



# **School District of Marshfield Course Syllabus**

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**Course Name: Grade 7 Health**  
**Length of Course: Semester**  
**Credit: 1/2 Credit**

## **Program Goal:**

The School District of Marshfield Physical Health Program will empower learners to develop, practice and demonstrate skills so they can recognize, resist and reduce health-risk behaviors. Learners will increase healthy habits which promote strong bonds between students and their families, schools and community. Students will become health-literate individuals with the knowledge and skills they need for a better quality of life.

## **Course Description:**

Students will explore a variety of health-related topics and practice essential skills to become more health-literate individuals. Key topics & skills include: 10 dimensions of wellness, analyzing influences, accessing valid information, interpersonal communication, decision-making, self-management, and healthy relationships and sexuality.

## Wisconsin Standards for Health Education

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Learning Priority 3:** Comprehend and apply concepts related to health promotion and disease prevention.

**Identify the components of health promotion and disease prevention.**

1:3:A

1:3:A1: Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.

1:3:A2: Describe the negative consequences of engaging in unhealthy behaviors.

**Analyze the benefits of and barriers to practicing healthy behaviors.**

1:3:B

1:3:B1: Analyze the relationships between healthy behaviors and personal health.

1:3:B2: Examine healthy behaviors and consequences related to a health issue.

1:3:B3: Predict the outcomes of a variety of unhealthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Learning Priority 3:** Examine how internal and external factors influence personal health behaviors.

**Examine impact of influences.**

2:3:A

2:3:A1: Examine how external and internal factors can influence health behaviors.

2:3:A2: Provide examples of how factors can interact to influence health behaviors.

2:3:A3: Examine how one's family, culture, and peers influence one's own personal health behaviors.

2:3:A4: Examine how media and technology influence one's own personal health behaviors.

2:3:A5: Examine how one's values and beliefs influence one's own personal health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Learning Priority 3:** Demonstrate and apply strategies to access valid sources of health information.

**Identify criteria for choosing accurate sources of information.**

3:3:A

3:3:A1: Describe situations that require accurate health information.

3:3:A2: Locate sources of valid health information from home, school, and community.

3:3:A3: Describe criteria for evaluating resources.

**Apply models to analyze sources of information for validity and reliability.**

3:3:B

3:3:B1: Analyze the validity of information about health issues, products, and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<b>Learning Priority 3:</b> Examine and demonstrate communication skills that enhance health and avoid health risks.	
<b>Examine communication strategies in various health-related settings.</b> 4:3:A	4:3:A1: Examine appropriate communication strategies. 4:3:A2: Examine the outcomes of using effective and ineffective strategies of communication.
<b>Apply appropriate communication skills in various health-related settings.</b> 4:3:B	4:3:B1: Demonstrate refusal and limit setting skills that avoid health risks. 4:3:B2: Demonstrate effective conflict resolution skills.
<b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.	
<b>Learning Priority 3:</b> Apply a decision-making process in various health-related situations.	
<b>Identify situations where effective decision-making skills are implemented.</b> 5:3:A	5:3:A1: Determine when individual or collaborative decision making is appropriate.
<b>Assess the impact of a decision-making process on health-related situations.</b> 5:3:B	5:3:B1: Demonstrate decision making in a health-related situation. 5:3:B2: Predict the impact of each decision on self and others. 5:3:B3: Analyze the outcome of a health-related decision.
<b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	
<b>Learning Priority 3:</b> Apply goal-setting skills to health situations.	
<b>Identify additional steps to setting and achieving realistic health goals.</b> 6:3:A	6:3:A1: Establish a baseline of personal health behaviors and health status. 6:3:A2: Identify strategies and behaviors needed to maintain or improve health status. 6:3:A3: Identify strategies that might be utilized to overcome barriers or setbacks.
<b>Standard 7:</b> Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.	
<b>Learning Priority 3:</b> Apply health-enhancing behaviors that maintain or improve the health of self and others.	
<b>Explain the importance of self-responsibility for personal health behaviors.</b> 7:3:A	7:3:A1: Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.
<b>Demonstrate the role of self-responsibility in enhancing health.</b> 7:3:B	7:3:B1: Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others. 7:3:B2: Demonstrate behaviors that avoid or reduce health risks to self and others.

