

Grade Seven

Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

Essential Health Concepts

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- a) Identify and describe the major structures and functions of the circulatory system.
 - b) Identify ways to increase daily physical activity.
 - c) Explain the concept of active transportation (walking and biking).
 - d) Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.
 - e) Analyze the caloric and nutritional value of foods and beverages.
 - f) Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.
 - g) Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.
 - h) Describe how heredity influences growth and development.
 - i) Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.
 - j) Identify consumer protections for health products and services.
 - k) Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities.
 - l) Analyze the benefits of stress management and stress-reduction techniques.
 - m) Recognize harmful and risky behaviors.
 - n) Identify potential personal safety issues related to being home alone, caring for others, being in the neighborhood and community, and being online.
 - o) Identify alternatives to gang-related behaviors and acts of violence.
 - p) Develop strategies for coping with disappointment.
 - q) Identify physical, social, and emotional factors that affect school success.
 - r) Identify the benefits of healthy interpersonal relationships.
 - s) Recognize the impact of difficult family situations on physical, social, and emotional health.
 - t) Differentiate between passive, aggressive, and assertive communication.
 - u) Explain how violence, bullying, and harassment affect health and safety.
 - v) Describe the role of empathy in preventing bullying (in school and online).
 - w) Describe human activities that contribute to air, water, soil, and noise pollution.

Healthy Decisions

- 7.2 The student will use decision-making skills to promote health and personal wellness.
- a) Determine the health benefits of regular physical activity and fitness.
 - b) Examine the importance of participating in recreational and leisure activities.
 - c) Calculate the health benefits of active transportation.
 - d) Describe how healthy food choices and physical activity keep the circulatory system healthy.
 - e) Analyze the effects of nutrition on daily performance.
 - f) Determine the cognitive and physical benefits of eating a healthy breakfast.
 - g) Evaluate the accuracy of claims about dietary supplements and popular diets.
 - h) Use a decision-making process to evaluate daily food intake and nutritional requirements.
 - i) Compare current personal sleep and rest habits with recommended guidelines for teenagers.
 - j) Evaluate the impact of sleep and rest on physical and mental performance.
 - k) Describe types of advertising techniques used in a variety of media, to include social media that may influence adolescents' decisions concerning alcohol, tobacco, and drug use, and gang involvement.
 - l) Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.
 - m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances.
 - n) Explain the influence of personal and family values and beliefs on individual health practices and behaviors.
 - o) Describe how peers influence healthy and unhealthy behaviors.
 - p) Explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for emotional health.
 - q) Develop achievable goals for handling stressors in healthy ways.
 - r) Explain the importance of a positive (emotionally safe) school climate for school success.
 - s) Explain why it is important to prevent bullying at school and online.
 - t) Describe how a healthy environment is essential to personal and community health.
 - u) Evaluate the relationship of social and environmental factors to individual and community health.
 - v) Identify the community's financial resources dedicated to promoting health.

Advocacy and Health Promotion

- 7.3 The student will promote healthy schools, families, and communities.
- a) Create a campaign to promote cardiovascular health.
 - b) Formulate a plan to increase opportunities for physical activity at home, at school, and in the community.
 - c) Design and promote safe walking and bike routes to and from school or another location in the community.
 - d) Encourage nutrient-dense food choices at home and at school.
 - e) Encourage peers and family members to eat healthy foods and to be physically active.
 - f) Create a personal and family plan to meet guidelines for sleep and rest.
 - g) Promote the importance of regular health and medical screenings and medical examinations.

- h) Identify ways to participate in school and community efforts to promote a drug-free lifestyle.
- i) Describe how family practices and customs promote positive health choices.
- j) Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.
- k) Evaluate the validity of information from different resources, and share findings with others.
- l) Identify a health care product or service for students, families, schools, or communities.
- m) Demonstrate how to influence others to make positive health choices.
- n) Create strategies to address differences between family values and beliefs and those of friends.
- o) Create strategies to promote awareness of consequences associated with gang involvement.
- p) Promote strategies for coping with disappointment and adversity.
- q) Promote help-seeking for mental health concerns.
- r) Design an evaluation tool that measures the safety and supportiveness of a school climate.
- s) Create a campaign to prevent bullying in school and online.
- t) Identify ways to maintain a safe and healthy environment at school and at home.
- u) Demonstrate ways to conserve and promote the conservation of natural resources.