

HEALTH (Grade 7) | Curriculum Map and Pacing Guide

<p>COURSE DESCRIPTION: The goal of health education is to support students in making healthy decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the health concepts studied are relevant to a healthy lifestyle.</p>	<p>Duration: Approximately 20 days of instruction offered in a 9-week rotation with P.E.</p>
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TOBACCO AND OPIOIDS (approx. 6 days)			
National Standards <for grade band 6-8>	Ohio Legislation <for grade band 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p>National Health Standards (2007): 2.8.3. Describe how peers influence healthy and unhealthy behaviors. 2.8.5. Analyze how the messages from media influence health behaviors. 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 3.8.1. Analyze the validity of health information, products, and services. 5.8.1. Identify circumstances that can help or hinder healthy decision-making. 5.8.2. Determine when health-related situations require the application of a thoughtful decision-making process. 7.8.1. Explain the importance of assuming responsibility for personal</p>	<p>Harmful effects and legal restrictions of drugs, including alcohol and tobacco</p> <p>Prescription opioid abuse prevention, epidemic, abuse and addiction, heroin</p>	<ul style="list-style-type: none"> ▪ Identify different health risks associated smoke and smokeless tobacco. ▪ Identify the nine types of tobacco products and their harmful effects on the body. ▪ Understand the risks of using electronic nicotine delivery systems. ▪ Identify treatment methods for tobacco and drug misuse and abuse. ▪ Identify the addiction pathway and the types of addiction. ▪ Identify prescription and illicit opioids. ▪ Understand the long-term and short-term effects of opioid misuse and abuse. ▪ Understand the opioid epidemic and overdose statistics in Ohio. ▪ Identify types of heroin and its effects on the body. ▪ Understand the addictive components of heroin and its drug category, opioid. 	<ul style="list-style-type: none"> ▪ Tobacco partner pre-test ▪ Tobacco PPT and discussion with guided notes ▪ Documentary: “History of Tobacco” (History Channel) ▪ Vocabulary matching activity ▪ Brochure readings: “Dangers of Tobacco, Secondhand Smoke, E-cigs and Vaping, Vape Secondhand Smoke” ▪ Video: “Electronic Nicotine Delivery Systems: How It Works and Effects on the Body” (Discovery Education) ▪ Secondhand smoke article and worksheet

BEXLEY CITY SCHOOLS

TOBACCO AND OPIOIDS (approx. 6 days)

National Standards <for grade band 6-8>	Ohio Legislation <for grade band 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p>health behaviors.</p> <p>7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>8.8.3. Work cooperatively to advocate for health individuals, families, and schools.</p>			<ul style="list-style-type: none"> ▪ Opioids PPT and discussion ▪ Drugfreeworld.org video clips: “Prescription Drugs and Heroin” ▪ Drugfreeworld.org booklet: Read and respond to worksheet on prescription drugs and heroin ▪ Kahoot review ▪ Written summative assessment

REPRODUCTIVE SYSTEM AND PREGNANCY (approx. 6 days)

National Standards <for grade band 6-8>	Ohio Legislation <for grade band 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p><u>National Health Standards (2007):</u></p> <p>1.8.1. Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>2.8.2. Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p><u>National Sexuality Standards (2012):</u></p> <p>AP.8.CC.1. Describe male and female sexual and reproductive systems including body parts and their functions.</p>	N/A	<ul style="list-style-type: none"> ▪ Identify the anatomy of the male and female reproductive systems. ▪ Explain the functions of each part of the male and female reproductive systems. ▪ Understand gender/sexuality differences. ▪ Explain how pregnancy occurs involving the reproductive system and different ways to get pregnant. ▪ Understand the stages of pregnancy and fetal development. ▪ Understand the types of birth. ▪ Understand possible complications with pregnancy/labor and causes/risk factors. ▪ Recall changes that happen during puberty for males and females. 	<ul style="list-style-type: none"> ▪ Reproductive system introduction to vocabulary matching activity ▪ Reproductive system PPT and discussion with guided notes ▪ Partner activity: Make and label the reproductive system using yarn ▪ Article and worksheet on the stages of pregnancy ▪ Pregnancy PPT and discussion ▪ Anonymous note card questions and answers

REPRODUCTIVE SYSTEM AND PREGNANCY (approx. 6 days)

