

## Grade Seven Health

**Description** The Appleton Area School District Health Program, as part of Family and Consumer Science in 7<sup>th</sup> grade, promotes the development and maintenance of a healthy lifestyle. Quality health education motivates individuals to take responsibility for protecting, maintaining, and improving their health. It encourages the individual to access and analyze health information and to assume responsibility for the promotion of well-being and the prevention of disease and disability.

**Curriculum Delivery** 7<sup>th</sup> Grade Family and Consumer Science Course

**Textbooks** NA

### Required Assessments

**Board Approved** July, 2001

**Revised** June, 2017

### AASD Health Goals for K-12 Students

- *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*
- *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*
- *Students will demonstrate the ability to access valid health information and products and services to enhance health.*
- *Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.*
- *Students will demonstrate the ability to use decision-making skills to enhance health.*
- *Students will demonstrate the ability to use goal-setting skills to enhance health.*
- *Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*
- *Students will demonstrate the ability to advocate for personal, family, and community health.*

## AASD Health Standards

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| I. Analyzing Influences          | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |
| II. Accessing Valid Information  | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |
| III. Interpersonal Communication | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |
| IV. Decision Making              | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |
| V. Goal Setting                  | Core Content Domains:<br>A. Nutritional and Physical Activity<br>B. Growth, Development, and Sexual Health<br>C. Injury Prevention and Safety<br>D. Alcohol, Tobacco and Other Drugs<br>E. Mental, Emotional and Social Health<br>F. Personal and Community Health |

## VI. Self-Management

Core Content Domains:

- A. Nutritional and Physical Activity
- B. Growth, Development, and Sexual Health
- C. Injury Prevention and Safety
- D. Alcohol, Tobacco and Other Drugs
- E. Mental, Emotional and Social Health
- F. Personal and Community Health

## VII. Advocacy

Core Content Domains:

- A. Nutritional and Physical Activity
- B. Growth, Development, and Sexual Health
- C. Injury Prevention and Safety
- D. Alcohol, Tobacco and Other Drugs
- E. Mental, Emotional and Social Health
- F. Personal and Community Health

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>A1. Describe the influence of culture and media on body image</p> <p>A2. Evaluate internal and external influences on food choices</p> <p>A3. Analyze the influence of technology and media on physical activity</p> <p>A4. Analyze the impact of nutritional choices on future reproductive and prenatal health</p> <p>B1. Analyze how internal and external influences affect growth and development, relationships, and sexual behavior</p> <p>B2. Analyze the influence of alcohol and other drugs on sexual behaviors</p> <p>B3. Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STD's etc.</p> <p>B4. Recognize that there are individual, family, and cultural differences in relationships</p> <p>B5. Explain how sexual exploitation can occur through the Internet</p> <p>B6. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation</p> <p>B7. Recognize physical, social, and emotional changes associated with adolescence</p> <p>C1. Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors</p> <p>C2. Explain how violence, aggression, bullying, and harassment affect health and safety</p> <p>D1. Analyze internal influences that affect the use and abuse of ATOD</p> <p>D2. Evaluate the influence of marketing and advertising techniques and how they affect ATOD and abuse</p> <p>D3. Analyze family and peer pressure as influences on the use of ATOD</p> <p>E1. Analyze internal and external influences on mental, emotional, and social health</p>	<p>Unit Assessment</p>

	<p>E2. Analyze techniques that are used to pressure someone to engage in or be a target of violent behaviors</p> <p>E3. Analyze the influence of culture on family values and practices</p> <p>F1. Analyze a variety of influences that affect personal health practices</p> <p>F2. Analyze how environmental pollutants, including noise pollution, affect health</p> <p>F3. Analyze the influence of culture, media, and technology on health decisions</p> <p>F4. Analyze the influence of culture, media, and technology on health decisions</p>	
<p><b>Above objective aligned with AASD Content Domain(s):</b>                  Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>A1. Analyze the influence of culture, media, and technology on health decisions</p> <p>A2. Describe how to access nutrition information about food offered in restaurants in one's community</p> <p>A3. ID a trusted adult in one's family, school, and community for advice and counseling regarding healthy eating and physical activity</p> <p>A4. Analyze the caloric and nutritional value of foods and beverages</p> <p>A5. Describe the benefits of eating a variety of foods high in iron, calcium, and fiber</p> <p>B1. Identify trusted adults to ask advice and counseling regarding reproductive and sexual health</p> <p>B2. Locate medically and scientifically accurate sources of information on reproductive health</p> <p>B3. Explain why rape and sexual assault should be reported to</p>	<p>Unit Assessment</p>

