Course Title: Health
Subject: Health
Grade Level: Grade 7
Duration: 9 weeks
Prerequisite: None
Elective or Required: Required

HEALTH MISSION STATEMENT

The health education program is designed to keep pace with our ever-changing world. Health education is a planned and sequential curriculum for students in kindergarten through high school that addresses the physical, mental, emotional and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills.

Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to make informed choices concerning their own health. Successful health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management, coordination and teacher instruction as well as periodic evaluation, updating and improvement. The program promotes wellness as a means to a healthy adult lifestyle.

COURSE DESCRIPTION:

Health Education seeks to improve the student’s physical, social, mental and emotional well-being. Throughout this course, students will adopt healthy practices and decision-making skills that will foster informed lifestyle choices and behavior. Students will be introduced to various topics dealing with wellness, drugs and medicines, and human relationships and sexuality. Students will have the opportunity to discuss health matters which are particularly relevant at this stage in their lives. The cooperative effort of school, family, and community agencies will enhance the health education program.

Author: Thomas Novak     Date Submitted: Summer 2014
## Health Curriculum Standards

### 2.1 (Wellness) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

- A. Personal Growth & Development
- B. Nutrition
- C. Disease and Health Conditions
- D. Safety
- E. Social & Emotional Health

### 2.2 (Integrated Skills) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

- A. Interpersonal Communication
- B. Decision Making and Goal Setting
- C. Character Development
- D. Advocacy & Service
- E. Health Services & Information

### 2.3 (Drugs and Medicines) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction & Treatment

### 2.4 (Human Relationships and Sexuality) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

- A. Relationships
- B. Sexuality
- C. Pregnancy & Parenting
7th Grade Health

Unit 1: Mental/Emotional Health

Approximate # of Weeks: 2 ½ Weeks

Essential Questions:

- How can I achieve mental and emotional well-being?
- How can I enhance my decision-making abilities to positively impact my mental and emotional health?
- What are some strategies I can use to develop good character?
- Why is it important to maintain a high level of self-esteem?
- How can I use goal-setting plans to improve my level of self-esteem?
- What are effective ways of handling stress?

Upon completion of this unit, students will be able to:

1. Recognize the effectiveness of utilizing decision-making skills in making effective health decisions. (2.2.8.B.1; 2.2.8.B.2)
2. Recognize the significance of setting and achieving personal health goals as a method for improving mental and emotional health. (2.2.8.B.3)
3. Recognize strategies for enhancing character. (2.2.8.C.1)
4. Recognize the importance of maintaining one’s core ethical values. (2.2.8.C.2)
5. Recognize the importance of practicing citizenship as it pertains to following rules and laws. (2.2.8.C.3)
6. Recognize the importance of practicing citizenship as it pertains to performing volunteer services. (2.2.8.D.1)
7. Identify effective stress-management techniques and recognize the importance of coping with stressful situations effectively. (2.1.8.E.4)
8. Assess current level of wellness and recognize the significance of improving self-esteem as an effective way to maintain mental and emotional wellness. (2.1.8.A.1)
9. Identify marketing strategies used by companies which may serve as factors that impact one’s self-esteem. (2.1.8.A.4)

Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards):

- **Standard 9.1 (21st Century Life & Career Skills):** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Activities:

- Lectures regarding class content
- Class Discussions regarding class content: Students will brainstorm ways to manage stress effectively, ways to improve self-esteem, etc.
- Note-taking on class content
- Concept Mapping Activity Worksheets: These are guided note-taking worksheets which provide an outline of material covered in each section of the text book. The students utilize the text book to complete the missing information on the worksheet.
- Group Activities: Students work in small groups in order to reinforce real-life application of material covered in class. For example, during the decision-making lesson, students will be given a scenario and will work in groups to figure out the best course of action for each scenario.

Enrichment Activities:

- Group-work assignments utilizing course material in real life applications

Methods of Assessments/Evaluation:

Closure Assessments:

- Exit Slips (Oral/Written)
- Revisit Essential Question

Formative Assessments:

- Think/Pair/Share
- Classwork
- Homework
- Hands-On Activities
- In-class Group Projects

Summative Assessments:

- Quizzes
- Tests

Resources/Including Online Resources:

- Glencoe Teen Health Course 2, 2009 Edition
- Health-related websites
- Use of SmartBoard Technology
Unit 2: Social Health

Approximate # of Weeks: 2½ Weeks

Essential Questions:

- How can I achieve social well-being?
- How can I have safe and healthy relationships with others?
- What are effective ways to deal with conflict in the home, school, or community?
- How can I become a more effective communicator?

Upon completion of this unit, students will be able to:

1. Identify various social impacts on one's health. (2.1.8.E.1)
2. Identify the definition of “tolerance” and the role it plays in conflict prevention. (2.1.8.E.2)
3. Identify methods of resolving conflict situations effectively. (2.1.8.E.2)
4. Recognize the difference between verbal and non-verbal communication and how to employ strategies for effective communication. (2.2.8.A.1)
5. Recognize the importance of utilizing refusal skills to effectively handle negative peer pressure situations. (2.2.8.A.2)
6. Identify qualities of a healthy family relationship. (2.4.8.A.1; 2.4.8.A.2)
7. Differentiate between healthy and unhealthy social relationships. (2.4.8.A.3; 2.4.8.A.4; 2.4.8.A.5; 2.4.8.A.6)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards):

- Standard 6.3 (Active Citizenship in the 21st Century) All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- Lectures regarding class content
- Class Discussions regarding class content: Students will brainstorm ways to communicate effectively, ways to handle peer pressure situations, etc.
- Note-taking on class content
- Concept Mapping Activity Worksheets: These are guided note-taking worksheets which provide an outline of material covered in each section of the text book. The students utilize the text book to complete the missing information on the worksheet.
- Group Activities: Students work in small groups in order to reinforce real-life application of material covered in class. For example, during the peer pressure lesson,
students will be given a peer pressure scenario and will work in groups to figure out the best course of action for each scenario.

