

Health 7 (0093) Course Overview Curriculum Document

Course Description

The AASD Health curriculum is taught through functional health information. The Health content focus may change for each Health skill based on current district data and needs of that grade level. Building upon the fundamentals introduced in sixth grade, this 7th-grade course emphasizes making mindful choices. Students will learn strategies for navigating internal and external factors influencing their health decisions, such as screen time and social interactions. Through hands-on exercises and reflective practices, students will develop heightened self-awareness and interpersonal communication skills, empowering them to make informed choices that align with their well-being.

Credits

Prerequisites

Health 7

Board Approved

July 2001, June 2017

Revised

June 2017, January 2024

Required Assessments

District Common Summative Assessments

Textbooks/Resources

Benes, S., and Alperin, H. (2016). *The essentials of teaching health education*. Shape America - Society of Health and Physical Education.
 Benes, S., and Alperin, H. (2019). *Lesson planning for skills-based health education: Meeting secondary-level national standards*. Shape America - Society of Health and Physical Education.

Course Essential Understandings

- As a result of successfully completing this course, students will understand that:
- Applying a variety of health skills to any situation or health content improves their health or others.
 - Health content, skills and functional health information provide opportunities for self-reflection, internalization and personalization of health enhancing behaviors.
 - Functional health information provides engaging and relevant experiences for students to make health-enhancing decisions.

Course Essential Questions

- What are health-enhancing behaviors and risks, and how do students engage with the health content to practice health-enhancing behaviors and avoid risky behaviors?
- What is personal responsibility and self-awareness, and how do students promote personal responsibility and self-awareness in each health content?
- What is functional health information and how does it provide engaging and relevant experiences for students?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1: Self-Management	<p>This skill evaluates students' ability to take personal responsibility to manage their behaviors and take responsibility for their actions and their health. For students to be successful, they also need to become self-aware and understand where they are, where they have been, and what they want to do. They will need to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress. The focus includes self-regulation so students will be able to do things by themselves, on their own, without help or reminders. Students will practice the skill of self-management using the following core content:</p> <p>Nutritional and Physical Activity</p> <ul style="list-style-type: none"> ● Analyze the impact of nutritional choices on future physical development and personal wellbeing. ● Analyze the influence of technology and media on physical activity. <p>Growth, Development and Sexual Health</p> <ul style="list-style-type: none"> ● Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> ● Use a variety of effective coping strategies when there is ATOD use in group situations. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none"> ● Demonstrate effective coping mechanisms and strategies for managing stress. ● Practice respect for individual differences and diverse backgrounds. ● Practice personal boundaries in a variety of situations. ● Demonstrate skills to avoid or escape from potentially violent situations, including dating. <p>Personal and Community Health</p> <ul style="list-style-type: none"> ● Practice and take responsibility for personal and dental hygiene practices. ● Describe situations where Universal Precautions are appropriate. 	How do I practice health-enhancing behaviors and avoid or reduce health risks?	<p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p>	<p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p>

