

Health Education Grade 7 Supplemental Teaching Resources

Essential Learning Objective	Performance Indicators	Supplemental Teaching Resources
<p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Describe the influence of culture and media on body image</p> <p>A2. Evaluate internal and external influences on food choices</p> <p>A3. Analyze the influence of technology and media on physical activity</p> <p>A4. Analyze the impact of nutritional choices on future reproductive and prenatal health</p> <p>B1. Analyze how internal and external influences affect growth and development, relationships, and sexual behavior</p> <p>B2. Analyze the influence of alcohol and other drugs on sexual behaviors</p> <p>B3. Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STD's etc.</p> <p>B4. Recognize that there are individual, family, and cultural differences in relationships</p> <p>B5. Explain how sexual exploitation can occur through the Internet</p> <p>B6. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation</p> <p>B7. Recognize physical, social, and emotional changes associated with adolescence</p> <p>C1. Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors</p> <p>C2. Explain how violence, aggression, bullying, and harassment affect health and safety</p> <p>D1. Analyze internal influences that affect the use and abuse of ATOD</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio & Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>

	<p>D2. Evaluate the influence of marketing and advertising techniques and how they affect ATOD and abuse</p> <p>D3. Analyze family and peer pressure as influences on the use of ATOD</p> <p>E1. Analyze internal and external influences on mental, emotional, and social health</p>	
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	<p>E2. Analyze techniques that are used to pressure someone to engage in or be a target of violent behaviors</p> <p>E3. Analyze the influence of culture on family values and practices</p> <p>F1. Analyze a variety of influences that affect personal health practices</p> <p>F2. Analyze how environmental pollutants, including noise pollution, affect health</p> <p>F3. Analyze the influence of culture, media, and technology on health decisions</p> <p>F4. Analyze the influence of culture, media, and technology on health decisions</p>	
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Above objective aligned with AASD Content Domain(s):
 Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health

Essential Learning Objective	Performance Indicators	Supplemental Teaching Resources
<p>2. Students will demonstrate the ability to access valid health information and products and</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Analyze the influence of culture, media, and technology on health decisions</p> <p>A2. Describe how to access nutrition information about food offered in restaurants in one's community</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p>

<p>services to enhance health.</p>	<ul style="list-style-type: none"> A3. ID a trusted adult in one's family, school, and community for advice and counseling regarding healthy eating and physical activity A4. Analyze the caloric and nutritional value of foods and beverages A5. Describe the benefits of eating a variety of foods high in iron, calcium, and fiber B1. Identify trusted adults to ask advice and counseling regarding reproductive and sexual health B2. Locate medically and scientifically accurate sources of information on reproductive health B3. Explain why rape and sexual assault should be reported to authorities and trusted adults B4. Explain the effectiveness of FDA approved condoms and other contraceptives in preventing HIV, STD's, and unintended pregnancy B5. Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenthood B6. Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy C1. Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying C2. Analyze sources of information regarding injury and violence prevention C3. Explain ways to reduce the risk of injuries in and around water C4. Describe the behavioral and environmental factors associated with major causes of death in the US C5. Describe possible legal harassment and ways to report them C6. Discuss the importance of weapons possession C7. Describe the difference between physical, verbal, and sexual violence D1. Analyze the validity of information, products, and services related to the use of ATOD D2. Describe the consequences of using ATOD during pregnancy including fetal alcohol disorders 	<p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio & Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>
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	<ul style="list-style-type: none"> D3. Explain the dangers of drug dependence and addiction D4. Describe the relationship between ATOD and engaging in other risky behaviors D5. Describe the harmful short and long term effects of ATOD including steroids, inhalants, prescription medication E1. Access accurate sources of information and services about mental, emotional, and social health E2. Describe situations for which adult help is needed including intimidating and dangerous situations, and how to access help for oneself and others E3. Identify trusted adults to report to if people are in danger of hurting themselves or others E4. Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults E5. Identify qualities that contribute to a positive self-image E6. Describe how emotions change during adolescence E7. Identify the signs of various eating disorders E8. Describe signs of depression, potential suicide, and other self-destructive behaviors E9. Describe common mental health conditions and why seeking professional help for these conditions is important. F1. Demonstrate the ability to access information about personal health products and evaluate the information's validity F2. Access valid information about preventing common communicable diseases F3. Demonstrate how to access school and community health services F4. Describe the importance of health-management strategies (sleep, hearing safety, self-exams, sun safety) F5. Identify ways to prevent vision or hearing damage 	
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<p>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of food and beverages A2. Practice effective communication skills with family members regarding accessing nutrition and physical activity B1. Practice effective communication with parents, guardians, health care providers by discussing issues related to reproductive and sexual health B2. Use effective verbal and nonverbal communication skills to prevent sexual involvement B3. Use healthy and respectful ways to express friendship, attraction, and affection B4. Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior B5. Explain why individuals have the right to refuse sexual contact C1. Report to a trusted adult situations that could lead to injury or harm C2. Use communication and refusal skills to avoid violence, gang involvement, and risky situations C3. Describe ways to manage interpersonal conflicts nonviolently C4. Describe characteristics of effective communication C5. Differentiate between passive, aggressive, and assertive communication D1. Use effective refusal and negotiation skills to avoid situations, especially where ATOD are being used E1. Seek help from trusted adults for oneself or a friend with an emotional or social health problems E2. Explain positive social behaviors (helping others, 	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio & Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>

