

**CURRICULUM**

**HEALTH**

**GRADE 7**

**Approved by Instructional Council  
4/28/08**

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of health education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 1) Comprehend concepts related to health promotion and disease</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>1.1 Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death</p>	<p><i>Students will be able to:</i></p> <p>a. Use a self-assessment to identify controllable and non-controllable factors related to good health b. Recognize and discuss the negative impact of alcohol, tobacco and marijuana on their health</p>
<p>1.2 Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence/adolescence</p>	<p>a. Compare and contrast three of the dimensions of wellness (physical, social and mental/emotional) by identifying personal examples in each category</p>
<p>1.4 Examine how families and peers can influence the health of adolescents</p>	<p>a. Role play ways to positively deal with peer pressure around offers of using drugs</p>
<p>1.6 Use appropriate strategies to prevent/reduce risks and promote well-being</p>	<p>a. Identify the steps in the decision making model and apply them appropriately to promote well-being of self and others</p>
<p>1.7 Explain how appropriate health care can prevent premature death and disability</p>	<p>a. Explain how a healthy lifestyle can potentially lead to a longer life span</p>
<p>1.8 Describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems</p>	<p>a. Compare and contrast the characteristics of communicable and non-communicable diseases</p>
<p>1.9 Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases</p>	<p>a. Identify the various diseases and/or health risks created by tobacco use</p>

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1) - Continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  1.10 Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education	<i>Students will be able to:</i>  a. Identify and discuss the physical, social and emotional changes that occur in adolescents

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Demonstrate the ability to access valid health information and health-promoting products and services	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
2.2 Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services	a. Explore various resources of help for health related problems
2.4 Demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults	a. Compare specific medical professionals and their areas of expertise

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of health education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 3 (State Standard # 3)</p> <p>Demonstrate the ability to practice health-enhancing behaviors to reduce health risks</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>3.1 Explain the importance of assuming responsibility for personal health behaviors</p>	<p><i>Students will be able to:</i></p> <p>a. Identify at least one goal that enhances personal health behavior, develop a plan for implementation, and evaluate the level of attainment</p>
<p>3.2 Examine personal health status to determine needs</p>	<p>a. Compare controllable and non-controllable factors that put them at risk</p>
<p>3.3 Distinguish between safe, risky or harmful behaviors involving themselves and/or others</p>	<p>a. Define “risk” and compare and contrast healthy and unhealthy risks</p>
<p>3.4 Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions</p>	<p>a. Discuss specific legalities that impact their age group</p>
<p>3.5 Examine and apply safety techniques to avoid and reduce injury and prevent disease</p>	<p>a. Identify behaviors that can help reduce injury and disease</p>

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard # 4)	
Analyze the influence of culture, media, technology and other factors on health	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
4.2 Analyze how media, technology and other factors influence personal health behaviors	a. Compare tobacco and alcohol ads for techniques employed to encourage use by adolescents
4.3 Analyze how family, school and peers influence personal health	a. Discuss how lifestyle choices made by peers might affect their own choices

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Demonstrate the ability to use interpersonal communication skills to enhance health	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
5.4 Compare and contrast healthy ways to express needs, wants and feelings	a. Compare and contrast passive, assertive and aggressive communication styles
5.6 Use communication skills to build and maintain healthy relationships	a. Discuss their personal communication styles, the appropriateness of when they use the different styles and what changes they could make to improve their communication

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Demonstrate the ability to use decision-making skills to enhance health	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  6.1 Use a decision-making process to enhance health	<i>Students will be able to:</i>  a. Identify the steps in the decision-making process and apply them to help make healthy lifestyle choices
6.3 Predict how decisions regarding health behaviors have consequences for themselves and others	a. Explain the potential consequences of poor choices on their and/or others' health

**STUDENT LEARNING OBJECTIVES**  
**Grade 7**

As a result of health education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 7 (State Standard # 7)</p> <p>Use the goal-setting process to enhance health</p>	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>7.1 Use the goal-setting process to enhance health</p>	<p><i>Students will be able to:</i></p> <p>a. Identify the steps in the goal-setting process and apply them when making potential goals for enhancing personal health behavior</p>

## STUDENT LEARNING OBJECTIVES

### Grade 7

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 8 (State Standard # 8)	
Demonstrate the ability to advocate for personal, family and community health	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
8.2 Support a healthy position with accurate information	a. Use learned information to support in written form their choices for supporting a healthier lifestyle
8.4 Encourage and support others in making positive health choices	a. Apply information learned from NICO-teen pack to help make positive choices for self and others
8.5 Demonstrate the ability to work cooperatively in small groups when advocating for healthy individual, families and schools	<ul style="list-style-type: none"> <li>a. View a video showing short scenes concerning at risk behaviors, brainstorm in small groups their responses and share their discussions with the class</li> <li>b. Research in small groups, grade appropriate health topics, develop a brief presentation with the information and present it to peers</li> <li>c. Evaluate the effectiveness of the group presentations based on a rubric</li> </ul>
8.6 Promote positive ways to show care and consideration for others	a. Compare sympathy and empathy using examples such as communicating with people addicted to nicotine

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## STUDENT LEARNING OBJECTIVES