	<p>authorities and trusted adults</p> <p>B4. Explain the effectiveness of FDA approved condoms and other contraceptives in preventing HIV, STD's, and unintended pregnancy</p> <p>B5. Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenthood</p> <p>B6. Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy</p> <p>C1. Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying</p> <p>C2. Analyze sources of information regarding injury and violence prevention</p> <p>C3. Explain ways to reduce the risk of injuries in and around water</p> <p>C4. Describe the behavioral and environmental factors associated with major causes of death in the US</p> <p>C5. Describe possible legal harassment and ways to report them</p> <p>C6. Discuss the importance of weapons possession</p> <p>C7. Describe the difference between physical, verbal, and sexual violence</p> <p>D1. Analyze the validity of information, products, and services related to the use of ATOD</p> <p>D2. Describe the consequences of using ATOD during pregnancy including fetal alcohol disorders</p> <p>D3. Explain the dangers of drug dependence and addiction</p> <p>D4. Describe the relationship between ATOD and engaging in other risky behaviors</p> <p>D5. Describe the harmful short and long term effects of ATOD including steroids, inhalants, prescription medication</p> <p>E1. Access accurate sources of information and services about mental, emotional, and social health</p> <p>E2. Describe situations for which adult help is needed including intimidating and dangerous situations, and how to access help for oneself and others</p> <p>E3. Identify trusted adults to report to if people are in danger of hurting themselves or others</p> <p>E4. Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults</p>	
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	<ul style="list-style-type: none"> <li>E5. Identify qualities that contribute to a positive self-image</li> <li>E6. Describe how emotions change during adolescence</li> <li>E7. Identify the signs of various eating disorders</li> <li>E8. Describe signs of depression, potential suicide, and other self-destructive behaviors</li> <li>E9. Describe common mental health conditions and why seeking professional help for these conditions is important.</li> <li>F1. Demonstrate the ability to access information about personal health products and evaluate the information's validity</li> <li>F2. Access valid information about preventing common communicable diseases</li> <li>F3. Demonstrate how to access school and community health services</li> <li>F4. Describe the importance of health-management strategies (sleep, hearing safety, self-exams, sun safety)</li> <li>F5. Identify ways to prevent vision or hearing damage</li> </ul>	
<p><b>Above objective aligned with AASD Content Domain(s):</b>          Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <ul style="list-style-type: none"> <li>A1. Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of food and beverages</li> <li>A2. Practice effective communication skills with family members regarding accessing nutrition and physical activity</li> <li>B1. Practice effective communication with parents, guardians, health care providers by discussing issues related to reproductive and sexual health</li> <li>B2. Use effective verbal and nonverbal communication skills to prevent sexual involvement</li> <li>B3. Use healthy and respectful ways to express friendship, attraction, and affection</li> <li>B4. Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior</li> </ul>	<p>Unit Assessment</p>

	<ul style="list-style-type: none"> <li>B5. Explain why individuals have the right to refuse sexual contact</li> <li>C1. Report to a trusted adult situations that could lead to injury or harm</li> <li>C2. Use communication and refusal skills to avoid violence, gang involvement, and risky situations</li> <li>C3. Describe ways to manage interpersonal conflicts nonviolently</li> <li>C4. Describe characteristics of effective communication</li> <li>C5. Differentiate between passive, aggressive, and assertive communication</li> <li>D1. Use effective refusal and negotiation skills to avoid situations, especially where ATOD are being used</li> <li>E1. Seek help from trusted adults for oneself or a friend with an emotional or social health problems</li> <li>E2. Explain positive social behaviors (helping others, consideration, cooperation)</li> <li>E3. Identify a variety of nonviolent ways to respond when angry or upset</li> <li>E4. Describe the benefits of having positive relationships with trusted adults</li> </ul>	
<p><b>Above objective aligned with AASD Content Domain(s):</b>          Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health</p>		
<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>4. Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <ul style="list-style-type: none"> <li>A1. Contrast healthy and risky approaches to weight management</li> <li>A2. Analyze the physical, mental, and social benefits of physical activity</li> <li>A3. Examine the health risks caused by food contaminants</li> <li>A4. Describe how to keep food safe through proper food purchasing, preparation, and storage practices</li> <li>B1. Use a decision making process to examine the characteristics of healthy relationships</li> <li>B2. Analyze the responsibilities and privileges of becoming a young adult</li> <li>B3. Identify how good health practices in adolescence affect</li> </ul>	<p>Unit Assessment</p>



