

## **MSAD #54 Curriculum**

Content Area: Health Education

Grade: 7

Unit: Total Health, Understanding health and wellness, Physical activity and fitness, Nutrition, Abstinence and S.T.D.'s

MLR Span: 6-8

**A. MLR Content Standard: Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.**

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**B - Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.**

**C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

**E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.**

**F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.**

**H. Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.**

<b>Performance Descriptor(s)</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/ Activities/Assessments</b>
<p>Students</p> <p>Performance Indicator:</p> <p>A1- Students examine the relationship between behaviors and personal health.</p> <ol style="list-style-type: none"> <li>a. Explain the importance of assuming responsibility for personal health.</li> <li>b. Explain the importance of assuming responsibility for personal health.</li> <li>c. Examine the relationship between healthy and unhealthy behaviors and personal health.</li> </ol> <p>A2- Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.</p> <p>A4 - Students determine how environment and other factors impact personal health.</p> <ol style="list-style-type: none"> <li>a. Analyze how environment impacts personal health.</li> <li>b. Describe how family history can impact personal health.</li> <li>c. Explain how appropriate health care can promote personal health.</li> </ol> <p>A5 – Growth and Development Students describe specific characteristics of adolescent human growth and development.</p>	<p>Students will:</p> <p>Chapter 1:</p> <ol style="list-style-type: none"> <li>A. describe the three parts of health, differences between health and wellness, and the mind-body connection</li> <li>B. explain ten skills needed for good health, why the skills are important, and how to use the skills</li> <li>C. examine the roles of heredity and environment in health, the influences on health choices, and how to access reliable product information</li> <li>D. describe how risks and risk behaviors can affect health and how risks can be avoided or reduced</li> </ol> <p>Chapter 3:</p> <ol style="list-style-type: none"> <li>A. identify benefits of physical activity and how body composition affects fitness</li> <li>B. explain functions of the skeletal system and muscular system, how bones and muscles work together, and how to keep bones and muscles healthy</li> <li>C. describe functions of the circulatory system, how blood circulates, and how to keep the circulatory system healthy</li> <li>D. describe how to plan a fitness program and how to assess fitness programs</li> </ol>	<p>Lesson 1: Total Health definition-complete, physical, mental and social well-being</p> <p>career / health triangle relationship</p> <p>Activity1: Health Inventory worksheet</p> <p>Lesson 2: Physical Health</p> <ol style="list-style-type: none"> <li>A. Body Composition – ectomorph , mesomorph , endomorph</li> <li>B. Cardiovascular ( functionality and pulse monitoring) : target heart rate formula</li> </ol> <p>Lesson 3:</p> <ol style="list-style-type: none"> <li>C. Endurance ( lung vs. muscle)</li> <li>D. Flexibility ( static vs. ballistic )</li> <li>E. Strength</li> </ol> <p>Individual control of one’s physical health and constant lifelong striving for improvement.</p> <p>Lesson 4: Controllable Risk Factors</p> <ol style="list-style-type: none"> <li>A. Weight</li> <li>B. Alcohol</li> <li>C. Nutrition</li> <li>D. Drugs</li> <li>E. Exercise</li> <li>F. Rest</li> <li>G. Unprotected sex</li> <li>H. Smoking, etc.</li> </ol> <p>Uncontrollable Risk Factors :</p> <ol style="list-style-type: none"> <li>A. Heredity</li> <li>B. Age</li> <li>C. Gender</li> </ol>

