HEALTH GRADE 7

Description

Students will meet one class period everyday for a marking period. The units of study in the seventh grade health class include communication, decision-making, substance abuse and family life. Students will learn how communication and good decision-making can enhance positive personal health. They will demonstrate how making good decisions can enhance positive health. Students will learn what the impact of tobacco, alcohol and marijuana can have on physical, emotional and spiritual health. Students will learn about puberty, what sexual harassment is and how it can be prevented. These topics will be presented through interactive activities including guest speakers, handouts, videos, class discussions and the use of technology to enhance students learning.

Course Overview

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and services?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

Content Outline

I. Unit 1 - Communication
II. Unit 2 - Decision Making/Goal Setting
III. Unit 3 - Family Life
IV. Unit 4 - Substance Abuse

Standards

State of Connecticut Curriculum Frameworks

Connecticut State Health Standards are met in the following areas:

- ***Core Concepts***
- ***Accessing Health Information and Resources***

	• ***Self-Management of Healthy Behaviors*** • ***Analyzing Internal and External Influences Communication Skills*** • ***Communication Skills*** • ***Decision-Making Skills*** • ***Goal-Setting*** • ***Advocacy***	

Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 **Communication** 10-12 days		Unit 2 **Decision Making/Goal Setting** 5-7 days		Unit 3 **Family Life** 6-8 days		Unit 4 **Substance Abuse** 15-18 days		

Unit 1 - Communication, 10-12 days

Standards

Analyzing Internal and External Influences

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

Students will:

- analyze how family, school and peers influence personal health.

Communication Skills

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

Students will:

- apply effective verbal and nonverbal communication skills as a means of enhancing health.
- use communication skills to build and maintain healthy relationships.
- demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate.

Unit Objectives

Students will be able to:

- explain why it is good to give affirmations and positive self-talk.
- define self-esteem.
- describe the importance of belonging to a group and what it feels like to be included and excluded.
- explore losses other than death.
- identify feelings associated with loss and death.
- identify grief and its five stages.
- identify behaviors which demonstrate respect for self and others.
- display coping skills for dealing with bullying behavior.
- review the risks on the Internet and how to handle them.
- review the negative consequences to online bullying or harassment and the steps taken if one is harassed on line.

Essential Questions

- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?

Focus Questions

- How can good communication help students to make good, positive decisions toward a healthy lifestyle?
- How can good communication be helpful in a supportive relationship?
- What is a healthy way to cope with bullying behavior?
- What are Internet risks?
- What is online bullying and how do you handle it?

• Identify how to practice bystander intervention. • How to build appropriate relationships (opposite of grooming) • discuss current events in Health.		
Lesson Planning Resources • Affirmation/positive self-talk • Necessities for good communication. • Loss and grief • Bullying coping skills	**Suggested Materials/Resources**	**Skill Objectives** Students will: • practice giving affirmations to others when they make mistakes or don't do well. • give positive self-talk to self. • demonstrate respect for others' feelings, rights and differences. • demonstrate the effect of positive and negative interaction upon students. • demonstrate the effective communication skills necessary for positive interpersonal relationships. • demonstrate interpersonal behaviors, which can help people, feel comfortable with one another. • effectively contribute to positive group discussion.
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 2 – Decision Making/Goal Setting, 5-7 days

Standards

Accessing Health Information and Resources

Students will demonstrate the ability to access valid information and products and services.

Students will:

- demonstrate the ability to locate and use resources from home, school, and community that provide valid health information, products and services.

Communication Skills

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

Students will:

- use characteristics needed to be a responsible individual within his or her peer group, school, family and community.
- demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.

Decision-Making Skills

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

Students will:

- describe and analyze how health-related decisions are influenced by using resources from family, school and community.

Goal-Setting

Students will use goal-setting skills to enhance health.

Students will:

- use the goal setting process to enhance health.

Advocacy

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

Students will:

- analyze community agencies that advocate for healthy individuals, families and communities.

Unit Objectives	**Essential Questions**	
Students will be able to: • use the steps of effective decision making. • discuss the impact of risky decisions. (i.e.: eating disorders, the choking game,	• How and where do I find information, products and services? • How can communication enhance my personal health?	

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<td>current hot topics).
• identify the people who influence our personal values.
• recognize and accept abilities and limitations of self and those of others.
• understand that each individual is unique and should value their personal qualities.
• examine the qualities of successful people.
• identify valid sources of information to refer to in making decisions that are health related.
• discuss the importance of each individual setting personal goals based upon positive health values.
• recognize the influences of body image on weight management decisions.</td>
<td>• How do I make good decisions to keep myself healthy?
• How do I use the goal-setting process to improve my health?
• What can I do to promote accurate health information and healthy behaviors?

