California Health

Grades 7, 8

Adopted 2008

Nutrition and Physical Activity

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- N. Describe the short- and long-term impact of nutritional choices on health. 1.1.N
- N. Identify nutrients and their relationships to health. 1.2.N
- N. Examine the health risks caused by food contaminants. 1.3.N
- N. Describe how to keep food safe through proper food purchasing, preparation, and storage practices. 1.4.N
- N. Differentiate between diets that are health-promoting and diets linked to disease. 1.5.N
- N. Analyze the caloric and nutritional value of foods and beverages. 1.6.N
- N. Describe the benefits of eating a variety of foods high in iron, calcium, and fiber. 1.7.N
- N. Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet. 1.8.N
- N. Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight. 1.9.N
- N. Identify the impact of nutrition on chronic disease. 1.10.N
- N. Analyze the cognitive and physical benefits of eating breakfast daily. 1.11.N
- N. Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat. 1.12.N
- N. Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health. 1.13.N
- N. Identify ways to increase daily physical activity. 1.14.N
- N. Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special equipment. 1.15.N
- N. Differentiate between physical activity and exercise and health-related and skill-related fitness. 1.16.N

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

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- N. Describe the influence of culture and media on body image. 2.1.N
- N. Evaluate internal and external influences on food choices. 2.2.N

N. Analyze the impact of nutritional choices on future reproductive and prenatal health. 2.3.N

N. Analyze the influence of technology and media on physical activity. 2.4.N

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

N. Distinguish between valid and invalid sources of nutrition information. 3.1.N

N. Evaluate the accuracy of claims about dietary supplements and popular diets. 3.2.N

N. Describe how to access nutrition information about foods offered in restaurants in one's community. 3.3.N

N. Identify places where youths and families can be physically active. 3.4.N

N. Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity. 3.5.N

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

N. Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages. 4.1.N

N. Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices. 4.2.N

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

N. Use a decision-making process to evaluate daily food intake for nutritional requirements. 5.1.N

N. Identify recreational activities that increase physical activity. 5.2.N

N. Contrast healthy and risky approaches to weight management. 5.3.N

N. Analyze the physical, mental, and social benefits of physical activity. 5.4.N

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

N. Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines. 6.1.N

N. Set a goal to increase daily physical activity. 6.2.N

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7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- N. Make healthy food choices in a variety of settings. 7.1.N
- N. Explain proper food handling safety when preparing meals and snacks. 7.2.N
- N. Assess personal physical activity levels. 7.3.N
- N. Examine ways to be physically active throughout a lifetime. 7.4.N

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- N. Encourage nutrient-dense food choices in school. 8.1.N
- N. Support increased opportunities for physical activity at school and in the community. 8.2.N
- N. Encourage peers to eat healthy foods and to be physically active. 8.3.N

Injury Prevention and Safety

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- S. Describe the differences between physical, verbal, and sexual violence. 1.1.S
- S. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. 1.2.S
- S. Describe how the presence of weapons increases the risk of serious violent injuries. 1.3.S
- S. Discuss the importance of reporting weapon possession. 1.4.S
- S. Explain how violence, aggression, bullying, and harassment affect health and safety. 1.5.S
- S. Identify trusted adults to whom school or community violence should be reported. 1.6.S
- S. Describe possible legal consequences of sexual harassment and violence. 1.7.S
- S. Describe types of sexual harassment and ways to report them. 1.8.S
- S. Describe the behavioral and environmental factors associated with major causes of death in the United States. 1.9.S
- S. Identify basic safety guidelines for emergencies and natural disasters. 1.10.S
- S. Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia. 1.11.S
- S. Explain safety hazards associated with Internet usage. 1.12.S
- S. Explain ways to prevent fires and reduce the risk of fire-related injuries. 1.13.S
- S. Explain ways to reduce the risk of injuries in and around water. 1.14.S
- S. Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities. 1.15.S

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2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- S. Analyze how the media portray fire and explosives. 2.1.S
- S. Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors. 2.2.S

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- S. Analyze sources of information regarding injury and violence prevention. 3.1.S
- S. Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying. 3.2.S

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- S. Report to a trusted adult situations that could lead to injury or harm. 4.1.S
- S. Use communication and refusal skills to avoid violence, gang involvement, and risky situations. 4.2.S
- S. Describe ways to manage interpersonal conflicts nonviolently. 4.3.S
- S. Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation. 4.4.S
- S. Describe characteristics of effective communication. 4.5.S
- S. Differentiate between passive, aggressive, and assertive communication. 4.6.S
- S. Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources. 4.7.S