National Standards <for grade band 6-8>	Ohio Legislation <for grade band 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p>PD.8.CC.1. Describe the physical, social and emotional changes of adolescence.</p> <p>PR.8.INF.1. Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.</p>			<ul style="list-style-type: none"> ▪ Written summative assessment

BULLYING AND HARRASSMENT (approx. 8 days)

National Standards <for grade band 6-8>	Ohio Legislation <for grade band of 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p><u>National Health Standards (2007):</u></p> <p>4.8.2. Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>4.5.3. Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>5.8.1. Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.8.3. Demonstrate behaviors that</p>	<p>Dating violence prevention</p> <p>Recognizing dating violence warning signs and characteristics of healthy relationships</p> <p><i>Note: ORC 3313.60 states that a parent or guardian of a student less than 18 years of age may submit a written request to examine the dating violence prevention instruction materials used at that school.</i></p>	<ul style="list-style-type: none"> ▪ Explain the difference between bullying and harassment. ▪ Identify types of bullying and harassment. ▪ Explain causes and reasons for why some people become bullies. ▪ Understand the difference between boy and girl bullies. ▪ Understand cyber bullying and ways to prevent it. ▪ Know how bullying and harassment is defined in Board policy and state law. ▪ Understand how to access the school’s website to report bullying and harassment. ▪ Understand and explain the term sexual in nature in regrades to technology use. ▪ Understand different types of sexual harassment. 	<ul style="list-style-type: none"> ▪ Documentary: “Bully” for youth audiences; reflection worksheet ▪ Bullying survey ▪ Bullying and harassment PPT and discussion with guided notes ▪ Scenario worksheet for review. ▪ Kahoot review ▪ Written summative assessment

BULLYING AND HARRASSMENT (approx. 8 days)			
National Standards <for grade band 6-8>	Ohio Legislation <for grade band of 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
avoid or reduce health risks to self and others.		<ul style="list-style-type: none"> ▪ Understand the difference between sexual harassment and flirting. ▪ Explain the difference between appropriate and inappropriate touch, body language, words as related to sexual harassment avoidance. ▪ Identify and explain the “five D’s” (distract, delegate, delay, direct and document) of bystander intervention and how you can help a victim. 	

District Instructional Resources:

The Essentials of Teaching Health Education: Curriculum, Instruction and Assessment by S. Benes and H. Alperin (2016) / SHAPE America – Society of Health and Physical Educators.

Get Real! Comprehensive Sex Education That Works – Middle School (2nd Ed.) (2015) / ETR Associates

Open Source / Evidence-Based Resources:

Centers for Disease Control and Prevention (CDCP). Reproductive health. Retrieved March 25, 2019 from <https://www.cdc.gov/reproductivehealth/index.html>

Centers for Disease Control and Prevention (CDCP). Youth risk behavior surveillance system. Retrieved March 25, 2019 from <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

Stopbullying.gov. Bystanders to bullying. Retrieved March 25, 2019 from <https://www.stopbullying.gov/prevention/bystanders-to-bullying/index.html>

Rape, Abuse and Incest National Network (RAINN). Safety and prevention (and other resources). Retrieved March 25, 2019 from <https://www.rainn.org/>

Substance Abuse and Mental Health Services Administration (SAMHSA). Alcohol, tobacco and other drugs. Retrieved June 9, 2018 from <http://www.samhsa.gov/prescription-drug-misuse-abuse>

National Standards and Ohio Health Legislation:

Future of Sex Education Initiative. (2011). *National sexuality education standards: Core content and skills, K-12*. Retrieved Jan. 8, 2019 from <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

HB 19 Dating violence prevention. Retrieved March 25, 2019 from https://saferschools.ohio.gov/content/dating_violence_prevention

HB367 – Opioid abuse prevention. Retrieved March 25, 2019 from <http://education.ohio.gov/Topics/Learning-in-Ohio/Health-Education/Opioid-Abuse-Prevention>

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2nd Ed.). – retrieved Jan. 8, 2019 from https://sparkpe.org/wp-content/uploads/NHES_CD.pdf

7-8 Health Education Curriculum – retrieved March 25, 2019 from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Health-Education/7-8-Health-Education-Curriculum.pdf.aspx>

Other Resources:

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine.

Loy, M. (2011). *Children and stress: 100+ creative activities to help kids manage stress*. Duluth, MN: Whole Person Associates.

Ohio Department of Education (ODE). Career connections framework (2012). Retrieved April 17, 2019 from <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Connections-Framework>