



GRADE 7 HEALTH STANDARDS

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AND INSTRUCTION GUIDE

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

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.7.1 The student will identify and explain essential health concepts to understand personal health.	Body Systems: Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"> Identify and describe the major structures and functions of the circulatory system 	
	Nutrition: Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> Describe the value of nutrient-dense foods Describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber Identify decision-making steps for selecting healthy foods and beverages Explain how allergens cause an allergic reaction 	
	Physical Health: Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"> Explain the concept of active transportation (e.g., walking, biking) 	
	Disease Prevention & Health Promotion: Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"> Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance Explain the impact of weather- or climate-related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia Describe how the school and community can impact personal health practices and behaviors (e.g. available services, recreation, etc.) Define public health and identify government agencies and 	

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		community services that provide consumer protections for health products and services	
	Substance Abuse Prevention: Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"> Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs) 	
	Safety & Injury Prevention: Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"> Identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online 	
	Mental Wellness/Social and Emotional Skills: Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"> Define disordered eating. Describe types of eating disorders, as well as their warning signs, risk factors, and protective factors Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression Describe situations that can cause a range of emotions and feelings and describe how to recognize these feelings and emotions and predict how long they may last Identify the body's physical and psychological responses to stress Identify the characteristics of healthy interpersonal relationships Identify healthy verbal, nonverbal, written, and visual communication Recognize the impact of disappointment or adversity on 	

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		physical, social, and emotional health and how to cope effectively and change one's feelings	
	Violence Prevention: Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"> List the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate Describe the role of empathy in preventing bullying and cyberbullying Explain the myths and facts about gangs and gang-related behaviors 	
	Community Health: Describe ways in which school and community environments can promote personal health	<ul style="list-style-type: none"> Describe human behaviors that contribute to air, water, soil, and noise pollution 	
HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
____H. 7.2 The student will use decision-making skills to promote health and personal wellness.	Body Systems: Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"> Describe how healthy food choices and physical activity keep the circulatory system healthy 	
	Nutrition: Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> Analyze the effects of nutrition on daily performance (i.e., mind and body) Identify and use a decision-making process to evaluate daily food intake and nutritional requirements Explain how allergens can cause an allergic reaction, discuss the concept of an allergy-free zone Explain the cognitive and physical benefits of eating a healthy breakfast 	

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	<p>Physical Health: Obtain, process, and understand basic physical activity information needed to make health promoting decisions</p>	<ul style="list-style-type: none"> Analyze the physical and mental health benefits of active transportation 	
	<p>Disease Prevention & Health Promotion: Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions</p>	<ul style="list-style-type: none"> Compare current personal sleep and rest habits with recommended guidelines for teenagers Describe ways to prevent weather- or climate-related physical environmental conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia Identify resources in the community that are dedicated to promoting health Identify state and federal laws that provide consumer protections 	
	<p>Substance Abuse Prevention: Understand the difference between use and misuse of different substances and their impact on health</p>	<ul style="list-style-type: none"> Understand that addiction is a compulsive physiological need for and use of a habit-forming substance Explain the purpose of the Food and Drug Administration (FDA) and differentiate between FDA-approved and non-FDA-approved substances Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs 	
	<p>Safety & Injury Prevention: Identify and demonstrate safety and first aid knowledge to prevent and treat injuries</p>	<ul style="list-style-type: none"> Explain the importance of recognizing harmful and risky behaviors related to personal safety 	
	<p>Mental Wellness/Social and Emotional Skills: Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships</p>	<ul style="list-style-type: none"> Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health Explain how empathy, compassion, and acceptance of others support healthy relationships Develop strategies for coping with disappointment, stress, 	

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		<p>anxiety, anger, and adversity</p> <ul style="list-style-type: none"> • Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support • Describe the relationship between healthy communication skills and healthy relationships • Describe the warning signs, risk factors, and protective factors for eating disorders • Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one’s relationships, responsibilities, and involvement in activities) 	
	<p>Violence Prevention: Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety</p>	<ul style="list-style-type: none"> • Explain how violence, bullying, and harassment affect personal health and school safety • Explain why it is important to be able to identify bullying behavior to prevent bullying and cyberbullying • Explain why people may join gangs, including the relationship between self-image and gang-related behaviors 	
	<p>Community Health: Describe ways in which school and community environments can promote personal health</p>	<ul style="list-style-type: none"> • Explain how environmental health is essential to personal and community health 	
ADVOCACY AND HEALTH PROMOTION	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<p>____ H.7.3 The student will promote healthy schools, families, and communities.</p>	<p>Body Systems: Examine the structure, function, and relationships of body systems and their relevance to personal health</p>	<ul style="list-style-type: none"> • Promote strategies for maintaining a healthy circulatory system 	
	<p>Nutrition: Identify and explain healthy eating strategies for enhancing and maintaining personal health</p>	<ul style="list-style-type: none"> • Encourage nutrient-dense food choices at home, at school, and in restaurants • Educate peers and family members on the importance of eating 	

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		<ul style="list-style-type: none"> a healthy breakfast and being physically active Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events Promote understanding of the importance of handwashing, not sharing food, and allergen safe-zones 	
	<p>Physical Health: Obtain, process, and understand basic physical activity information needed to make health promoting decisions</p>	<ul style="list-style-type: none"> Design and promote safe walking and bike routes to and from school or another location in the community 	
	<p>Disease Prevention & Health Promotion: Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions</p>	<ul style="list-style-type: none"> Engage family to create a personal plan to meet recommended guidelines for sleep and rest Determine strategies to protect against the harmful effects of the sun, heat, and cold Define public health and describe the associated health and medical careers and the training required for these occupations Evaluate and promote a healthcare product or service for students, families, schools, or communities that will help others to make positive health choices 	
	<p>Substance Abuse Prevention: Understand the difference between use and misuse of different substances and their impact on health</p>	<ul style="list-style-type: none"> Identify ways to participate in school and community efforts to promote a drug-free lifestyle Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills) 	

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	<p>Safety & Injury Prevention: Identify and demonstrate safety and first aid knowledge to prevent and treat injuries</p>	<ul style="list-style-type: none"> Describe ways to maintain a safe and healthy environment at school, in the community, at home, and online 	
	<p>Mental Wellness/Social and Emotional Skills: Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships</p>	<ul style="list-style-type: none"> Develop achievable goals for handling stressors in healthy ways Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships Promote strategies for coping with disappointment and adversity Promote help-seeking for mental health concerns Demonstrate healthy verbal, nonverbal, written, and visual communication skills Identify school and community resources for help and support with eating disorders Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with mental illnesses and challenges 	
	<p>Violence Prevention: Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety</p>	<ul style="list-style-type: none"> Assess your school's safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement Create a campaign to prevent/stop bullying or cyberbullying Create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement 	
	<p>Community Health: Describe ways in which school and community environments can promote personal health</p>	<ul style="list-style-type: none"> Demonstrate ways to conserve and promote the conservation of natural resources 	

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