

Subject Area: Health Education **Grade Level** 7th

Mission Statement: It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

Elba Standards: In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

New York State Standards:

1. Standard 1 – Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

2. Standard 2 – A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

3. Standard 3 – Resource Management Students will understand and be able to manage their personal and community resources.

National Content Standards:

1. Comprehend concepts related to health promotion and disease prevention.
2. Demonstrate the ability to access valid health information and health-promoting products and services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Analyze the influence of culture, media, technology and other factors on health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
6. Demonstrate the ability to use goal setting and decision making skills to enhance health.
7. Demonstrate the ability to advocate for personal, family and community health.

Performance Indicators:

Standard 1:

- Describe bodily changes that occur during adolescence.
- Demonstrate a variety of problem solving, communication and stress management skills to address health compromising behaviors such as fad dieting, alcohol, tobacco, and other drug use, early sexual involvement and violent behavior.
- Predict how decisions regarding health behaviors have consequences for self and others.
- Describe the interrelationship of social, emotional and physical health during adolescence.
- Explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other health decisions and problems.

Standard 2:

- Demonstrate conflict management and negotiation skills.
- Analyze how environment and personal health are inter-related.
- Analyze the possible causes of conflict among youth in schools and communities.
- Identify strategies to avoid or reduce threatening peer situations.
- Apply safety rules in which situations have the potential for harm.
- Demonstrate ways to care for and show respect for self and others.
- Demonstrate accurate use of the Heimlich maneuver.

Standard 3:

- Explain how community norms contribute to health.
- Identify family and community health issues and propose various solutions to address them.
- Analyze how information from peers influences health decisions and behaviors.
- Explain how the timely use of health care services can prevent premature death and disability.
- Identify community agencies which advocate for health families and communities.
- Analyze the consequences of invalid information on the health of individuals, families and communities.
- Analyze cultural influences on health and the use of health services.

Assessment:	Acceptable Performance Level
Written quizzes and unit exams.	70% or better.
Self-assessments	Set by Instructor
Oral-Questions/Feedback/Discussion	Set by Instructor
Homework Assignments	Set by Instructor

Scope:

Junior High students will examine 10 units of study based on the ‘Health Triangle’ concept. A skills based approach will be used to cover all facets of the triangle, such as, Emotional/Mental Health, Physical Health and Social Health as it promotes a sense of wellness.

Sequence:

1. Emotional/Mental Health (communication)
2. Family Health
3. Personal Health Practices
4. Nutrition
5. Community Health
6. Growth and Development
7. Substance Use and Abuse
8. Disease Prevention and Control
9. Consumer Health
10. Safety and First Aid

Methodology:

- Use of group projects as a way to encourage student sensitivity and the ability to demonstrate understandings of major ideas and concepts.
- Incorporation of 6-traits as a method of assessing writing pieces within the scope of the course.
- Incorporation of word processing and computer programs as a way of reaching technological literacy.
- Use of Internet as a method to reach technological literacy.