

Blackhawk School District

CURRICULUM

Course Title: Health
Grade Level(s): 7th Grade
Length of Course: 90 Days (1 year every other day)
Faculty Author(s): Rick Ford and Ruth Carothers
Date: May 2008; Revised May '09

COURSE DESCRIPTION: Students in seventh grade health class will be provided with a foundation of terminology, concepts, and skills that are necessary for lifelong health. During the course of the year students will participate in a variety of activities designed to teach, analyze, assess, demonstrate, and evaluate their Health knowledge.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE PROPOSED TIME	OBJECTIVES (PA standard)	RESOURCES	LESSON REFLECTION (for future revisions)
<ul style="list-style-type: none"> • Individual Health and Wellness - 4 days • Taking Charge of Health – 3 days • Personal Physical Fitness – 6 days • Nutrition – 7 days • Mental/Emotional Health – 7 days • Healthy Relationships – 3 days • Resolving Conflicts – 4 days • Tobacco – 5 days • Alcohol – 5 days • Illegal drugs – 5 days • Personal and Consumer choices – 4 days • Growing and Changing – 5/6 days • Communicable diseases – 3 days • Non-communicable diseases – 4 days • Personal safety – 3 days • Environment and Health- 2 days • Human Body Systems – 8/10 days • Research projects – 5 days 	<p>10.1.9.A Describe factors that impact growth and development between adolescent and adulthood.</p> <ul style="list-style-type: none"> • Physical Health and Inactivity • Self Esteem • Substance Abuse • Dietary Patterns • Abstinence • HIV/ STDs <p>10.1.9.B Analyze the interdependence of existing body systems</p> <p>10.1.9.C Understand factors that impact nutritional choices of adolescents</p> <ul style="list-style-type: none"> • Body Image • Dietary Guidelines (food guide pyramid) • Eating Disorders • Personal Fitness Goals (BMI, target heart rate, weight management, blood pressure) • Calorie Counting <p>10.1.9.D/10.2.9.D Analyze</p>	<p>Teen Health Glencoe Course 2 (2009)</p> <p>Current Health 1 Monthly student magazine</p>	

	<p>prevention and intervention strategies in relation to adolescent and adult drug use.</p> <ul style="list-style-type: none"> • Decision making /Refusal skills (3 Cs: Consider, Choice, Consequence) • Situation Avoidance • Goal Setting • Professional assistance (medical, counseling, support groups) • Parent involvement <p>10.1.9.E Identify how personal choice, disease and genetics can impact individual health and disease prevention.</p> <ul style="list-style-type: none"> • Non-communicable diseases (cancer, heart disease, allergies, asthma) • Communicable (HIV, STDs, AIDS) • Healthy Life Style • Heredity <p>10.2.9.A Identify and describe health care products and services that impact adolescent health practices.</p> <ul style="list-style-type: none"> • Immunizations • Flu Shots • Vaccines • Over the Counter Medicine <p>10.2.9.B Explain the relationship between health related information</p>		
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	<p>and adolescent consumer choices.</p> <ul style="list-style-type: none"> • Tobacco and Alcohol (advertisements) • Weight Control Products and Programs • Personal Care <p>10.2.9.C Understand media, health, and safety messages and describe their impact on personal health and safety.</p> <ul style="list-style-type: none"> • Role models • Advertisements • Internet • Current Events <p>10.2.9.E Explain the relationship between the environment and personal health.</p> <ul style="list-style-type: none"> • Types of Cancer (Skin and Lung) • Individual Health (Preventive Measures) • Allergies • Asthma <p>10.3.9.A Understand the role of individual responsibility for safe practices and injury prevention in school.</p> <ul style="list-style-type: none"> • Violence Prevention in school • Bully Prevention • Conflict Resolution <p>10.3.9.B Identify and apply</p>		
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	<p>strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none">• Assertive behavior• Refusal Skills <p>Utilize Reading Apprenticeship strategies in targeted text passages and reading material.</p> <p>Examples:</p> <ul style="list-style-type: none">• Brainstorming• Clustering (Connections)• Talking to the Text• Dramatic Role Play• Open Ended Questioning		
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