

Seventh Grade Health Standards

Unifying Idea: **Acceptance of personal responsibility for lifelong health.**

Standard: **Students will demonstrate ways in which they can enhance and maintain their health and well-being.**

The Human Body	Performance Indicators	Sample Activities
	Practice good personal hygiene, including the acceptance of responsibility for making those behaviors part of a normal routine.	Make a list of good personal hygiene practices to be used on a daily basis.
	Recognize and avoid, when possible, environmental conditions that are potentially harmful.	Develop a list of potentially dangerous conditions around your home. What might be done to make those conditions less dangerous?
	Practice behaviors to protect the body, including the use of protective equipment.	Make a list of protective equipment and their appropriate uses.
	Recognize and accept differences in body types and maturation levels.	Chart a graph using student's age and height as indicators.

Food Choices	Performance Indicators	Sample Activities
	Explore the diversity of healthful food choices available in various cultures.	List the foods they eat and match them to their cultural origin.
	Make healthy food choices in a variety of settings, including the selection of foods according to calculated energy expenditure and healthy body composition.	Make a list of caloric intake verses caloric expenditure on meals eaten in one week.

	Establish and maintain healthy eating practices.	Each student will prepare a daily menu. Listen to and discuss healthy choices with someone from food services.
--	--	---

Physical Activity	Performance Indicators	Sample Activities
	Analyze the ways physical activity contributes to physical, mental, emotional, and social well-being.	Prepare a personal fitness plan indicating present fitness level and fitness goals. Monitor and keep records of progress.
	Examine the influence of frequency, intensity, duration, and type of physical activity on aerobic endurance, body composition, flexibility and muscular strength.	Participate in physical fitness test which will determine cardiovascular, body composition, flexibility, and muscular strength levels. Set personal goals to keep body physically fit.
	Participate regularly in a variety of enjoyable physical activities.	Explore ways to engage in activities outside the school setting that promote fitness and health.

Mental and Emotional Development	Performance Indicators	Sample Activities
	Explain emotional development during adolescence.	Describe the difference between toxic and nourishing relationships.
	Provide opportunities for all students to feel valued and have experiences that foster positive bonding to their peers, school, and community.	Define peer pressure and develop strategies students can use to avoid such pressure.

	Identify the positive aspects of mental and emotion health.	List positive ways to manage strong feelings and boredom. Identify the strongest risk factors for negative behaviors in their own lives and develop effective strategies.
	Select entertainment that promotes mental and physical health.	Make a list of leisure-time activities that promote physical, mental, emotional, and social health.

Standard: Students will demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention	Performance Indicators	Sample Activities
	Describe current major chronic and communicable diseases prevalent at different stages of life.	Describe how disease spreads and how to prevent it.
	Explore how good health behaviors, such as aerobic exercise and proper nutrition, influence disease.	List diseases caused by poor health habits.
	Understand the prevention of sexually transmitted diseases (STD's) including HIV.	Participate in Family Life Program.
	Participate in regular health screenings.	Discuss the health screenings your school presently offers.
	Understand the importance of abstinence from sexual activity.	Make a commitment to abstain from sexual activity.

Treatments of Disease	Performance Indicators	Sample Activities
	Recognize symptoms of common illnesses and diseases.	Develop an action plan for home treatment of common illnesses.
	Understand the proper use of prescription and over-the-counter medicines.	Read prescribed medication directions and understand the administration of such medicine.
	Determine when treatment of illness at home is appropriate and when and how to seek further help when needed.	List symptoms that indicate the need for professional evaluation.
	Knowledge of how different cultures treat diseases.	Discuss various cultural practices.

Standard: **Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Develop and use appropriate skills to identify, avoid, and cope with potentially dangerous situations.	In groups, make a list of safety rules such as: 1) bicycle safety, 2) water safety, etc. Develop a safety council at your school site. The council will make periodic checks of the campus and report to the principal any dangerous conditions.
	Practice safe behavior in and near motorized vehicles and in recreational activities, even in the absence of adults.	Identify hazards in school, home, and community.
	Practice safe behavior in and near water.	List the correct procedures for dealing with a water emergency in a pool, canal, or river.

	Understand and follow rules prohibiting possession of weapons at school.	Invite a law enforcement officer to speak with students about the rules and consequences for possessing a weapon at school.
	Report or obtain assistance when faced with unsafe situations.	Role-play various situations that demonstrate obtaining assistance in unsafe situations.
	Understand how to deal with emergency situations.	Brainstorm a list of emergency kit items for earthquakes, then compare it to the list published by public safety organizations.

Alcohol, Tobacco, and Other Drugs	Performance Indicators	Sample Activities
	Distinguish between helpful and harmful substances.	Given a variety of pictures from advertisements, select those that show helpful and harmful substances. Identify and discuss what should be done with each.
	Learn interpersonal and other communication skills, such as assertiveness, refusal, negotiation, and conflict-resolution skills to avoid the use of alcohol, tobacco, and other drugs.	In groups, students identify as many reasons as possible not to use alcohol, tobacco, and other drugs. Role-play assertiveness when faced with drugs or alcohol.
	Learn the use of positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.	Provided with scenarios, role-play using positive peer pressure. Using positive peer pressure, write a persuasive essay to someone you care about to convince them to discontinue a negative behavior.
	Identify ways to cope with or seek assistance as necessary when confronted with situations involving alcohol, tobacco, or other drugs.	In response to statements from the teacher that pressure one to participate in substance abuse, students supply quick, forceful answers.

	Describe social, emotional, physical, and mental health risks associated with various types of substances, including alcohol, tobacco and drugs.	Given a list of substances, prepare a chart outlining the risks for each.
	Characterize the physical and behavioral aspects of dependence.	Using appropriate reference materials, describe the characteristic behaviors of dependent persons and the physical signs of dependence.

