

Grade 7

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark 1-M-1: Describe interrelationships among physical, intellectual, emotional and social health.

GLEs:

1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health.

1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.

Benchmark 1-M-2: Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

GLEs:

1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.

1-M-2.2 Define HIV.

1-M-2.3 Explain and define abstinence.

Benchmark 1-M-3: Analyze high risk behaviors to determine their impact on wellness.

GLEs:

1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).

1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).

Benchmark 1-M-4: Use appropriate strategies to prevent/reduce risk and promote well-being.

GLEs:

1-M-4.1 Describe how family history and environment are related to the cause or prevention of disease.

1-M-4.2 Explain how abstinence prevents emotional and physical health risks.

Benchmark 1-M-5: Discuss the basic male and female reproductive anatomy and physiology.

GLEs:

1-M-5.1 Describe basic male and female reproductive body parts and their functions.

1-M-5.2 Define puberty.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark 2-M-1: Describe the influence of others on health beliefs, practices and behaviors.

GLEs:

2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.

2-M-1.2 Analyze how the community can affect personal health practices and behaviors.

2-M-1.3 Define gender stereotypes in social relationship roles.

Benchmark 2-M-2: Analyze how media and technology influence personal and family health behaviors.

GLEs:

2-M-2.1 Assess ways in which various media influence buying decisions (e.g., health products, medicines, food).

2-M-2.2 Discuss the role of the media in supporting gender stereotypes in relationship roles.

Benchmark 2-M-3: Explain the influence of personal values and beliefs on individual health practices and behaviors.

GLEs:

2-M-3.1 Identify the difference between external and internal influences.

2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).

2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Benchmark 3-M-1: Utilize resources at home, school and community to access valid health information and services.

GLEs:

3-M-1.1 Explore validity, cost and safety of health products and services (e.g., diet pills, tanning beds, energy drinks, generic drugs).

3-M-1.2 Describe situations that may require professional health services.

3-M-1.3 Engage trusted adults at home, school and community in health issues.

3-M-1.4 Identify credible health-related websites.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark 4-M-1: Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.

GLEs:

- 4-M-1.1 Use effective listening techniques when communicating with others (active listening).
- 4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.
- 4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.
- 4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.

Benchmark 4-M-2: Demonstrate how to ask for assistance to enhance the health of self and others.

GLEs:

- 4-M-2.1 Identify techniques for approaching trusted adults.
- 4-M-2.2 Demonstrate skills for requesting assistance with health issues.

Benchmark 4-M-3: Demonstrate effective conflict management or resolution strategies.

GLEs:

- 4-M-3.1 Compare and contrast the steps for conflict resolution/negotiation.
- 4-M-3.2 Demonstrate skills to effectively resist pressure from peers to engage in unhealthy behaviors.

Benchmark 4-M-4: Exhibit characteristics needed to be a responsible friend and family member.

GLE:

- 4-M-4.1 Identify methods for responding to problems of others with empathy and support.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark 5-M-1: Discuss how emotional health affects decision-making.

GLEs:

- 5-M-1.1 Analyze the impact of peer pressure on decision-making.
- 5-M-1.2 Determine barriers that can hinder healthy decision-making.

Benchmark 5-M-2: Determine when health-related situations require the application of a thoughtful decision-making process.

GLEs:

- 5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.
- 5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark 6-M-1: Identify goals to adopt, maintain or improve a personal health practice.

GLEs:

- 6-M-1.1 Identify a health practice to improve.
- 6-M-1.2 Adopt a goal to improve a health practice (e.g., increase physical activity, increase time spent with people engaged in positive behaviors, increase healthful eating, practice honest ways to be successful in school, practice abstinence).
- 6-M-1.3 Create a journal to measure accomplishments toward a selected goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark 7-M-1: Discuss healthy practices and behaviors that will improve the health of self and others.

GLEs:

- 7-M-1.1 Identify common barriers to making healthy choices.
- 7-M-1.2 Problem-solve how to overcome obstacles to making healthy choices.
- 7-M-1.3 Explain the importance of assuming responsibility for personal health behaviors.

Benchmark 7-M-2: Demonstrate behaviors that avoid or reduce health risks to self and others.

GLEs:

- 7-M-2.1 Develop strategies to improve personal and family health (e.g., injury prevention, physical activity).
- 7-M-2.2 Analyze the risk of impulsive behaviors.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Benchmark 8-M-1: Analyze various communication methods to accurately express health ideas and opinions for oneself or others.

GLE:

8-M-1.1 Identify ways that health messages and communication techniques can be altered for different audiences.

Benchmark 8-M-2: Demonstrate how to influence and support others to make positive health choices.

GLE:

8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).