

Course Overview/Description

In the seventh grade health program, students will develop an understanding of nutrition, healthy eating, physical activity, eating disorders, and alcohol, tobacco and other drugs. Students will also begin looking at Academic and Career Planning. Students will also develop skills in accessing information, analyzing influences, decision making and goal setting, interpersonal communication, self management, and advocacy.

Course Essential Standards

I can implement a plan and monitor progress in achieving a personal health goal.	6.12.3
I can determine and analyze reasons that teens choose to engage in risky health behaviors.	1.8.1
I can demonstrate refusal skills to say no in a negative health situation.	4.8.2
I can analyze influences on personal health practices.	2.8.6

Scope and Sequence

Healthy Eating and Physical Activity		
Lessons	Instructional Topics	Standards
What are Nutrients?	<ol style="list-style-type: none"> Describe benefits of drinking plenty of water Summarize the amount of food from each food group that a person needs each day. Explain why the recommended amount of food a person needs each day may be different for each food group. 	1.8.1: Analyze the relationship between healthy behaviors and personal health.
Assessing my Eating Habits	<ol style="list-style-type: none"> Use self-assessment skills to analyze personal eating habits. 	1.8.1: Analyze the relationship between healthy behaviors and personal health. 6.8.1: Assess personal health practices.
Reading a Food Label	<ol style="list-style-type: none"> Analyze the nutrition information on food labels to compare products Demonstrate the ability to read food labels to make healthy nutrition choices 	1.8.1: Analyze the relationship between healthy behaviors and personal health.

Eating Healthy	<ol style="list-style-type: none"> 1. Differentiate between nutritious and non-nutritious beverages. 2. Summarize the benefits of eating plenty of fruits and vegetables. 	<p>1.8.1: Analyze the relationship between healthy behaviors and personal health.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p>Influences on Food Choices</p> <p>Resisting Pressure to Eat Less-Healthy Foods</p>	<ol style="list-style-type: none"> 1. Assess personal eating practices. 2. Analyze influences on personal eating patterns. 3. Identify words and actions used to resist pressure to eat less-nutritious foods. 4. Suggest ways to counter negative influences on food choices. 	<p>2.8.6 I can analyze influences on personal health practices.</p> <p>4.8.2: Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>6.8.1: Assess personal health practices.</p>
Body Image and Eating Disorders	<ol style="list-style-type: none"> 1. Analyze influences on body image. 2. Analyze common eating disorders. 	1.8.1: Analyze the relationship between healthy behaviors and personal health.
Assessing My Physical Activity and Getting Fit	<ol style="list-style-type: none"> 1. Assess personal eating and physical activity practices 	<p>1.8.1: Analyze the relationship between healthy behaviors and personal health.</p> <p>7.8.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
My Healthy Eating and Physical Activity Goal	<ol style="list-style-type: none"> 1. Analyze the mental and social benefits of physical activity 	<p>6.8.1: Assess personal health practices.</p> <p>6.8.2: Develop a goal to adopt, maintain, or improve a personal health practice.</p>
Tobacco, Alcohol, & Other Drug Prevention		
Lessons	Instructional Topics/Goals	Standards
What's the truth about alcohol, tobacco, and other drugs?	<ol style="list-style-type: none"> 1. Analyze the different ways students are influenced to use ATODA 	1.8.1: Analyze the relationship between healthy behaviors and personal health.
What are the consequences of using ATOD?	<ol style="list-style-type: none"> 1. Summarize the long and short term health effects of using ATODA 	1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Who/What influences ATOD use?	<ol style="list-style-type: none"> 1. Determine reasons students choose to use ATODA 	<p>2.8.1: Examine how the family influences the health of adolescents.</p> <p>2.8.3: Describe how peers influence healthy and unhealthy behaviors.</p>
How can students handle peer pressure and say no to others	<ol style="list-style-type: none"> 1. Demonstrate self-talk to counter influences to use tobacco, alcohol and other drugs. 2. Determine reasons teens choose to use or not use tobacco, alcohol and other drugs. 3. Summarize the personal benefits of being drug free. 4. Identify who and where a person could go if needed to get help with ATODA 	
Family, School, & Community Rules About Drugs	<ol style="list-style-type: none"> 1. Explain how using ATODA could negatively impact other aspects of a person's life 	<p>1.8.1: Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.7: Describe the benefits of and barriers to practicing healthy behaviors.</p>
Understanding Alcohol and Tobacco Advertisements	<ol style="list-style-type: none"> 1. Understand how tobacco companies and ads target youth. 2. Support positive health messages about being tobacco and alcohol free. 	<p>8.8.2: Demonstrate how to influence and support others to make positive health choices.</p> <p>8.8.4: Identify ways in which health messages and communication techniques can be altered for different audiences.</p>
Peer Pressure Drug-Free Pledges: Support for Myself & Others	<ol style="list-style-type: none"> 1. Demonstrate Refusal Skills to say No 	<p>2.8.5: Analyze how messages from the media influence health behaviors.</p>
Where can I find resources about ADOT?	<ol style="list-style-type: none"> 1. Identify resources available. 	<p>3.8.2 Access valid health information from home, school, and community.</p> <p>3.8.5 Locate valid and reliable health products and services.</p>

Academic and Career Planning		
Lessons	Instructional Topics/Goals	Goals
Reflect on Life and Career Skills and how they relate to Employability	1. Assess how the 6 Mustang Life and Career Skills affect how successful a person can be in their future life	Understand the relationship between education, income, career, and desired lifestyle and will develop the planning skills needed to achieve desired financial goals.
Explore 16 Career Clusters	<ol style="list-style-type: none"> 1. Define 16 different career clusters. 2. Identify what types of careers are involved in each cluster. 3. Identify how their personal interests relate to the 16 career clusters. 	
Understand how to set Academic and Life and Career Skills Goals	<ol style="list-style-type: none"> 1. Set a goal for their future, focused on Academics and Careers. 2. Discuss what they can do to achieve said goal 	
Xello Career Information	<ol style="list-style-type: none"> 1. Complete Career Xello grade level activities <ul style="list-style-type: none"> • Learning Styles • Discover Learning Pathways • Biases and Career Choices • Job and Employers 2. Revise Career Matchmaker and Interest Inventories 	