<u>Focus Questions</u>
• Why is it important to make good decisions to keep a healthy lifestyle?
• Why is setting positive personal goals important in staying healthy mentally, physically and socially?
• Why is it important to recognize values, abilities, limitations and successes in self and others?</td>
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<td><u>Lesson Planning Resources</u>
• Decision making skills
• Goal setting process</td>
<td><u>Suggested Materials/Resources</u></td>
<td><u>Skill Objectives</u>
Students will:
• demonstrate the ability to set personal goals.
• demonstrate the ability to think critically about health related information.
• demonstrate the use of decision-making strategies, which take into account alternatives, consequences and optional solutions.</td>
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<td><u>Technology Resources</u></td>
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Unit 3 - Family Life, 6-8 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- analyze ways in which the environment and personal health are related.
- describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education.

Self-Management of Healthy Behaviors

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

Students will:

- explain the importance of assuming responsibility for personal health behaviors.

Unit Objectives

Students will be able to:

- accept and value human sexuality as essential to total well being.
- identify factors that influence sexual attitudes (i.e.: media/advertising, peers, family).
- review male and female roles in society.
- review the male and female reproductive systems.
- review the menstrual cycle.
- review the interrelationships of and the disparity among physical, emotional and social changes during puberty.
- identify the sequence of events, which show the development of the human organism from conception through birth.
- discuss a pregnant mom's ability to affect healthy embryonic and fetal development.
- recognize the value and necessity of

Essential Questions

- What do I need to stay healthy?
- What influences my healthy behaviors and decisions?

Focus Questions

- What is the anatomy and physiology/function of the reproductive system for males and females?
- What are the stages of life of a healthy human organism from conception to birth?
- How do the different aspects of belonging to a family add to a healthy lifestyle?
- What is sexual harassment and how can it be prevented?

facilitating communication about sexuality with parents or other trusted adults. • explore the purpose of family. • understand individual needs and how they relate to family. • relate parental concerns to adolescent concerns. • identify the different types of families. • be aware of the changing nature of family member roles. • review responses to being sexually harassed. • review the definition of sexual harassment, dispel common myths, raise awareness of the prevalence of sexual harassment and review steps to prevent sexual harassment. • explain their legal rights in reporting incidents of sexual harassment. • identify the causes of sexual harassment such as, communication failures, stereotypes and cultural expectations.		
Lesson Planning Resources • Changes during puberty • Reproductive systems • Birth process/fetal development • Birth defects • Sexual harassment	**Suggested Materials/Resources**	**Skill Objectives** Students will: • list the responsibilities of being a member of a family. • define family roles. • develop a definition of a family.
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 4 - Substance Abuse, 15-18 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- describe the interrelationship of mental, emotional, social, and physical health during adolescence.

Self-Management of Healthy Behaviors

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

Students will:

- apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

Analyzing Internal and External Influences

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

Students will:

- analyze how media, technology and other factors influence personal health.

Decision-Making Skills

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

Students will:

- use decision-making process to enhance health.

Advocacy

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

Students will:

- analyze various methods to accurately express health information, concepts and skills.

Unit Objectives	**Essential Questions**	
Students will be able to: • recognize alternatives to drinking alcohol. • understand and identify the socials pressures to use drugs. • understand the concept of internal	• What do I need to stay healthy? • What can I do to avoid or reduce health risks? • What influences my healthy behaviors and decisions? • How do I make good decisions to keep myself	

pressures. • identify the benefits of not using a drug. • understand that it's hard to quit smoking, but it can be done and it's worth it. • review the negative consequences of using drugs, particularly vaping, cigarettes, marijuana, inhalants and alcohol. • discuss the harmful effects of tobacco, vaping products and secondhand smoke. • identify protective measures for high-risk behaviors. • recall that using marijuana, tobacco or alcohol has serious consequences that can immediately affect their daily lives and social relationships. • understand how to resist external and internal pressures to use drugs. • identify alternative ways to resisting pressures. • understand actions students can take to quit smoking. • identify the social, psychological and physical consequences of drinking alcohol. • identify different pressures to use drugs. • review the myths and facts about tobacco, marijuana and alcohol.	healthy? • What can I do to promote accurate health information and healthy behaviors? **Focus Questions** • What is the impact of marijuana, tobacco and alcohol on the physical, emotional and spiritual health? • How can someone find help if he/she is addicted to a drug?	
Lesson Planning Resources • Types of drugs o Alcohol o Marijuana o Nicotine • Support groups • Causes for abuse • Alternatives • Stages of addiction	**Suggested Materials/Resources**	**Skill Objectives** Students will: • practice resistance by showing that most teenagers do not use drugs. • demonstrate how to resist social pressures to use drugs. • compile and teach information about alcohol and alcoholism. • explain the harmful effects of

		marijuana. • explain some of the dynamics of living in a chemically dependent family. • practice resisting pressures to use cigarettes and marijuana by identifying the social, psychological and physical consequences of using those substances. • practice social pressure resistance skills. • practice resisting when faced with a real-life pressure situation.
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**