	<ul style="list-style-type: none"> Discuss the importance of effective personal and dental hygiene practices for preventing illness. 			
<p>Unit 2: Interpersonal Communication</p>	<p>This skill evaluates students' ability to use interpersonal communication skills to enhance health behaviors. The quality of student responses may vary from low (providing little or no evidence of the ability to convey or exchange information, ideas, or beliefs about health) to high (demonstrating the use of appropriate communication techniques to exchange information effectively). The focus is to increase the complexity of self-expression and introduce nonverbal communication, refusal, negotiation, and conflict resolution so students will be able to communicate effectively and appropriately with others. Students will practice the skill of interpersonal communication using the following core content:</p> <p>Nutritional and Physical Activity</p> <ul style="list-style-type: none"> Practice effective communication skills with family members regarding accessing nutrition and physical activity. <p>Growth, Development, and Sexual Health</p> <ul style="list-style-type: none"> Practice effective communication with parents, guardians, health care providers by discussing issues related to reproductive and sexual health. Use effective verbal and nonverbal communication skills to prevent sexual involvement. Use healthy and respectful ways to express friendship, attraction, and affection. Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in unwanted behavior. Explain why individuals have the right to refuse sexual contact. Describe strategies for refusing unwanted sexual activity. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none"> Report to a trusted adult situations that could lead to injury or harm. Practice how to communicate thoughts, feelings, and ideas. Use communication and refusal skills to avoid violence, gang involvement, and risky situations. Describe ways to manage interpersonal conflicts nonviolently. Practice ways to resolve conflicts nonviolently. Describe characteristics of effective communication. Differentiate between passive, aggressive, and assertive communication. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> Use effective refusal and negotiation skills to avoid situations, especially where ATOD are being used. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none"> Seek help from trusted adults for oneself or a friend with an emotional or social health problems. <p>Personal and Community Health</p> <ul style="list-style-type: none"> Explain positive social behaviors (helping others, consideration, cooperation). Identify a variety of nonviolent ways to respond when angry or upset. Describe the benefits of having positive relationships with trusted adults. Describe healthy ways to express caring, friendship, affection, and love. 	<p>How do I demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks?</p>	<p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p>	<p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p>
<p>Unit 3: Analyzing Influences</p>	<p>This skill evaluates students' ability to analyze the influence of internal and external elements on health behavior. The quality of student responses may vary from low (little or no evidence that the student recognizes that internal and external factors influence personal, family, and community health) to high (responses that show evidence of an appreciation of the complexity of the influences and provide analysis of the factors affecting personal, family, and community health). The focus includes a deeper look at influences across multiple contexts and factors and analyzing how those influences impact actions and behaviors so that students can identify what affects their choices and actions. Students will practice the skill of analyzing influences using the following core content:</p>	<p>How do I analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors?</p>	<p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p>	<p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p>

	<p>Nutritional and Physical Activity</p> <ul style="list-style-type: none"> Describe the influence of culture and media on body image. Evaluate internal and external influences on food choices. Analyze the influence of technology and media on physical activity. Analyze the impact of nutritional choices on mental, physical health. <p>Growth, Development, and Sexual Health</p> <ul style="list-style-type: none"> Analyze how internal and external influences affect growth and development, relationships, and sexual behavior. Analyze the influence of alcohol and other drugs on sexual behaviors. Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STD's etc. Recognize that there are individual, family, and cultural differences in relationships. Explain how sexual exploitation can occur through the Internet. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. Recognize physical, social, and emotional changes associated with adolescence. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none"> Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors. Analyze the influence of culture, media, and technology on health decision. Explain how violence, aggression, bullying, and harassment affect health and safety. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> Analyze internal influences that affect the use and abuse of ATOD. Evaluate the influence of marketing and advertising techniques and how they affect ATOD and abuse. Analyze family and peer pressure as influences on the use of ATOD. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none"> Analyze internal and external influences on mental, emotional, and social health. Analyze techniques that are used to pressure someone to engage in or be a target of violent behaviors. Analyze the influence of culture on family values and practices. <p>Personal and Community Health</p> <ul style="list-style-type: none"> Analyze a variety of influences that affect personal health practices, including culture, media, and technology. 		<p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>	<p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>
<p>Unit 4: Accessing Valid Health Information, Products and Services</p>	<p>This skill evaluates students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low (little or no evidence that appropriate sources of health information have been accessed) to high (where the student provides considerable evidence that she or he understands what considerations should apply when evaluating health information or selecting a health-related product or service). The focus includes finding and identifying valid information, products and services that students will be able to use to help them with health needs. Students will practice the skill of accessing information using the following core content:</p> <p>Nutrition and Physical Activity</p> <ul style="list-style-type: none"> Summarize the human reproductive cycle. Describe how to access nutrition information about food offered in restaurants in one's community. ID a trusted adult in one's family, school, and community for advice and counseling regarding healthy eating and physical activity. Analyze the caloric and nutritional value of foods and beverages. 	<p>How do I demonstrate the ability to access valid information, products, and services to enhance health?</p>	<p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.2 Access valid health information from home, school, and community.</p>	<p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.2 Access valid health information from home, school, and community.</p>

