

# HEALTH EDUCATION MIDDLE SCHOOL

**Course Overview:** This class will create an awareness of one's physical, mental, emotional and social needs. It deals with nutrition, physical fitness, violence, relationships, communication skills, sexual harassment, sexting, and abstinence only sex education. The class also has units on tobacco and drug abuse.

**Rationale:** Students will benefit by understanding how to develop life-long healthful habits that they can carry on with them outside of the classroom. The skills learned will also help them to have a greater appreciation for their social, emotional, mental and physical health.

***Topics of Study:***

Social and Emotional Health 6 Weeks

Nutrition/ Physical Activity 2 weeks

Drugs and Tobacco 2 week

Sex Education 1 week

## **HEALTH EDUCATION DEPARTMENT**

**Course Title: Health Middle School**

**Topic of Study: Social and Emotional Health**

**Time: About 5 weeks**

**Grade Level: 7th**

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Standards & Benchmarks	I can Statements and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<p><b>Standard 1: Core Concepts</b>            4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.            4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.  <b>Standard 2: Access Information</b>            4.3 Locate resources in one's community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.            4.4 Demonstrate how to seek help for self or others when suicide may be a risk.            Standard 3: Health Behaviors            4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.  <b>Standard 5: Goal Setting</b>            4.6 Develop short-term and long-term personal goals and aspirations.  <b>Standard 6: Decision Making</b>            4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk.            4.8 Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).            Standard 7: Social Skills            4.9 Demonstrate the ability to apply listening and assertive communication</p>	<p>I can <b>evaluate</b> individual, group or societal influences that help to determine behavior.</p> <p>I can analyze <b>influences</b> that promote aggression and violence.</p> <p>I can <b>apply</b> knowledge of stress and stress management skills to personal life</p> <p>I can apply <b>communication and conflict resolution skills</b>, including anger management</p> <p>I can understand the impact of <b>bullying and sexual harassment</b>.</p> <p>I can apply skills and strategies needed to maintain <b>personal safety</b> by resolving conflicts, reducing bullying and harassment, and avoiding dangerous situations.</p> <p>I can apply knowledge and skills to <b>advocate</b> for the reduction of violence, such as bullying and harassing behavior.</p>		<p>Role play scenarios of conflict situations</p> <p>Create an Anti-Bully Slogan and poster advocating for bully awareness</p> <p>Create stress management psa to educate peers</p> <p>Create a talk show video giving advice on the skills we have learned.</p>	<p>We Video</p> <p>Mock Conflicts</p> <p>Mock Emails asking for advice</p> <p>Poster Paper</p> <p>MI Model Curriculum</p>

skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals. 4.10 Demonstrate how to respond constructively to the anger of others.			
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**HEALTH EDUCATION DEPARTMENT**

**Course Title: Health Middle School**

**Topic of Study: Stay Drug Free Today for a successful tomorrow/**

**Time: About**

**3 weeks**

**Tobacco free**

**Grade Level: 7**

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Standards & Benchmarks	I can Statements and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<p><b>Standard 1: Core Concepts</b> 2.1 Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use. 2.2 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.</p> <p><b>Standard 2: Access Information</b> 2.3 Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources. 2.4 Apply strategies to access and get help for self or others.</p> <p><b>Standard 3: Health Behaviors</b> 2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.</p>	<p><b>I Can Statements</b></p> <p>I can <b>analyze internal and external influences</b> on behavior and social norms</p> <p>I can <b>analyze</b> how alcohol and other drug use negatively impact the user</p> <p>I can apply <b>effective verbal and nonverbal communication skills</b> to enhance health</p> <p>I can <b>apply problem-solving skills</b> to hypothetical situations</p> <p>I can <b>advocate</b> for changes in the school environment that would increase safety</p> <p>I can <b>analyze</b> how tobacco use and exposure negatively</p>		<p>Google Slide Presentation on a drug</p> <p>Anti-tobacco posters</p> <p>How to say no cartoon strip</p>	<p>NIDA web site</p> <p>The disgusting gross out tobacco video</p> <p>Unitedstreaming.org</p> <p>MI Model</p> <p>Rubrics for grading posters and presentations</p>

