

## Grade 7

**Standard 1:** “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the seventh grade. These performance indicators specify what students should know and be able to do by the end of grade seven.

### Performance Indicators

The student will

- D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.
- D-7.1.2 Describe risks associated with **alcohol, tobacco, and other drugs (ATOD)**-use, abuse, and addiction.
- D-7.1.3 Define **opioid** prescription medication and drugs.
- D-7.1.4 Discuss the impact of **ATOD** use and abuse on individuals, peers, and family members.
  
- G-7.1.1 Explain the structures and functions of the male and female reproductive systems.
- G-7.1.2 Describe the advantages of **abstinence**.♦♦
- G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- G-7.1.4 Describe signs and symptoms and effective treatment of **sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS)**.
- G-7.1.5 Explain effective methods for the prevention of **STIs/STDs, HIV, and AIDS**.
- G-7.1.6 Explain effective **methods for the prevention of unintended pregnancy** in the context of future family planning.♦♦
- G-7.1.7 Discuss the impact of **bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent**.
- G-7.1.8 Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

\*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

♦: Reproductive health instruction is permitted before grade six at the option of local school boards (§59-32-30(A)(1)).

♦♦: Family life and pregnancy prevention instruction is permitted in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is required in these three grades (§59-32-30(A)(2)).

- I-7.1.1 Explain the consequences of gangs and **bullying/cyberbullying**.
- I-7.1.2 Illustrate emergency situations (e.g., choking, drowning, poisoning) and safe methods of responding to them (e.g., **cardiopulmonary resuscitation (CPR)** and universal precautions).
  
- M-7.1.1 Demonstrate effective ways to communicate personal **boundaries** and show respect for the **boundaries** of others.
  
- N-7.1.1 Explain reasons why a person should follow the current federal Dietary Guidelines for Americans.
- N-7.1.2 Analyze the benefits of healthy eating in relation to disease prevention.
- N-7.1.3 Identify signs and symptoms of **disordered eating**.
- N-7.1.4 Define **hydration** and explain its benefits during physical activity.
- N-7.1.5 Explain the benefits of engaging in moderate to vigorous physical activity daily.
- N-7.1.6 Analyze the relationship between **healthy foods** and beverages, **calories**, and physical activity.
- N-7.1.7 Explain safe food handling and preparation.
  
- P-7.1.1 Identify strategies to prevent or lessen common adolescent health issues (e.g., acne, **disordered eating**, inactivity).
- P-7.1.2 Explain how oral health problems can affect overall health.
- P-7.1.3 Determine ways that hereditary and environmental factors affect personal health.

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## Grade 7

**Standard 2:** “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

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### Performance Indicators

The student will

- D-7.2.1 Analyze the influence of culture and the media on **ATOD** use and nonuse.
- N-7.2.1 Analyze ways that culture and the media influence an individual’s food choices and physical activity.
- N-7.2.2 Examine the influence of **screen time** on the physical activity levels of adolescents.
- P-7.2.1 Explain ways that personal perceptions of **social norms** influence healthy and unhealthy behaviors.
- P-7.2.2 Analyze ways that environmental conditions affect personal and **community health**.

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## Grade 7

**Standard 3:** “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

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### Performance Indicators

The student will

- D-7.3.1 Access **valid** resources for **ATOD** related problems.
- G-7.3.1 Demonstrate the ability to access **valid** information and resources related to reproductive health and **STIs/STDs, HIV, and AIDS**.
- G-7.3.2 Locate **valid** information and resources related to **dating violence, sexual harassment, sexual abuse, and sexual assault**.
- I-7.3.1 Demonstrate the ability to utilize resources at home and in the school and community that provide **valid** safety information and services.
- M-7.3.1 Identify situations that may require professional mental, emotional, and social health services.

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## Grade 7

**Standard 4:** “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

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### Performance Indicators

The student will

- G-7.4.1 Demonstrate communication and **refusal skills** to promote **empathy, abstinence**, and healthy relationships and to avoid **risk behaviors**.♦♦
- I-7.4.1 Analyze effective conflict management or resolution strategies.
- I-7.4.2 Demonstrate communication and **refusal skills** to promote boundary setting when using technology (e.g., social media, **sexting**).
- M-7.4.1 Explain how talking about feelings and emotions promotes mental health.
- M-7.4.2 Describe ways to treat self and others with dignity and respect.
- M-7.4.3 Describe ways to respond when someone is being bullied or harassed.
- M-7.4.4 Demonstrate communication skills that foster healthy relationships.
- P-7.4.1 Demonstrate how to ask for assistance to enhance the health of self and others.\*

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## Grade 7

**Standard 5:** “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

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### Performance Indicators

The student will

- D-7.5.1 Apply a decision-making process to issues dealing with **ATOD**.
- D-7.5.2 Explain ways a person’s decisions about **ATOD** affect relationships with family members and peers.
  
- G-7.5.1 Apply a decision-making process to promote **abstinence** and to avoid **risk behaviors**.♦♦
  
- I-7.5.1 Develop a plan for the safe use of technology, including social media and texting.
  
- N-7.5.1 Compare food choices from a variety of sources, including restaurants and food at home, to the current federal Dietary Guidelines for Americans.

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## Grade 7

**Standard 6:** “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

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### Performance Indicators

The student will

- N-7.6.1 Set a specific, measurable, attainable, realistic, and timely (**SMART**) goal to achieve a balanced nutrition plan.
- N-7.6.2 Create a **SMART goal** to increase physical activity by monitoring the progress of that goal and making the necessary adjustments to reach it.
- P-7.6.1 Explain ways that health goals can vary with changing abilities, priorities, and responsibilities.
- P-7.6.2 Develop a **SMART goal** to adopt, maintain, or improve a personal health practice (e.g., avoid **ATOD**; promote safety; brush and floss teeth).

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## Grade 7

**Standard 7:** “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

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### Performance Indicators

The student will

- D-7.7.1 Discuss guidelines for using prescription and **over-the-counter (OTC)** drugs properly.
- I-7.7.1 Develop injury prevention and treatment strategies for personal and family health.
- M-7.7.1 Discuss **coping strategies** for managing stress, anger, and other feelings, including **depression**, and thoughts of self-harm or suicide.
- M-7.7.2 Analyze the similarities and differences between friendships and romantic relationships.\*
- M-7.7.3 Describe a range of ways people express affection within various types of relationships.\*
- M-7.7.4 Describe the potential impacts of power differences such as age, status, or position within relationships.
- M-7.7.5 Discuss strategies for dealing with harmful behaviors in relationships, including **dating violence**.
- N-7.7.1 Explain the relationship between food selection and oral health.
- P-7.7.1 Describe strategies to detect and treat common health problems.

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## Grade 7

**Standard 8:** “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

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### Performance Indicators

The student will

- D-7.8.1 Demonstrate ways to advocate remaining drug-free.
- M-7.8.1 Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.
- N-7.8.1 Demonstrate ways to advocate the benefits of choosing **healthy foods** and beverages, and increasing one’s physical activity.
- P-7.8.1 Advocate for a healthy school, community, and natural environment.
- P-7.8.2 Identify the ways in which blood and tissue donations are related to health promotion.

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