<b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.	
<b>Learning Priority 3:</b> Develop health-promoting strategies that support family or friends to make positive health choices.	
<b>Develop an advocacy plan to promote health.</b> 8:3:A	8:3:A1: Develop an age-appropriate definition of advocacy. 8:3:A3: Incorporate accurate information as it relates to a health-enhancing position to advocate for self and others.
<b>National Sexuality Education Standards</b>	
<b>Anatomy and Physiology (AP)</b>	
<b>Core Concepts (CC)</b>	AP.8.CC.1: Describe male and female sexual and reproductive systems including body parts and their functions.
<b>Puberty and Adolescent Development (PD)</b>	
<b>Core Concepts (CC)</b>	PD.8.CC.1: Describe the physical, social, cognitive and emotional changes of adolescence.
<b>Analyzing Influences (INF)</b>	PD.8.INF.1: Analyze how friends, family, media, society and culture can influence self-concept and body image.
<b>Decision-Making (DM)</b>	PD.8.DM.1: Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make.
<b>Identity (ID)</b>	
<b>Core Concepts (CC)</b>	ID.8.CC.1: Differentiate between gender identity, gender expression and sexual orientation. ID.8.CC.2: Explain the range of gender roles.
<b>Analyzing Influences (INF)</b>	ID.8.INF.1: Analyze external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.
<b>Interpersonal Communication (IC)</b>	ID.8.IC.1: Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
<b>Pregnancy and Reproduction (PR)</b>	
<b>Core Concepts (CC)</b>	PR.8.CC.1: Define sexual intercourse and its relationship to human reproduction. PR.8.CC.2: Define sexual abstinence as it relates to pregnancy prevention. PR.8.CC.5: Describe the signs and symptoms of a pregnancy. PR.8.CC.6: Identify prenatal practices that can contribute to a healthy pregnancy.
<b>Accessing Information (AI)</b>	PR.8.AI.1: Identify medically-accurate resources about pregnancy prevention and reproductive health care. PR.8.AI.2: Identify medically accurate information about emergency contraception. PR.8.AI.3: Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. PR.12.AI.4: Access medically-accurate information about prenatal care services.

<b>Interpersonal Communication (IC)</b>	PR.8.IC.2: Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms.
<b>Sexually Transmitted Diseases and HIV (SH)</b>	
<b>Core Concepts (CC)</b>	SH.8.CC.1: Defines STDs, including HIV, and how they are and are not transmitted. SH.8.CC.2: Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each. SH.8.CC.3: Describe the signs, symptoms and potential impacts of STDs, including HIV.
<b>Personal Safety (PS)</b>	
<b>Core Concepts (CC)</b>	PS.8.CC.1: Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. PS.8.CC.3: Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.
<b>Self-Management (SM)</b>	PS.8.SM.1: Describe ways to treat others with dignity and respect. PS.8.SM.2: Demonstrate ways they can respond when someone is being bullied or harassed.
<b>Advocacy (ADV)</b>	PS.8.ADV.1: Advocate for safe environments that encourage dignified and respectful treatment of everyone.
<b>Wisconsin State Statutes on Health Education – Middle School</b>	
<b>Lifesaving skills instruction</b> WI 118.076	(3) Beginning in the 2017-18 school year and subject to sub. (4), each school board operating any grade from 7 to 12, the operator of each charter school established under s. 118.40 (2r) or (2x) that operates any grade from 7 to 12, and the governing body of each private school that operates any grade from 7 to 12 shall do all of the following: (a) Provide instruction in cardiopulmonary resuscitation and cardiocerebral resuscitation in any health education course offered to pupils in grades 7 to 12. The school board, operator of the charter school, or governing body of the private school shall use either of the following, and shall incorporate into the instruction the psychomotor skills necessary to perform cardiopulmonary resuscitation and cardiocerebral resuscitation: 1. An instructional program developed by the American Red Cross or the American Heart Association. 2. Nationally recognized, evidence-based guidelines for cardiopulmonary resuscitation and cardiocerebral resuscitation. (b) Provide instruction about automated external defibrillators to pupils enrolled in grades 7 to 12 in the school district, charter school, or private school.
<b>Human growth and development instruction</b> WI 118.019	(2) If an instructional program is provided, the following instructional program is recommended: (a) Present medically accurate information to pupils and, when age-appropriate, address the following topics: 1. The importance of communication about sexuality between the pupil and the pupil's parents or guardians.