	consideration, cooperation) E3. Identify a variety of nonviolent ways to respond when angry or upset E4. Describe the benefits of having positive relationships with trusted adults	
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Essential Learning Objective	Performance Indicators	Supplemental Teaching Resources
4. Students will demonstrate the ability to use decision-making skills to enhance health.	Performance will be satisfactory when the student is able to: A1. Contrast healthy and risky approaches to weight management A2. Analyze the physical, mental, and social benefits of physical activity A3. Examine the health risks caused by food contaminants A4. Describe how to keep food safe through proper food purchasing, preparation, and storage practices B1. Use a decision making process to examine the characteristics of healthy relationships B2. Analyze the responsibilities and privileges of becoming a young adult B3. Identify how good health practices in adolescence affect lifelong health and the health of future children B4. Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity C1. Apply a decision-making process to avoid potentially dangerous situations, such as violence in dating, and other social situations C2. Evaluate why some students are bullies C3. Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment	<i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC) <i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio & Lori Reichel (also available for public viewing within the site's LMC)

	<ul style="list-style-type: none"> D1. Use decision making process to avoid ATOD E1. Apply decision making process to a variety of situations that impact mental, emotional, and social health E2. Monitor personal stressors and assess techniques for managing them E3. Describe healthy ways to express caring, friendship affection, and love E4. Describe situations for which someone would seek help with stress, loss, and unrealistic body image, or depression E5. Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions F1. Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems F2. Apply a decision-making process when selecting health care products F3. Analyze the characteristics of informed health choices 	
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<p>Essential Learning Objective</p>	<p>Performance Indicators</p>	<p>Supplemental Teaching Resources</p>
<p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines B1. Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy B2. Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals C1. Create a personal-safety plan D1. Develop short and long-term goals to remain drug free D2. Explain the short and long term consequences of using alcohol and other drugs to cope with problems F1. Develop achievable goals for handling stressors in healthy ways 	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio & Lori Reichel</p>

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<p>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Assess personal physical activity levels A2. Analyze the impact of nutritional choices on future reproductive and prenatal health A3. Analyze the influence of technology and media on physical activity A4. Describe the short and long-term impact of nutritional choices on health A5. Describe the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat B1. Describe strategies for refusing unwanted sexual activity B2. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health B3. Summarize the human reproductive cycle C1. Practice ways to resolve conflicts nonviolently D1. Use a variety of effective coping strategies when there is ATOD use in group situations E1. Demonstrate effective coping mechanisms and strategies for managing stress E2. Practice respect for individual differences and diverse backgrounds E3. Practice personal boundaries in a variety of situations E4. Demonstrate skills to avoid or escape from potentially violent situations, including dating F1. Practice and take responsibility for personal and dental hygiene practices F2. Describe situations where Universal Precautions are 	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio & Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>

	<p>appropriate F3. Discuss the importance of effective personal and dental hygiene practices for preventing illness</p>	
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<p>Essential Learning Objective</p>	<p>Performance Indicators</p>	<p>Supplemental Teaching Resources</p>
<p>7. Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Performance will be satisfactory when the student is able to: A1. Support increased opportunities for physical activity at school and in the community A2. Encourage peers to eat healthy foods and to be physically active B1. Support and encourage safe, respectful, and responsible relationships C1. Support changes to promote safety in the home, at school, and in the community C2. Design a campaign for preventing violence, aggression, bullying, and harassment C3. Demonstrate the ability to influence others' safety behaviors (helmets, seat belts, etc.) C4. Encourage peers to identify dangers associated with social media C5. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. D1. Participate in school and community efforts to promote a drug-free lifestyle D2. Explain why most youths do not use ATOD E1. Promote a positive and respectful school environment E2. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation F1. Promote the importance of regular screenings and medical examinations F2. Demonstrate the ability to be a positive peer role model in</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC) <i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio & Lori Reichel (also available for public viewing within the site's LMC)</p>

	<p>the school and community</p> <p>F3. Demonstrate ways to accept responsibility for conserving natural resources</p> <p>F4. Describe global influences on personal and community health</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Mental, Emotional and Social Health; Personal and Community Health</p>		

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