

GRADES 7 & 8

Health Education Content Standards for California Public Schools

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.1.N Describe the short- and long-term impact of nutritional choices on health.
 - 1.2.N Identify nutrients and their relationships to health.
 - 1.3.N Examine the health risks caused by food contaminants.
 - 1.4.N Describe how to keep food safe through proper food purchasing, preparation, and storage practices.
 - 1.5.N Differentiate between diets that are health-promoting and diets linked to disease.
 - 1.6.N Analyze the caloric and nutritional value of foods and beverages.
 - 1.7.N Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.
 - 1.8.N Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.
 - 1.9.N Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.
 - 1.10.N Identify the impact of nutrition on chronic disease.
 - 1.11.N Analyze the cognitive and physical benefits of eating breakfast daily.
 - 1.12.N Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.
 - 1.13.N Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.
 - 1.14.N Identify ways to increase daily physical activity.
 - 1.15.N Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special equipment.
 - 1.16.N Differentiate between physical activity and exercise and health-related and skill-related fitness.
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Standard 2: Analyzing Influences

- 2.1.N Describe the influence of culture and media on body image.
- 2.2.N Evaluate internal and external influences on food choices.
- 2.3.N Analyze the impact of nutritional choices on future reproductive and prenatal health.
- 2.4.N Analyze the influence of technology and media on physical activity.

Standard 3: Accessing Valid Information

- 3.1.N Distinguish between valid and invalid sources of nutrition information.
 - 3.2.N Evaluate the accuracy of claims about dietary supplements and popular diets.
 - 3.3.N Describe how to access nutrition information about foods offered in restaurants in one's community.
 - 3.4.N Identify places where youths and families can be physically active.
 - 3.5.N Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity.
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Standard 4: Interpersonal Communication

- 4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.
 - 4.2.N Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.
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Standard 5: Decision Making

- 5.1.N Use a decision-making process to evaluate daily food intake for nutritional requirements.
 - 5.2.N Identify recreational activities that increase physical activity.
 - 5.3.N Contrast healthy and risky approaches to weight management.
 - 5.4.N Analyze the physical, mental, and social benefits of physical activity.
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Standard 6: Goal Setting

- 6.1.N Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
 - 6.2.N Set a goal to increase daily physical activity.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Make healthy food choices in a variety of settings.
 - 7.2.N Explain proper food handling safety when preparing meals and snacks.
 - 7.3.N Assess personal physical activity levels.
 - 7.4.N Examine ways to be physically active throughout a lifetime.
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Standard 8: Health Promotion

- 8.1.N Encourage nutrient-dense food choices in school.
- 8.2.N Support increased opportunities for physical activity at school and in the community.
- 8.3.N Encourage peers to eat healthy foods and to be physically active.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

- 1.1.G Explain physical, social, and emotional changes associated with adolescence.
 - 1.2.G Summarize the human reproduction cycle.
 - 1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.
 - 1.4.G Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.
 - 1.5.G Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy.
 - 1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STDs.
 - 1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.
 - 1.8.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
 - 1.9.G Explain why individuals have the right to refuse sexual contact.
 - 1.10.G Describe the emotional, psychological, and physical consequences of rape and sexual assault.
 - 1.11.G Explain why rape and sexual assault should be reported to authorities and trusted adults.
 - 1.12.G Describe responsible prenatal and child care, including California's Safely Surrendered Baby Law.
 - 1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
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Standard 2: Analyzing Influences

- 2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
- 2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

- 2.3.G Analyze the influence of alcohol and other drugs on sexual behaviors.
 - 2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.
 - 2.5.G Recognize that there are individual, family, and cultural differences in relationships.
 - 2.6.G Explain how sexual exploitation can occur through the Internet.
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Standard 3: Accessing Valid Information

- 3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
 - 3.2.G Locate medically and scientifically accurate sources of information on reproductive health.
 - 3.3.G Identify health care providers for reproductive and sexual health services.
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Standard 4: Interpersonal Communication

- 4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.
 - 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.
 - 4.3.G Use healthy and respectful ways to express friendship, attraction, and affection.
 - 4.4.G Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
 - 4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
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Standard 5: Decision Making

- 5.1.G Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.
- 5.2.G Use a decision-making process to examine the characteristics of healthy relationships.
- 5.3.G Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
- 5.4.G Analyze the responsibilities and privileges of becoming a young adult.
- 5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
- 5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
- 5.7.G Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.