### Grade 8

As a result of health education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 1)</p> <p>Comprehend concepts related to health promotion and disease</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>1.1 Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death</p>	<p><i>Students will be able to:</i></p> <p>a. Recognize and describe the negative impact of using illegal forms of drugs such as steroids, cocaine, and inhalants on their health</p>
<p>1.2 Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence/adolescence</p>	<p>a. Complete a “health pie” and use the information to analyze the interrelationship of their physical, emotional/mental, and social well-being</p>
<p>1.4 Examine how families and peers can influence the health of adolescents</p>	<p>a. Identify reasons why peers and/or others might make poor choices that negatively impact their health</p>
<p>1.6 Use appropriate strategies to prevent/reduce risks and promote well-being</p>	<p>a. Identify characteristics of relationships that have the potential for violence</p> <p>b. Discuss responses to scenarios that deal with dating violence</p> <p>c. Identify behavior patterns that impact potential for quality relationships</p>
<p>1.7 Explain how appropriate health care can prevent premature death and disability</p>	<p>a. Describe the stages of chemical dependency - social/experimentation/recreational use, more regular drug use, daily preoccupation, and dependency/addiction</p>

## STUDENT LEARNING OBJECTIVES

### Grade 8

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 1 (State Standard # 1) - Continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
1.9 Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases	<ul style="list-style-type: none"> <li>a. Identify causes, symptoms and prevention methods of cardiovascular disease</li> <li>b. Compare controllable and non-controllable factors that put them at risk for cardiovascular disease</li> </ul>
1.10 Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education	<ul style="list-style-type: none"> <li>a. Review male and female anatomy</li> <li>b. Explain the impact of drugs and malnutrition on the prenatal development of the fetus</li> </ul>
1.11 Define abstinence, explain the value of postponing sexual activity, identify the methods of contraception and the effectiveness of each	<ul style="list-style-type: none"> <li>a. Graph information comparing personal time as a student, the time it takes to care for a newborn and the allocation of time for a student who is also a parent</li> <li>b. Define abstinence and emphasize it as a positive choice</li> </ul>

**STUDENT LEARNING OBJECTIVES**  
**Grade 8**

As a result of health education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 2 (State Standard # 2)</p> <p>Demonstrate the ability to access valid health information and health-promoting products and services</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>2.1 Analyze the validity of health information and the cost of products and services</p>	<p><i>Students will be able to:</i></p> <p>a. Verify the validity of health information by using electronic and/or published resources</p>
<p>2.4 Demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults</p>	<p>a. Compare specific medical professionals and their areas of expertise</p>

**STUDENT LEARNING OBJECTIVES**  
**Grade 8**

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Demonstrate the ability to practice health-enhancing behaviors to reduce health risks	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
3.2 Examine personal health status to determine needs	a. Identify at least one goal that enhances personal health behavior, develop a plan for implementation, and evaluate the level of attainment
3.3 Distinguish between safe, risky or harmful behaviors involving themselves and/or others	a. View a video showing short scenes concerning at risk behaviors and brainstorm in small groups their responses
3.4 Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions	a. Summarize Connecticut state laws covering teen drug use
3.5 Examine and apply safety techniques to avoid and reduce injury and prevent disease	a. Review and apply behaviors that can help reduce injury and prevent disease

**STUDENT LEARNING OBJECTIVES**  
**Grade 8**

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 4 (State Standard # 4)	
Analyze the influence of culture, media, technology and other factors on health	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<i>Students will know how to:</i>	<i>Students will be able to:</i>
4.1 Examine the influence of family beliefs and cultural beliefs on personal health behaviors	a. Discuss the impact of parental lifestyle choices on their own behavior
4.2 Analyze how media, technology and other factors influence personal health behaviors	a. Design a button that promotes truth in drug advertising b. Describe how lifestyle choices made by media celebrities might affect their own decisions
4.4 Identify and explain how the media may influence behaviors and decisions in regard to sexuality	a. Describe the impact that television shows and/or teen music can have on their behaviors and decisions in regard to sexuality

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GOAL: District Goal # 5 (State Standard # 5)	
Demonstrate the ability to use interpersonal communication skills to enhance health	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
5.4 Compare and contrast healthy ways to express needs, wants and feelings	a. Role play scenarios involving positive ways to express needs, wants and feelings
5.6 Use communication skills to build and maintain healthy relationships	a. Discuss responses to scenarios using communication skills to build healthy relationships

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### Grade 8

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Demonstrate the ability to use decision-making skills to enhance health	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  6.1 Use a decision-making process to enhance health	<i>Students will be able to:</i>  a. Explain the decision-making process as it applies to making lifestyle choices involving such things as alcohol and/or tobacco use
6.2 Describe and analyze how health-related decisions are influenced by using resources from family, school and community	a. Identify health related resources available to them in the school and the community

**STUDENT LEARNING OBJECTIVES**

**Grade 8**

As a result of health education, students independently and collaboratively will be able to:

GOAL: District Goal # 7 (State Standard # 7)	
Use the goal-setting process to enhance health	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  7.1 Use the goal-setting process to enhance health	<i>Students will be able to:</i>  a. Construct a time line of important milestones in their lives and use the information to set some future goals b. Describe the potential impact on those goals of poor lifestyle choices such as tobacco use, drug use and early parenthood

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GOAL: District Goal # 8 (State Standard # 8)	
Demonstrate the ability to advocate for personal, family and community health	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
8.2 Support a healthy position with accurate information	a. Research and share information on grade appropriate health topics
8.5 Demonstrate the ability to work cooperatively in small groups when advocating for healthy individual, families and schools	a. Research in small groups, grade appropriate health topics, develop a brief presentation with the information and present it to peers b. Evaluate the effectiveness of the group presentations based on a rubric