<p>A6 - Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.</p> <p>B1 Validity of Resources Students analyze the <i>validity of health information, products, and services</i>.</p> <p>B1-Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.</p> <p>B2_Students locate <i>valid</i> and reliable <i>health information, products, and services</i>.</p> <p>a. Explain situations requiring the use of <i>valid</i> and reliable <i>health information, products, and services</i>.</p> <p>b. Locate <i>valid</i> and reliable <i>health information</i>. Locate <i>valid</i> and reliable <i>health products, and services</i>.</p> <p><u>C. Health Promotion and Risk Reduction</u>: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>C1 Students demonstrate a healthy practice and/or behavior to maintain or improve their own health in each of the following areas: personal hygiene, healthy eating; physical activity; and tobacco, alcohol, and other drug use prevention.</p>	<p>E. explain benefits of weight training and sports, kinds of protective gear, eating for better performance, why it is harmful to take performance drugs, and effective use of mental conditioning</p> <p>F. discuss how to prevent physical activity injuries, how to identify injuries, how to treat injuries and making safe decisions about physical activity</p> <p>Chapter 4:</p> <p>A. identify nutrient groups the body needs, the benefits of good nutrition, nutrient – rich foods, and the information on food labels</p> <p>B. detail MyPyramid , ways to determine nutrient needs, and influences on food choices</p> <p>C. describe how to plan nutritious meals, make healthful food choices, and keep food safe</p> <p>D. explain the process of digestion, how the body eliminates waste, and how to care for the digestive and excretory systems</p> <p>E. examine body image, BMI, and influences on body image</p> <p>F. list benefits of a healthy body weight, health risks related to eating disorders, and tips for maintaining a healthy weight</p> <p>Chapter 2:</p> <p>A. explain what decision making is, explain how decisions and values are</p>	<p>D. Environment</p> <p>E. Race</p> <p>Quiz 1 assessment</p> <p>Activity 1: fitness room demonstration and explanation</p> <p>A. safety</p> <p>B. sets vs. repetitions</p> <p>C. form and technique</p> <p>D. time, duration, distance, mode, intensity</p> <p><u>Glencoe Teen Health : Course 2</u></p> <p>Chapter 1: Understanding Health and Wellness</p> <p>A. Your total health</p> <p>B. Skills for building health</p> <p>C. What affects your health</p> <p>D. Health risks and behavior</p> <p>Chapter 1 assessment worksheet</p> <p>Chapter 1 unit quiz</p> <p>Chapter 3: Physical Activity and Fitness</p> <p>A. Becoming physically fit</p> <p>B. Exploring skeletal and muscular systems</p> <p>C. Exploring the circulatory system</p> <p>D. Creating your fitness plan</p> <p>E. Weight training and sports</p> <p>F. Preventing physical activity injuries</p> <p>Chapter 3 assessment worksheet</p> <p>Chapter 3 unit quiz</p> <p>Chapter 4 : Nutrition</p> <p>A. Nutrients for good health</p> <p>B. Creating a healthy eating plan</p>
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<p>C2 Students demonstrate behaviors to avoid or reduce health risks to self and others.</p> <ul style="list-style-type: none"> <li>a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.</li> <li>b. Develop injury prevention and response strategies including first</li> </ul> <p>C3 Self-Management</p> <p>Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.</p> <p>D1 Influences on Health Practices/Behaviors</p> <p>Students explain and analyze influences on adolescent health behaviors.</p> <ul style="list-style-type: none"> <li>a. Examine how the family, school, and community influence the health behaviors of adolescents.</li> <li>b. Describe how peers influence healthy and unhealthy behaviors.</li> <li>c. Analyze how messages from media influence health behaviors.</li> <li>d. Explain how the <i>perceptions of norms</i> influence healthy and unhealthy behaviors.</li> </ul> <p>Explain how <i>culture</i> and personal</p> <p>D2 Technology and Health</p> <p>Students analyze the influence of technology, including medical technology, on personal and family health.</p>	<p>related, and describe the six-step decision making process</p> <ul style="list-style-type: none"> <li>B. explain why it's important for student's to set goals, identify two different types of goals, and describe how to reach a health related goal</li> <li>C. identify traits of good behavior, describe how to develop good character, and explain how to access reliable information on where a student can volunteer in the community</li> </ul>	<ul style="list-style-type: none"> <li>C. Planning healthful meals</li> <li>D. Digestion and excretion</li> <li>E. Body image and healthy weight</li> <li>F. Maintaining a healthy weight</li> </ul> <p>Chapter 4 assessment worksheet Chapter 4 unit quiz</p> <p>Chapter 2 : Taking Charge of Your Health</p> <ul style="list-style-type: none"> <li>A. Making responsible decisions</li> <li>B. Setting and reaching your goals</li> <li>C. Building good character</li> </ul> <p>Chapter 2 assessment worksheet Chapter 2 unit quiz</p> <p>Abstinence and Sexually Transmitted Diseases</p> <ul style="list-style-type: none"> <li>A. What is abstinence?- definition and purpose</li> <li>B. Consequences of not practicing abstinence</li> <li>C. Aspirations and obstacles to goals and dreams</li> </ul> <p>Activity : Times and Dreams Timeline</p> <p>Teenage pregnancy</p> <p>A. "Becoming a Teenage Father is No Joke" pamphlet</p> <p>Sexually Transmitted Diseases</p> <ul style="list-style-type: none"> <li>A. H.I.V./A.I.D.S.-acronym meanings</li> <li>B. Chlamydia</li> <li>C. Gonorrhea</li> <li>D. Herpes- simplex 1 &amp; 2</li> <li>E. H.P.V.- human papilloma virus</li> <li>F. Crabs- pediculosis pubis</li> </ul> <p>Related videos Final Exam – re-examination of all quizzes</p>
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D3 Compound Effect of Risk Behavior

Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

- a. Describe how *gateway drugs* can lead to the use of other drugs.
- b. Describe the influence of alcohol and other drug use on judgment and self-control.

E1 Interpersonal Communication Skills

Students apply effective verbal and nonverbal *interpersonal communication* skills to enhance health.

- a. Demonstrate communication skills to build and maintain healthy relationships.
- b. Demonstrate effective communication skills including asking for assistance to enhance the health of self and others.
- c. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- d. Demonstrate effective conflict management or conflict resolution strategies.

E2 Advocacy Skills

- a. Develop a health-enhancing position on a topic and support it with information.
- b. Develop health-enhancing messages using communication techniques that target a specific audience.
- c. Demonstrate an ability to work cooperatively as an

advocate for healthy individuals, families, and schools.

### F1 Decision-Making

Students apply *decision-making* skills to enhance health.

- a. Determine when health-related situations require the application of a thoughtful *decision-making* process.
- b. Determine when individual or collaborative *decision-making* is appropriate.
- c. Distinguish between healthy and unhealthy alternatives to health-related issues or problems and predict the potential short-term impact of alternative decisions for themselves and others.
- d. Choose healthy alternatives over unhealthy alternatives when making a decision.
- e. Analyze the outcomes of a health-related decision.

### F2 Goal-Setting

Students develop and apply strategies to attain a short-term personal health goal.

- a. Assess personal health practices.
- b. Develop a short-term goal to adopt, maintain, or improve a personal health practice.
- c. Develop and apply strategies and monitor progress toward a personal health goal.
- d. Describe how personal health goals can vary with changing

abilities, priorities, and responsibilities.

## H2 Health-Related Fitness Plan

Students design a fitness program from established goals which addresses the five *health-related fitness components* and applies the frequency, intensity, time, and type (*FITT*) *guidelines*.

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