	<p>2. Reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation.</p> <p>5. The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent.</p> <p>7. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.</p> <p>8. How alcohol and drug use affect responsible decision making.</p> <p>9. The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality.</p> <p>10. Adoption resources, prenatal care, and postnatal supports.</p> <p>11. The nature and treatment of sexually transmitted infections.</p> <p>(c) Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships.</p> <p>(d) Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.</p> <p>(e) Address the positive connection between marriage and parenting.</p> <p>(f) Present information about avoiding stereotyping and bullying, including how to refrain from making inappropriate remarks, avoiding engaging in inappropriate physical or sexual behaviors, and how to recognize, rebuff, and report any unwanted or inappropriate remarks or physical or sexual behaviors.</p> <p>(2d) Nondiscrimination. An instructional program under this section shall use instructional methods and materials that, consistent with s. 118.13 (1), do not discriminate against a pupil based upon the pupil's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active pupils or children with disabilities. Nothing in this subsection shall be construed to prohibit a school board from approving an instructional program under this section that includes instruction on abstinence from sexual activity or that is abstinence-centered.</p> <p>(2m) Required subjects. If a school board provides instruction in any of the areas under sub. (2) (a), the school board shall ensure that instruction conforms to s. 118.13 (1) and that the following is provided, when age appropriate, in the same course and during the same year:</p> <p>(c) Presents abstinence from sexual activity as the preferred choice of behavior for unmarried pupils.</p> <p>(d) Emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome.</p> <p>(e) Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children.</p> <p>(f) Explains pregnancy, prenatal development, and childbirth.</p>
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	<p>(g) Explains the criminal penalties under ch. 948 for engaging in sexual activities involving a child.</p> <p>(h) Explains the sex offender registration requirements under s. 301.45. Instruction under this paragraph shall include who is required to report under s. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under s. 301.45.</p> <p>(i) Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.</p>
<b>Shaken baby syndrome and impacted babies</b> WI 253.15	<p>(5) Instruction for pupils. Each school board shall provide or arrange with a nonprofit organization or health care provider to provide age-appropriate instruction relating to shaken baby syndrome and impacted babies for pupils in one of grades 5 to 8 and in one of grades 10 to 12. The person providing the instruction may provide to each pupil receiving the instruction a copy of the written materials purchased or prepared under sub. (2), a presentation of the audiovisual materials purchased or prepared under sub. (2), and an oral explanation of those written and audiovisual materials.</p>
<b>School based Suicide prevention</b> WI 118.01(2)(d)7	<p>7. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs, under ch. 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils.</p>
<b>Social and Emotional Learning Competencies</b>	
<b>Emotional Development</b>	
<b>Learning Priority:</b> Understand and manage one's emotions.	
<b>Self-Awareness</b>	<ul style="list-style-type: none"> <li>Learners will be able to recognize and label a variety of complex graded emotions in self and others.</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).</li> <li>Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.</li> </ul>
<b>Social-Awareness</b>	<ul style="list-style-type: none"> <li>Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.</li> </ul>
<b>Social Competence</b>	
<b>Learning Priority:</b> Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.	
<b>Relationship Skills</b>	<ul style="list-style-type: none"> <li>Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.</li> <li>• Learners will be able to recognize and respond appropriately to constructive feedback.</li> <li>• Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.</li> </ul>
<b>Decision Making</b>	<ul style="list-style-type: none"> <li>• Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others.</li> </ul>
<b>Decision Making/ Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Learners will be able to identify the impact of their decisions on personal safety and relationships.</li> </ul>

<b>Key Vocabulary:</b>			
Influence	Health behavior	Internal	External
Positive	Negative	Peers	Depression
Suicide	Question	Persuade	Refer
Stress	Mindfulness	Dialectics	Wise Mind
Emotional Mind	Reasonable Mind	Verbal	Nonverbal
Assertive	Passive	Aggressive	Active listening
Conflict resolution	Refusal skills	I-Statements	Decision
Options	Consequences	Substance use	Addiction
Sexuality	Abstinence	Consent	Sexual harassment
Sexual assault	Compressions	AED (Automated External Defibrillator)	STI (Sexually Transmitted Infection)

## **Topics/Content Outline- Units and Themes:**

### **Quarter One:**

#### **Unit 1: Analyzing Influences**

- 10 Dimensions of Wellness

#### **Unit 2: Accessing Information**

- Mental & Emotional Health
- QPR Suicide Prevention

#### **Unit 3: Interpersonal Communication**

- Relationships

### **Quarter Two:**



**Unit 4:** Self-Management

- DBT Curriculum

**Unit 5:** Decision-Making

- Alcohol, Tobacco, & other Drugs

**Unit 6:** Hands-Only CPR

**Unit 7:** Healthy Relationships & Human Sexuality

Primary Resource(s):
<b>Lesson Planning for Skills-Based Health Education</b> Human Kinetics ISBN: 978-1-4925-5804-0 ©2019
<b>DBT Skills in School</b> Guilford Press ISBN: 978-1-4625-2559-1 ©2016
<b>My Sexual Health, My Future</b> Health Care Education & Training Online ©2020