	<ul style="list-style-type: none"> Describe the benefits of eating a variety of foods high in iron, calcium, and fiber. <p>Growth, Development, and Sexual Health</p> <ul style="list-style-type: none"> Identify trusted adults to ask advice and counseling regarding reproductive and sexual health. Locate medically and scientifically accurate sources of information on reproductive health. Explain why rape and sexual assault should be reported to authorities and trusted adults. Explain the effectiveness of FDA approved condoms and other contraceptives in preventing HIV, STD's, and unintended pregnancy. Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenthood. Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none"> Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying. Analyze sources of information regarding injury and violence prevention. Discuss the importance of weapons possession. Describe the difference between physical, verbal, and sexual violence. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> Analyze the validity of information, products, and services related to the use of ATOD. Describe the consequences of using ATOD during pregnancy including fetal alcohol disorders. Explain the dangers of drug dependence and addiction. Describe the relationship between ATOD and engaging in other risky behaviors. Describe the harmful short and long term effects of ATOD including steroids, inhalants, prescription medication. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none"> Access accurate sources of information and services about mental, emotional, and social health. Describe situations for which adult help is needed including intimidating and dangerous situations, and how to access help for oneself and others. Identify trusted adults to report to if people are in danger of hurting themselves or others. Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults. Identify qualities that contribute to a positive self-image. Describe how emotions change during adolescence. Identify the signs of various eating disorders. Describe signs of depression, potential suicide, and other self-destructive behaviors. Describe common mental health conditions and why seeking professional help for these conditions is important. <p>Personal and Community Health</p> <ul style="list-style-type: none"> Demonstrate the ability to access information about personal health products and evaluate the information's validity. Access valid information about preventing common communicable diseases. Demonstrate how to access school and community health services. Describe the importance of health-management strategies (sleep, hearing safety, self-exams, sun safety). Identify ways to prevent vision or hearing damage Describe situations for which someone would seek help with stress, loss, and unrealistic body image, or depression. 			
<p>Unit 5: Goal Setting</p>	<p>This skill evaluates students' ability to use goal setting to enhance health. The quality of student responses may vary from low (showing little or no recognition of the need to set a goal) to high (showing reflection and a logical progression through a goal-setting process that results in a health-enhancing goal statement and plan). The focus is to</p>	<p>How do I demonstrate the ability to use goal-setting skills to enhance health?</p>	<p>6.8.1 Assess personal health practices. 6.8.2 Develop a goal to adopt, maintain, or improve a</p>	<p>6.8.1 Assess personal health practices. 6.8.2 Develop a goal to adopt, maintain, or improve a</p>

