



# Health | Seventh



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>PREVENTION AND CONTROL OF DISEASE</b> (Nurses, Science Teachers)</p> <p>Prevention and Control of Disease Community Health</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"><li>• Identify primary defense mechanisms to stop spread of disease-causing organisms</li><li>• Identify diseases for which we currently have immunizations</li><li>• Define vaccination (live vs. attenuated)</li><li>• Identify and utilize resources from home, school, and the community that provide valid health information</li><li>• Express information about health issues and making positive health choices</li></ul>	<p>Check teen health Check science curriculum</p> <p>Possible Immunization (district ppt)</p> <p>Johnson County Health Department</p>
<p><b>PERSONAL HEALTH AND FITNESS</b> (PE)</p> <p>Healthy Lifestyle Personal Health Goals Lifelong recreational and leisure skills Cardiovascular endurance</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"><li>• Identify healthy lifestyle habits and opportunities</li><li>• Apply strategies and skills needed to attain personal health goals</li><li>• Identify lifelong recreational and leisure skills needed for a healthy lifestyle</li><li>• Identify four major components of cardiovascular exercise (frequency, intensity, duration, type) and give examples of each</li><li>• Identify the benefits of aerobic exercise</li></ul>	<p><b>PE curriculum</b></p>

ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>MENTAL AND EMOTIONAL HEALTH</b> (Counselors)</p> <p>Communication Skills &amp; Problem Solving Strategies Bullying Depression Stress Verbal, Physical, and Sexual Abuse Healthy Body Image</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Recognize effective verbal and nonverbal communication skills (passive, aggressive, assertive)</li> <li>• Analyze possible causes of conflict among youth in schools and communities (bullying)</li> <li>• Demonstrate ways an upstander can de-escalate a bullying situation</li> <li>• Recognize warning signs of depression and suicide</li> <li>• Explain the roles of family and friends in maintaining a healthy mental and emotional state</li> <li>• Describe ways that mental well-being can affect his/her physical well-being and also the reverse</li> <li>• Predict stressful situations and describe physical effects on the body (headaches, stomachaches, and various diseases)</li> <li>• Recognize the difference between positive and negative stress</li> <li>• Describe problem-solving strategies to cope with stress</li> <li>• Define sexual harassment and develop the necessary skills to stop, prevent, and report it</li> <li>• Recognize sources for reporting abuse such as parent, school counselor, school nurse, teacher or school administrator</li> <li>• Identify the importance of a healthy body image</li> <li>• Identify sign of eating disorders (anorexia nervosa, bulimia, compulsive overeating/binge eating, improper use of laxative, enemas, or diuretics) and recognize that these are complex disorders requiring interventions</li> </ul>	<p><b>Counselor Curriculum</b></p> <p><b>District ppt for eating disorders</b> <b>District/community page for resources</b> <b>Children’s Mercy</b> <b>K Med – Healthy Hawks</b></p> <p><b>Parents can preview</b> <b>Signs of suicide program</b></p> <p><b>Look for DVD on body image/eating disorders</b></p>

ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>SUBSTANCE USE, MISUSE, ABUSE, AND ADDICTION</b> (PE, Counselors)</p> <p>Resistance Skills Media messages Consequences of drug use</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate refusal skills for alcohol, tobacco, and other drugs</li> <li>• Recognize that most students do not use drugs and alcohol</li> <li>• Recognize subtle messages in the media regarding alcohol, tobacco, and other drug use</li> <li>• Identify laws pertaining to alcohol and other drug use</li> </ul>	<p><b>Project Alert</b></p> <p><b>How do we cover legalization of Marijuana laws?</b></p> <p><b>SRO</b></p>
<p><b>FAMILY LIFE AND SEXUALITY</b> (Science)</p> <p>Structure and function of the reproductive system</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Understand the structure and function of the human reproductive system</li> </ul>	<p><b>Unit 4 Science (?)</b></p>