Standard 6: Goal Setting

- 6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.
 - 6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.G Describe strategies for refusing unwanted sexual activity.
 - 7.2.G Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
 - 7.3.G Describe personal actions that can protect reproductive and sexual health.
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Standard 8: Health Promotion

- 8.1.G Support and encourage safe, respectful, and responsible relationships.
- 8.2.G Promote respect for and dignity of persons living with HIV or AIDS.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.1.S Describe the differences between physical, verbal, and sexual violence.
- 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.
- 1.4.S Discuss the importance of reporting weapon possession.
- 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
- 1.6.S Identify trusted adults to whom school or community violence should be reported.
- 1.7.S Describe possible legal consequences of sexual harassment and violence.
- 1.8.S Describe types of sexual harassment and ways to report them.
- 1.9.S Describe the behavioral and environmental factors associated with major causes of death in the United States.
- 1.10.S Identify basic safety guidelines for emergencies and natural disasters.
- 1.11.S Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia.
- 1.12.S Explain safety hazards associated with Internet usage.
- 1.13.S Explain ways to prevent fires and reduce the risk of fire-related injuries.

- 1.14.S Explain ways to reduce the risk of injuries in and around water.
 - 1.15.S Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities.
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Standard 2: Analyzing Influences

- 2.1.S Analyze how the media portray fire and explosives.
 - 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.
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Standard 3: Accessing Valid Information

- 3.1.S Analyze sources of information regarding injury and violence prevention.
 - 3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.
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Standard 4: Interpersonal Communication

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.
 - 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
 - 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
 - 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
 - 4.5.S Describe characteristics of effective communication.
 - 4.6.S Differentiate between passive, aggressive, and assertive communication.
 - 4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.
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Standard 5: Decision Making

- 5.1.S Use a decision-making process to examine risky social and dating situations.
 - 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
 - 5.3.S Use a decision-making process to analyze the consequences of gang involvement.
 - 5.4.S Evaluate why some students are bullies.
 - 5.5.S Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.
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Standard 6: Goal Setting

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
 - 6.2.S Create a personal-safety plan.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Practice first aid and emergency procedures.
 - 7.2.S Practice ways to resolve conflicts nonviolently.
 - 7.3.S Practice the safe use of technology.
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Standard 8: Health Promotion

- 8.1.S Support changes to promote safety in the home, at school, and in the community.
- 8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.
- 8.3.S Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.
- 1.2.A Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.
- 1.3.A Explain the dangers of drug dependence and addiction.
- 1.4.A Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders.
- 1.5.A Analyze the harmful effects of using diet pills without physician supervision.
- 1.6.A Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.
- 1.7.A Explain why most youths do not use alcohol, tobacco, or other drugs.
- 1.8.A Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.

Standard 2: Analyzing Influences

- 2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.
 - 2.2.A Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.
 - 2.3.A Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.
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Standard 3: Accessing Valid Information

- 3.1.A Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.
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Standard 4: Interpersonal Communication

- 4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.
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Standard 5: Decision Making

- 5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.
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Standard 6: Goal Setting

- 6.1.A Develop short- and long-term goals to remain drug-free.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.A Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.
 - 7.2.A Practice positive alternatives to the use of alcohol, tobacco, and other drugs.
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Standard 8: Health Promotion