	<p>elaborate on SMART goals so students can set a SMART goal and work to meet the goal. Students will practice the skill of goal setting using the following core content:</p> <p>Nutritional and Physical Activity</p> <ul style="list-style-type: none"> ● Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines. <p>Growth, Development and Sexual Health</p> <ul style="list-style-type: none"> ● Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy. ● Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none"> ● Create a personal-safety plan. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> ● Develop short and long-term goals to remain drug free. ● Explain the short and long term consequences of using alcohol and other drugs to cope with problems. <p>Personal and Community Health</p> <ul style="list-style-type: none"> ● Develop achievable goals for handling stressors in healthy ways. 		<p>Personal health practice. 6.8.3 Apply strategies and skills needed to attain a personal health goal.</p>	<p>Personal health practice. 6.8.3 Apply strategies and skills needed to attain a personal health goal.- 8th grade outcome</p>
<p>Unit 6: Decision-Making</p>	<p>This skill evaluates students' ability to use decision making to enhance health. The quality of student responses may vary from low (showing little or no recognition of the need to make a decision) to high (showing reflection and a logical progression through a decision-making process that results in a health-enhancing decision). The focus is to apply steps of decision making and increase students' levels of critical thinking so that they will be able to make choices to improve their health. Students will practice the skill of decision making using the following core content:</p> <p>Nutritional and Physical Activity</p> <ul style="list-style-type: none"> ● Contrast healthy and risky approaches to weight management. ● Analyze the physical, mental, and social benefits of physical activity. ● Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of food and beverages. <p>Growth, Development, and Sexual Health</p> <ul style="list-style-type: none"> ● Use a decision making process to examine the characteristics of healthy relationships. ● Identify how good health decisions in adolescence affect lifelong health including reproduction. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none"> ● Apply a decision-making process to avoid potentially dangerous situations, such as violence in dating, and other social situations. ● Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> ● Use the decision making process to avoid ATOD. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none"> ● Apply the decision making process to a variety of situations that impact mental, emotional, and social health. ● How to use the decision making process to eliminate personal stressors and assess techniques for managing them. <p>Personal and Community Health</p> <ul style="list-style-type: none"> ● Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems. ● Apply a decision-making process when selecting health care products. 	<p>How do I demonstrate the ability to use decision making skills to enhance health?</p>	<p>5.8.1 Identify circumstances that can help or hinder healthy decision making. 5.8.2 Determine when health-related situations require the application of a thoughtful decision making process. 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.8.5 Predict the potential short term impact of each alternative on self and others. 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision. 5.8.7 Analyze the outcomes of a health-related decision.</p>	<p>5.8.1 Identify circumstances that can help or hinder healthy decision-making. 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.8.5 Predict the potential short-term impact of each alternative on self and others. 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision. 5.8.7 Analyze the outcomes of a health-related decision.</p>
<p>Unit 7: Advocacy</p>	<p>This skill evaluates students' ability to advocate for personal, family, and community health. The quality of student responses may vary from low (shows little evidence of attempting to argue for a health-related position) to high (where the student provides complete responses showing evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing). The focus is to extend advocacy efforts to large audiences and issues so that students will be able to use</p>	<p>How do I demonstrate the ability to advocate for personal, family and community health?</p>	<p>8.8.1 State a health-enhancing position on a topic and support it with accurate information. 8.8.2 Demonstrate how to influence and support others to</p>	<p>8.8.1 State a health-enhancing position on a topic and support it with accurate information. 8.8.2 Demonstrate how to influence and support others to</p>

	<p>their voice and actions to keep themselves and others healthy. Students will practice the skill of advocacy using the following core content:</p> <p>Nutritional and Physical Activity</p> <ul style="list-style-type: none"> ● Support increased opportunities for physical activity at school and in the community. ● Encourage peers to eat healthy foods and to be physically active. <p>Growth, Development and Sexual Health</p> <ul style="list-style-type: none"> ● Support and encourage safe, respectful, and responsible relationships. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none"> ● Support changes to promote safety in the home, at school, and in the community. ● Design a campaign for preventing violence, aggression, bullying, and harassment. ● Demonstrate the ability to influence others' safety behaviors (helmets, seat belts, etc.). ● Encourage peers to identify dangers associated with social media. ● Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> ● Participate in school and community efforts to promote a drug-free lifestyle. ● Explain why most youths do not use ATOD. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none"> ● Promote a positive and respectful school environment. ● Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation. ● Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions <p>Personal and Community Health</p> <ul style="list-style-type: none"> ● Promote the importance of regular screenings and medical examinations. ● Demonstrate the ability to be a positive peer role model in the school and community. ● Demonstrate ways to accept responsibility for conserving natural resources. ● Describe global influences on personal and community. 		<p>make positive health choices.</p> <p>8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.</p>	<p>make positive health choices.</p> <p>8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.</p> <p>8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.</p>
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