

## Section: Health – Seventh Grade

**Rationale:** Young adolescents should have a fundamental understanding of all aspects of a healthy lifestyle. According to *This We Believe* by the National Middle School Association “rapid physical changes combined with the multiple hazards of contemporary life make early adolescence a crucial period for developing healthy personal habits.” The study of safety, nutrition/fitness, substance abuse, mental and emotional health, body systems, diseases, and human sexuality at this level focuses on the impact that personal behaviors can have on healthy system functioning.

Good health practices including an active lifestyle, self-assessment and self care are important concepts to reinforce. Body image and appearance become a high concern to adolescents and yet the health choices that they make are inappropriate. The ability to analyze nutritional information in diets, on food labels and in recipes will help students make sound nutritional choices and reject deceptive nutritional claims. Understanding the relationship between diet and exercise, nutrition and disease prevention as well as eating disorders can assist students in making healthy decisions throughout young adulthood.

The percentage of 13-15 year olds who begin using marijuana, smoking, drinking, or/are suspended or, arrested is higher than all other age groups. Having a health education course specifically targeting substance abuse at this age group could lower the percentage.

Besides beginning to experiment with harmful drugs, students also begin to explore their bodies. As students mature and become involved in dating relationships, emphasis should be given to abstinence and the prevention of sexually transmitted diseases. They should become informed about assessing their own health, knowing when to seek help and how to communicate symptoms to a health care provider. With many of our middle level students beginning to babysit safety issues related to caring for others should be emphasized. They should have a more thorough knowledge of how to assess injuries and emergency situations and appropriate treatment.

**Course Description:** Health classes at the middle level are designed to increase the knowledge of the human body and raise awareness of health-related issues. A variety of topics such as safety, mental & emotional health, nutrition/fitness, body systems, substance abuse, and human sexuality will be taught each year based on the appropriate level for each grade level.

**Content:** Exercise & Fitness

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Explain how exercise lowers the risk of diseases such as diabetes, cardiovascular, obesity, high blood pressure, depression, anxiety, stress.	
	Describe how exercise impacts musculoskeletal development.		

**Content:** Nutrition

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Determine the % of nutrients needed in food choices compared to the standard dietary recommendations.	
			Analyze factors that influence food choices and their impact on nutrition and health.
Recognize the symptoms of various eating disorders and proper referral sources.			
Recognize eating patterns and their impact on sound nutrition (hydration)			

**Content:** Substance Abuse

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify signs and symptoms of substance abuse.			
Identify various motives that contribute to substance abuse.			

**Content:** Safety

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Explain how basic aid techniques help save lives, reduce severity of an injury, and enhance recovery.	
Identify various risks associated with internet and cell phone use.			

**Content:** Body Systems

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Explain ways in which the muscular system works with other body systems.	
		Explain how the skeletal system supports and protects other body systems.	
		Investigate the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise, environment, body piercing and tattoos)	

**Content:** Mental & Emotional Health

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Recognize and describe signs and symptoms of depression, anxiety and suicide.		
	Students will identify local agencies and resources for assistance with depression, anxiety and suicide.		
Recognize diversity of cultures (social identity, race, sexual orientation, lifestyles)			
	Identify misleading health claims that the media impacts on physical, mental/emotional, and social health.		
	Demonstrate positive stress management skills to reduce stress related problems.		

**Content:** Human Sexuality

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
	Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation (nutrition and fitness)		
Recognize signs of sexual harassment and sexual coercion. (peer pressure, internet, cell phone, etc.)			
Identify proper hygiene practices.			
		Explain how to maintain a healthy reproductive system.	
Recognize the signs of healthy and unhealthy relationships.			
List the risks of sexual activity and how to protect yourself (physical and emotional).			
Name and discuss common STIs.			
Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections.			

**Content:** Diseases

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
		Explain the difference between viral and bacterial infections and the treatments for each.	