Child Abuse, Including Sexual Exploitation	Performance Indicators	Sample Activities
	Identify ways to seek assistance if concerned, abused, or threatened, including how to overcome fear of telling.	Have a group discussion of people who help stop abuse.
	Recognize and avoid situations that can increase risk of abuse.	List ways to lessen the risk of a child abuse situation.
	Avoid, recognize, and respond to negative social influences and pressures to become sexually active, including applying refusal skills when appropriate.	Role-play a situation where the male is assertive, then passive, then the female being assertive then passive.

Emergencies	Performance Indicators	Sample Activities
	Recognize emergencies and respond appropriately, including demonstrating proficiency in basic first-aid procedures, abdominal thrust maneuver, and cardiopulmonary resuscitation (CPR).	Discuss the emergency medical system (EMS) presently in place. Invite local firemen to come and talk to your classes.
	Develop and maintain with other family members, a personal and family emergency plan, including maintaining supplies in readiness for emergencies.	Each student will develop their own family emergency plan. Include escape routes, supplies, and check off list to make sure everyone is out safely.

Unifying Idea: Respect for and promotion of the health of others.

Standard: Students will play a positive, active role in promoting the health of their families.

Roles of Family Members	Performance Indicators	Sample Activities
	Support and value all family members.	Make a list of family activities which promote bonding.
	Understand ways in which children can help support positive family interactions.	Develop skills for discussing with parents.
	Develop and use effective communication techniques, including talking openly and honestly with parents when problems arise.	Role-play skits where the student needs to talk to the adult. The adult is a good listener and offers solutions to the problem.
	Practice health-promoting behaviors with the family.	Make a list of good health practices for all family members.
	Identify self-initiated activities beyond assigned chores to help support the family.	Develop a master plan for family members. Put it on a calendar to remind everyone of assigned chores throughout the month. Brainstorm self-initiated activities.

Standard: Students will promote positive health practices within the school and community, including developing positive relationships with their peers.

Friendship and Peer Relationships	Performance Indicators	Sample Activities
	Know and use appropriate ways to make new friends.	Discuss what qualities you look for in a friendship. Make a list of favorable traits and check them against present friends.

	Learn acceptable methods of gaining attention and ways of expressing feelings.	Demonstrate effective interactions with many different people, including males, females, members of different ethnic and cultural groups, and those with handicaps. Include ways to avoid making assumptions and/or demeaning statements.
	Resolve conflicts in a positive, constructive way.	Role-play a scenario between two people who can not come up with a compromise over a conflict. The class offers suggestions to resolve the conflict. Students look at the problem, review the conflict, and come up with a resolution.
	Interact effectively with many different people, including both males and females, and members of different ethnic and cultural groups.	Participate in R.I.K. (Resilient Independent Kids) groups.

School and Community – Based Efforts to Promote and Protect Health	Performance Indicators	Sample Activities
	Understand school policies and follow school rules related to health.	Make a list of classroom rules and school rules as if they were the teacher or principal. Students will share their lists and have a discussion. Participate in school efforts to promote health and encourage others to become involved.
	Assume responsibility for helping to take care of the school, such as picking up trash on the school grounds or helping other students assume responsibility for that action.	Adopt an area of the campus either by class or grade level and make periodic sweeps to make sure the campus is kept clean.

	Knowledge of community efforts to address local health and environmental issues.	Research and evaluate health and environmental concerns. Access appropriate services available within the community. Invite speakers associated with health services.
--	--	---

Unifying Idea: An understanding of the process of growth and development.

Standard: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycles	Performance Indicators	Sample Activities
	Recognize the changes that occur during preadolescence and use the correct terminology.	Participation in 7 th grade Family Life classes with parental permission.
	Practice good personal hygiene, paying particular attention to the changing needs of preadolescents and adolescents.	Discuss and emphasize the need for cleanliness, especially at this age of many changes.
	Manage feelings, emotions, and being able to express feelings and practice self-control.	Practice activities to express and discuss feelings and emotions appropriately.
	Develop and use effective communication skills to discuss changes in development.	List ways of communicating with adults and other students.

Standard: Students will understand and accept individual differences in growth and development.

<i>Growth and Development</i>	<i>Performance Indicators</i>	<i>Sample Activities</i>
	Demonstrate an understanding of individual differences.	Have a discussion of how students should be encouraged to be comfortable with their own progress and to like and accept themselves.

	Adapt group activities to include a variety of individuals.	Make a list of activities that many can participate in and have success with.
	Develop a realistic body image and recognize problems that can be associated with this, such as eating disorders and dieting.	Discuss and write about the fact there is no perfect body type and that people vary widely in size, shape and rate of maturation.

Unifying Idea: Informed use of health-related information, products, and services that may be helpful or harmful to their health.

Standard: Students will identify information, products, and services that may be helpful or harmful to their health.

Products and Services	Performance Indicators	Sample Activities
	Identify the range of services in the community and how to access them.	Identify places for obtaining health services as well as social services.
	Identify health-care workers as well as a variety of consumer influences and decisions.	Chart and explore health-related careers, as well as selection of products and services.
	Use critical thinking skills to analyze techniques and their influence on us.	Focus on consumer health care products and be able to distinguish between the necessary and not necessary ones.
	Discuss and work together with the family in such cases as asthma or diabetes.	Seek help from the school nurse or school-linked services together with their families when appropriate.
	Discuss home care with parents with appropriate.	Discuss weight control, cancer treatment, or other areas where the school and family have the need to cooperate with each other.