	<p>lifelong health and the health of future children</p> <p>B4. Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity</p> <p>C1. Apply a decision-making process to avoid potentially dangerous situations, such as violence in dating, and other social situations</p> <p>C2. Evaluate why some students are bullies</p> <p>C3. Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment</p> <p>D1. Use decision making process to avoid ATOD</p> <p>E1. Apply decision making process to a variety of situations that impact mental, emotional, and social health</p> <p>E2. Monitor personal stressors and assess techniques for managing them</p> <p>E3. Describe healthy ways to express caring, friendship affection, and love</p> <p>E4. Describe situations for which someone would seek help with stress, loss, and unrealistic body image, or depression</p> <p>E5. Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions</p> <p>F1. Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems</p> <p>F2. Apply a decision-making process when selecting health care products</p> <p>F3. Analyze the characteristics of informed health choices</p>	
<p><b>Above objective aligned with AASD Content Domain(s):</b>                  Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>A1. Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines</p> <p>B1. Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy</p> <p>B2. Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals</p>	<p>Unit Assessment</p>

	<ul style="list-style-type: none"> <li>C1. Create a personal-safety plan</li> <li>D1. Develop short and long-term goals to remain drug free</li> <li>D2. Explain the short and long term consequences of using alcohol and other drugs to cope with problems</li> <li>F1. Develop achievable goals for handling stressors in healthy ways</li> </ul>	
<p><b>Above objective aligned with AASD Content Domain(s):</b>                  Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Personal and Community Health</p>		
<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <ul style="list-style-type: none"> <li>A1. Assess personal physical activity levels</li> <li>A2. Analyze the impact of nutritional choices on future reproductive and prenatal health</li> <li>A3. Analyze the influence of technology and media on physical activity</li> <li>A4. Describe the short and long-term impact of nutritional choices on health</li> <li>A5. Describe the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat</li> <li>B1. Describe strategies for refusing unwanted sexual activity</li> <li>B2. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health</li> <li>B3. Summarize the human reproductive cycle</li> <li>C1. Practice ways to resolve conflicts nonviolently</li> <li>D1. Use a variety of effective coping strategies when there is ATOD use in group situations</li> <li>E1. Demonstrate effective coping mechanisms and strategies for managing stress</li> <li>E2. Practice respect for individual differences and diverse backgrounds</li> <li>E3. Practice personal boundaries in a variety of situations</li> <li>E4. Demonstrate skills to avoid or escape from potentially violent situations, including dating</li> <li>F1. Practice and take responsibility for personal and dental hygiene practices</li> <li>F2. Describe situations where Universal Precautions are appropriate</li> </ul>	<p>Unit Assessment</p>

	F3. Discuss the importance of effective personal and dental hygiene practices for preventing illness	
<b>Above objective aligned with AASD Content Domain(s):</b> Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health		
Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>7. Students will demonstrate the ability to advocate for personal, family, and community health.</b>	<b>Performance will be satisfactory when the student is able to:</b> A1. Support increased opportunities for physical activity at school and in the community A2. Encourage peers to eat healthy foods and to be physically active B1. Support and encourage safe, respectful, and responsible relationships C1. Support changes to promote safety in the home, at school, and in the community C2. Design a campaign for preventing violence, aggression, bullying, and harassment C3. Demonstrate the ability to influence others' safety behaviors (helmets, seat belts, etc.) C4. Encourage peers to identify dangers associated with social media C5. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. D1. Participate in school and community efforts to promote a drug-free lifestyle D2. Explain why most youths do not use ATOD E1. Promote a positive and respectful school environment E2. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation F1. Promote the importance of regular screenings and medical examinations F2. Demonstrate the ability to be a positive peer role model in the school and community F3. Demonstrate ways to accept responsibility for conserving natural resources F4. Describe global influences on personal and community	Unit Assessment

	health	
<b>Above objective aligned with AASD Content Domain(s):</b> Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health		

[Seven Major Health Skills Flyer](#)