**Enrichment Activities:**

- Group-work assignments utilizing course material in real life applications

**Methods of Assessments/Evaluation:**

**Closure Assessments:**

- Exit Slips (Oral/Written)
- Revisit Essential Question

**Formative Assessments:**

- Think/Pair/Share
- Classwork
- Homework
- Hands-On Activities
- In-class Group Projects

**Summative Assessments:**

- Quizzes
- Tests

**Resources/Including Online Resources:**

- Glencoe Teen Health Course 2, 2009 Edition
- Health-related websites
- Use of SmartBoard Technology

**Unit 3: Physical Health**

**Approximate # of Weeks:** 4 Weeks

**Essential Questions:**

- How can I achieve physical well-being?
- How can reading a nutrition label help me to improve my physical health?
- How can infectious diseases be detected and treated?
- How can I keep myself safe?
- What are the dangers of misusing/abusing both over-the-counter or prescription medicines?
- What are the consequences of buying and selling illegal drugs?
• How can tobacco use be harmful to my health?
• How can alcohol use be harmful to my health?
• How can using illegal drugs be harmful to my health?
• How does addiction occur?
• What physical, mental, and emotional changes occur during puberty?
• What are the benefits of abstinence?
• Are methods of contraception as effective as abstinence in preventing unintended pregnancies and transmission of STI’s?
• What are the different ways in which the HIV/AIDS virus can be contracted?
• How can cancers of the reproductive system(s) be detected and what is the significance of early detection?
• How can teenagers be affected by unintended pregnancy?

Upon completion of this unit, students will be able to:

1. Identify hereditary and environmental factors which can have an influence on one’s health. (2.1.8.A.2)
2. Identify the importance of utilizing proper hygiene practices in order to maintain physical health. (2.1.8.A.4)
3. Identify different factors which affect a person’s nutritional choices. (2.1.8.B.1)
4. Identify methods for healthy weight maintenance. (2.1.8.B.2)
5. Effectively read a nutrition label in order to make informed decisions regarding nutrient intake and portion size. (2.1.8.B.3; 2.1.8.B.4)
6. Identify various diseases and health conditions, as well as diagnosis and methods of treatment for said illnesses. (2.1.8.C.1; 2.1.8.C.2)
7. Recognize the impact of different mental disorders on one’s overall level of wellness. (2.1.8.C.3)
8. Identify ways to stay safe in both the home and school settings. (2.1.8.D.1; 2.1.8.D.2)
9. Identify the difference between over-the-counter and prescription medicines and identify sides effects/consequences associated with misuse. (2.3.8.A.1; 2.3.8.A.2)
10. Recognize the legal consequences associated with the use of dangerous, illegal substances. (2.3.8.B.2)
11. Identify the different types of tobacco products, as well as the harmful effects of each. (2.3.8.B.3)
12. Identify New Jersey’s current smoking laws. (2.3.8.B.4)
13. Identify alcohol’s effects on one’s physical, mental/emotional, and social health. (2.3.8.B.5; 2.3.8.B.6)
14. Identify the different health risks associated with use of various illegal drugs. (2.3.8.B.7; 2.3.8.B.7)
15. Identify the causes/consequences of drug addiction, as well as methods of treatment for various forms of addiction. (2.3.8.C.1; 2.3.8.C.2)
16. Identify the physical, mental/emotional, and social changes which occur during puberty. (2.4.8.B.1)
17. Identify the health benefits of sexual abstinence. (2.4.8.B.2)
18. Identify various contraceptive methods and their effectiveness in the prevention of STIs and unintended pregnancies. (2.4.8.B.3; 2.4.8.B.4)
19. Identify methods of caring for the reproductive systems in order to both prevent and treat illness or disease. (2.4.8.B.6)
20. Identify the short and long term impacts of teen pregnancy. (2.4.8.C.4)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards):

- **Standard 8.1: (Computer and Information Literacy)** All students will use computer applications to gather and organize information and to solve problems.
- **CCSS.ELA.WHST.6:** Use technology, including the internet, to produce, publish, and update individual or shared writing projects, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Activities:

- Lectures regarding class content
- Class Discussions regarding class content: Students will brainstorm ways to maintain a good level of physical health, ways to say no to drugs, alcohol, and tobacco, etc.
- Note-taking on class content
- Concept Mapping Activity Worksheets: These are guided note-taking worksheets which provide an outline of material covered in each section of the text book. The students utilize the text book to complete the missing information on the worksheet.
- Group Activities: Students work in small groups in order to reinforce real-life application of material covered in class. For example, during the lesson on tobacco use, students will be given a scenario involving the prospect of using tobacco, and will work in groups to figure out the best course of action for each scenario.
- Research Assignments/Class Presentations: Students will work in small groups to research an illegal drug and its harmful health effects. Each group will be assigned a different illegal drug and will present the findings to the class.

Enrichment Activities:

- Group-work assignments utilizing course material in real life applications
- Research assignments to further investigate the significance of course material

Methods of Assessments/Evaluation:

Closure Assessments:

- Exit Slips (Oral/Written)
- Revisit Essential Question

Formative Assessments:

- Think/Pair/Share
- Classwork
• Homework
• Hands-On Activities
• In-class Group Projects
• Research Assignments

**Summative Assessments:**

• Quizzes
• Tests

**Resources/Including Online Resources:**

• Glencoe Teen Health Course 2, 2009 Edition
• Health-related websites (ChooseMyPlate.gov)
• Use of SmartBoard Technology