- 8.1.A Participate in school and community efforts to promote a drug-free lifestyle.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
 - 1.2.M Identify a variety of nonviolent ways to respond when angry or upset.
 - 1.3.M Identify qualities that contribute to a positive self-image.
 - 1.4.M Describe how emotions change during adolescence.
 - 1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.
 - 1.6.M Describe the changing roles and responsibilities of adolescents as members of a family and community.
 - 1.7.M Describe the benefits of having positive relationships with trusted adults.
 - 1.8.M Analyze the harmful effects of using diet pills without physician supervision.
 - 1.9.M Identify the signs of various eating disorders.
 - 1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.
 - 1.11.M Describe common mental health conditions and why seeking professional help for these conditions is important.
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Standard 2: Analyzing Influences

- 2.1.M Analyze internal and external influences on mental, emotional, and social health.
 - 2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
 - 2.3.M Analyze the influence of culture on family values and practices.
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Standard 3: Accessing Valid Information

- 3.1.M Access accurate sources of information and services about mental, emotional, and social health.
 - 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
 - 3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.
 - 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.
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Standard 4: Interpersonal Communication

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.
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Standard 5: Decision Making

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
 - 5.2.M Monitor personal stressors and assess techniques for managing them.
 - 5.3.M Describe healthy ways to express caring, friendship, affection, and love.
 - 5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.
 - 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
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Standard 6: Goal Setting

- 6.1.M Develop achievable goals for handling stressors in healthy ways.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
 - 7.2.M Practice respect for individual differences and diverse backgrounds.
 - 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
 - 7.4.M Practice personal boundaries in a variety of situations.
 - 7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.
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Standard 8: Health Promotion

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.

Personal and Community Health

Standard 1: Essential Concepts

- 1.1.P Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination).
 - 1.2.P Identify the importance of age-appropriate medical services.
 - 1.3.P Identify Standard (Universal) Precautions and why they are important.
 - 1.4.P Examine the causes and symptoms of communicable and non-communicable diseases.
 - 1.5.P Discuss the importance of effective personal and dental hygiene practices for preventing illness.
 - 1.6.P Identify effective brushing and flossing techniques for oral care.
 - 1.7.P Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities.
 - 1.8.P Identify ways to prevent vision or hearing damage.
 - 1.9.P Identify ways that environmental factors, including air quality, affect our health.
 - 1.10.P Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution).
 - 1.11.P Describe global influences on personal and community health.
 - 1.12.P Identify ways to reduce exposure to the sun.
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Standard 2: Analyzing Influences

- 2.1.P Analyze a variety of influences that affect personal health practices.
 - 2.2.P Analyze how environmental pollutants, including noise pollution, affect health.
 - 2.3.P Analyze the relationship between the health of a community and the global environment.
 - 2.4.P Analyze the influence of culture, media, and technology on health decisions.
 - 2.5.P Analyze the social influences that encourage or discourage sun-safety practices.
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Standard 3: Accessing Valid Information

- 3.1.P Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information's validity.
- 3.2.P Access valid information about preventing common communicable diseases.
- 3.3.P Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.
- 3.4.P Demonstrate how to access school and community health services.

Standard 4: Interpersonal Communication

- 4.1.P Practice how to make a health-related consumer complaint.
 - 4.2.P Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.
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Standard 5: Decision Making

- 5.1.P Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.
 - 5.2.P Apply a decision-making process when selecting health care products.
 - 5.3.P Analyze the characteristics of informed health choices.
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Standard 6: Goal Setting

- 6.1.P Establish goals for improving personal and community health.
 - 6.2.P Design a plan to minimize environmental pollutants, including noise at home and in the community.
 - 6.3.P Create a plan to incorporate adequate rest and sleep into daily routines.
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Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.P Practice and take responsibility for personal and dental hygiene practices.
 - 7.2.P Describe situations where Standard (Universal) Precautions are appropriate.
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Standard 8: Health Promotion

- 8.1.P Promote the importance of regular screenings and medical examinations.
- 8.2.P Demonstrate the ability to be a positive peer role model in the school and community.
- 8.3.P Demonstrate ways to accept responsibility for conserving natural resources.