

**COURSE PROFICIENCY OUTLINE
HEALTHFUL LIVING
GRADE 7**

PURPOSE:

Five days per week for one marking period.

To help students arrive at the conclusion to live a healthy lifestyle.

LENGTH:

Five days per week for one marking period.

I. STUDENT OUTCOMES

STANDARDS

Building upon knowledge and skills gained in the preceding grades, students will:

- A. Use critical thinking, decision-making and problem-solving skills.
- B. Express themselves in correct written and spoken forms. (2.2)
- C. Conclude the body is vulnerable and learn disease prevention concepts and health-enhancing behaviors. (2.1 + 2.2)
- D. Explain the physical, mental, emotional and social effects of the use of alcohol, tobacco and other drugs. (2.3)
- E. Recognize the biological, social, cultural and psychological aspects of human sexuality and family life. (2.4)
- F. Explain how to deal with emergency health situations. (2.2)
- G. Demonstrate strategies to resist peer pressure. (2.3)
- H. Recognize the components of health-related fitness and how each contributes to wellness. (2.1 + 2.2)

II. CONTENT

- A. Personal Health and Safety
 - 1. Describe a healthy adolescent; identify ways of maintaining a wellness lifestyle.
 - 2. Describe and demonstrate effective communication, decision-making, refusal, negotiation skills and assertiveness in situations that influence adolescent health and safety.
 - 3. Describe and demonstrate and skills of communication, decision -making, refusal, negotiations and assertiveness in situations that influence adolescent health and safety.
 - 4. Describe treatment for common injuries and life threatening conditions.

5. Describe the significant milestones of development in adolescence with emphasis on the physical, emotional and social changes of this age.
6. Describe differences between communicable and non-communicable diseases.
7. Describe the value of sexual abstinence to personal health.
8. Explain the components of health-related fitness.

B. Substance Abuse

1. Classify chemical substances by their actions on the body and describe the short and long-term effects.
2. Discuss the appropriate use of medicines and drug interactions.
3. Describe the signs and progression of chemical use, abuse and dependency throughout the life cycle.
4. Assertiveness and refusal skills.

C. Family Living

1. Analyze how health decisions and behaviors are influenced by family, peers, culture and the media.
2. Describe the functioning of the reproductive system and the physical and emotional changes occurring at puberty..
3. Identify the characteristics of sexually transmitted diseases and their short and long-term effects.

III. EVALUATION

- A. Regular attendance and participation in the lesson development.
- B. Assessment of understanding of the student outcomes and unit strand content.

IV. MATERIALS

- A. Teen Health-Decisions for Healthful Living
- B. "Current Health" Magazine
- C. American Red Cross Instructor Manual
- D. Life Skills Training Manual
- E. Here's Looking At You, 2000 Curriculum

Reviewed and revised: August 2010