<p><b>Standard 4: Influences</b>  2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.  2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.</p>	<p>impacts the user, family, friends</p> <p>I can recognize risky situations that may lead to trouble</p> <p>I can apply problem solving skills to hypothetical situations</p> <p>I can demonstrate ways to support people who are <b>abstaining</b> from trying to quit tobacco.</p> <p>I can compose <b>persuasive advice</b> for peers on how to stay tobacco free</p>		
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**HEALTH EDUCATION DEPARTMENT**

**Course Title: Health Middle School**

**Topic of Study: Nutrition**

**Time: About 2 weeks**

**Grade Level: 7**

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Standards & Benchmarks	I can Statements and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<p><b>Standard 1: Core Concepts</b>  1.1 Distinguish between unhealthy and healthy ways to manage weight.  <b>Standard 2: Access Information</b>  1.2 Locate resources in one’s community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources.  <b>Standard 3: Health Behaviors</b>  1.3 Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.  1.4 Prepare meal plans according to the</p>	<p>I can summarize the benefits of healthy eating, being physically active, and keeping the body hydrated.</p> <p>I can describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed</p> <p>I can evaluate a typical day’s food intake according to the federal dietary guidelines</p> <p>I can describe moderate intensity physical activity</p>	<p>Healthy Body Image</p> <p>Assess personal <b>barriers</b> to eating healthy or being physically active</p> <p><b>Nutrient Dense</b></p> <p>Federal Dietary Guidelines</p>	<p>Record food intake for two days</p> <p>Find personal barriers and design a plan to get past these barriers by creating goals</p>	<p>Schoology</p> <p>My Plate web site</p> <p>MI Model</p>

<p>federal dietary guidelines.  <b>Standard 5: Goal Setting</b>  1.5 Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.  1.6 Assess one's personal preferences regarding healthy eating and physical activity.  1.7 Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.  1.8 Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.  Standard 6: Decision Making  1.9 Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.</p>	<p>physical activities</p> <p>I can summarize the characteristics of a healthy body image</p> <p>I can use nutrition information on food labels</p> <p>I can describe how to access nutrition information about foods</p> <p>I can evaluate the availability of nutrient dense foods in the school cafeteria</p> <p>I can assess personal barriers to healthy eating and being physically active</p> <p>I can make a personal plan for improving one's nutrition and incorporating physical activity into daily routines</p>			
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**HEALTH EDUCATION DEPARTMENT**

**Course Title: Health Middle School      Topic of Study: Growing up and Staying Healthy Time: About 2 weeks**

**Grade Level: 7**

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Standards & Benchmarks	I Can Statements and Learning Targets	Key Vocabulary and concepts	Activities and Projects Evidence of Understanding	Resources

<p><b>Standard 1: Core Concepts</b></p> <p>6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.</p> <p>6.2 Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.</p> <p>6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.</p> <p><b>Standard 7: Social Skills</b></p> <p>6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.</p> <p><b>Standard 7: Social Skills</b></p> <p>6.8 Demonstrate acceptance for individuals living with HIV.</p>	<p>I can <b>explain</b> how HIV is and is not transmitted</p> <p>I can <b>distinguish</b> between facts and myths regarding HIV infection</p> <p>I can analyze behaviors and situations that may result in increased risk for HIV</p> <p>I can explain when it is important to get an adult</p> <p>I can set <b>personal boundaries</b> and limits related to sexual behavior</p> <p>I can create a plan to stay within behavioral limits</p> <p>I can <b>communicate</b> limits</p> <p>I can analyze behaviors and situations where assertive communication and refusal skills</p>	<p>Facts and Myths</p> <p>Personal Boundaries</p> <p>Assertive Communication</p> <p>Create a plan to stay within personal boundaries</p>	<p>What do you know about HIV</p> <p>Question Box</p> <p>How is HIV transmitted worksheet</p> <p>Discuss values and morals at home worksheet</p>	<p>MI Model Curriculum</p> <p>ASAP Science</p> <p>United Streaming</p>
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