health and the use of health services.

New York State Guidance Document for Teaching Health Education

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/guidancedocumentfinal1105.pdf>

	National Health Education Standards https://www.cdc.gov/healthyschools/sher/standards/index.htm	
<u>Primary texts and materials</u>		
<u>Scope/Sequence</u>	<u>Standards Addressed</u>	<u>Key Ideas, Terms, and Concepts:</u>
<u>Unit 1: Wellness and Safety</u>	1, 2, 3	<ol style="list-style-type: none"> 1. Students will be introduced to Health Education and why this is an important class to develop personal health and wellness skills 2. Students will be able to identify and describe the 6 domains of health 3. Students will be able to identify safety concerns, in the home and community 4. Students will be able to check a situation to determine if the scene is safe 5. Students will identify and practice ways to prevent minor injuries that can occur in the home or community 6. Students will be able to identify warning signs of a heart attack and know the difference between heart attack and cardiac arrest 7. Students will be able to demonstrate the ability to perform hands only CPR 8. Students will demonstrate the ability to clear an obstructed airway. 9. Students will be able to demonstrate how to effectively use an AED and be able to locate them in the school building. 10. Students will be able to identify different types of allergies and how to apply an EpiPen in an emergency situation 11. Students will be able to define the Good Samaritan Law and explain how to law can impact a first responder 12. Students will describe the reason when to call 911 in an emergency situation. Students will also demonstrate the ability to call and report an emergency situation to the 911 operator 13. Students will compare and contrast the reasons to call 911, poison control or the fire department. 14.
<u>Unit 2: Mental Health</u>	1, 2, 3	<ol style="list-style-type: none"> 1. Students will demonstrate ways to implement healthy self-awareness skills 2. Students will define self-image and demonstrate ways to achieve a healthy self-image 3. Students will define body image and identify factors that contribute to developing positive or negative body image 4. Students will define self-esteem and identify internal and external factors that contribute to developing a healthy self-esteem. 5. Students will define stress and demonstrate healthy coping skill for middle school stressors 6. Students will define anxiety and identify community resources for people who need support 7. Students will develop and apply the skills needed to create healthy friendships in middle school 8. Students will identify the different types of bullying-verbal, physical, cyber

		<ol style="list-style-type: none"> 9. Students will evaluate different ways to support someone who is being bullied 10. Students will be given the tools to demonstrate ally behaviors in and outside of school 11. Students will identify what it means to be a bystander and an upstander 12. Students will develop the skills to appropriately communicate feelings in a relationship directly to the individual 13. Students will evaluate appropriate ways to use the internet safely 	
<u>Unit 3: Substance Abuse</u>	1, 2, 3	<ol style="list-style-type: none"> 1. Students will be able to apply decision making skills to refuse the use or misuse of a substance 2. Students will understand the difference between misusing, abusing and using a substance correctly 3. Students will develop the skills to resist peer pressure in social situations 4. Students will be able to identify different Legal drugs and the age requirements associated with each by law 5. Students will be able to identify OTC drugs, how to read an OTC drug facts label and how to correctly use these substances 6. Alcohol use prevention. 7. Students will have the ability to apply resistance skills when in a peer pressure situation involving substances 	
<u>Unit 4: Relationship Management</u>	1, 2, 3	<ol style="list-style-type: none"> 1. Students will be able to identify different emotional changes in themselves and manage those emotions with effective skills to foster healthy communication 2. Students will analyze effective communication skills for creating healthy relationships 3. Students will be able to define consent and compare and contrast different situations that involve appropriate vs inappropriate consent 	
<u>Unit 6: Nutrition</u>	1, 2, 3	<ol style="list-style-type: none"> 1. Students will analyze dietary needs for teens 2. Students will understand the 6 basic nutrient and identify sources 3. Students will understand portion sizes and healthy eating/food choices at home and outside the home 4. Students will identify disordered eating 5. Students will identify the ABCs of disorders (Anorexia, Binge Eating Disorder, Compulsive (Obesity) 6. Students will explore how social media can have a negative influence on self-esteem and body image 	
<u>Unit 7: Human Growth and Development</u>	1, 2, 3	<ol style="list-style-type: none"> 1. Students will be able to identify and explain the different changes that occur for males and females during puberty 2. Students will be able to identify different products that are associated with pubescent changes 3. Students will demonstrate the decision-making skills necessary to be informed consumer when choosing hygiene products from stores and pharmacies 4. Students will be able to demonstrate proper hygiene skills for middle school students 	

		<ol style="list-style-type: none"> 5. Students will be able to identify and explain the anatomical process of menstruation 6. The students will identify the endocrine system and how it affects maturation 7. Students will explore personal development 8. The students will understand the difference between HIV and AIDS, including transmission of HIV 	
<p><u>Additional Notes</u></p>	<p>Adolescence and middle school years are associated with vast changes, both physically and emotionally. We strive to provide the best possible health education experience for our students. As we address common topics, our professional discretion allows for teaching that may evolve from current trends. All courses are taught by NYS certified Health Educators.</p>		