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- S. Use a decision-making process to examine risky social and dating situations. 5.1.S
- S. Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations. 5.2.S
- S. Use a decision-making process to analyze the consequences of gang involvement. 5.3.S
- S. Evaluate why some students are bullies. 5.4.S
- S. Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment. 5.5.S

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- S. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency. 6.1.S

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S. Create a personal-safety plan. 6.2.S

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

S. Practice first aid and emergency procedures. 7.1.S

S. Practice ways to resolve conflicts nonviolently. 7.2.S

S. Practice the safe use of technology. 7.3.S

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

S. Support changes to promote safety in the home, at school, and in the community. 8.1.S

S. Design a campaign for preventing violence, aggression, bullying, and harassment. 8.2.S

S. Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts). 8.3.S

Alcohol, Tobacco, and Other Drugs

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

A. Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance enhancing drugs and inhalants. 1.1.A

A. Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors. 1.2.A

A. Explain the dangers of drug dependence and addiction. 1.3.A

A. Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders. 1.4.A

A. Analyze the harmful effects of using diet pills without physician supervision. 1.5.A

A. Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems. 1.6.A

A. Explain why most youths do not use alcohol, tobacco, or other drugs. 1.7.A

A. Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs. 1.8.A

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

A. Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs. 2.1.A

A. Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse. 2.2.A

A. Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs. 2.3.A

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3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

A. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs. 3.1.A

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

A. Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used. 4.1.A

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

A. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations. 5.1.A

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

A. Develop short- and long-term goals to remain drug-free. 6.1.A

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

A. Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations. 7.1.A

A. Practice positive alternatives to the use of alcohol, tobacco, and other drugs. 7.2.A

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

A. Participate in school and community efforts to promote a drug-free lifestyle. 8.1.A

Mental, Emotional, and Social Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

M. Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration). 1.1.M

M. Identify a variety of nonviolent ways to respond when angry or upset. 1.2.M

M. Identify qualities that contribute to a positive self-image. 1.3.M

M. Describe how emotions change during adolescence. 1.4.M

M. Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. 1.5.M

M. Describe the changing roles and responsibilities of adolescents as members of a family and community. 1.6.M

M. Describe the benefits of having positive relationships with trusted adults. 1.7.M

M. Analyze the harmful effects of using diet pills without physician supervision. 1.8.M

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M. Identify the signs of various eating disorders. 1.9.M

M. Describe signs of depression, potential suicide, and other self-destructive behaviors. 1.10.M

M. Describe common mental health conditions and why seeking professional help for these conditions is important. 1.11.M

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

M. Analyze internal and external influences on mental, emotional, and social health. 2.1.M

M. Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior. 2.2.M

M. Analyze the influence of culture on family values and practices. 2.3.M

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

M. Access accurate sources of information and services about mental, emotional, and social health. 3.1.M

M. Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others. 3.2.M

M. Identify trusted adults to report to if people are in danger of hurting themselves or others. 3.3.M

M. Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults. 3.4.M

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

M. Seek help from trusted adults for oneself or a friend with an emotional or social health problem. 4.1.M

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

M. Apply decision-making processes to a variety of situations that impact mental, emotional, and social health. 5.1.M

M. Monitor personal stressors and assess techniques for managing them. 5.2.M

M. Describe healthy ways to express caring, friendship, affection, and love. 5.3.M

M. Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression. 5.4.M

M. Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. 5.5.M

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Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

M. Develop achievable goals for handling stressors in healthy ways. 6.1.M

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

M. Demonstrate effective coping mechanisms and strategies for managing stress. 7.1.M

M. Practice respect for individual differences and diverse backgrounds. 7.2.M

M. Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement. 7.3.M

M. Practice personal boundaries in a variety of situations. 7.4.M

M. Demonstrate skills to avoid or escape from potentially violent situations, including dating. 7.5.M

M. Discuss suicide-prevention strategies. 7.3.M

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

M. Promote a positive and respectful school environment. 8.1.M

M. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation. 8.2.M

Personal and Community Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

P. Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination). 1.1.P

P. Identify the importance of age-appropriate medical services. 1.2.P

P. Identify Standard (Universal) Precautions and why they are important. 1.3.P

P. Examine the causes and symptoms of communicable and noncommunicable diseases. 1.4.P

P. Discuss the importance of effective personal and dental hygiene practices for preventing illness. 1.5.P

P. Identify effective brushing and flossing techniques for oral care. 1.6.P

P. Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities. 1.7.P

P. Identify ways to prevent vision or hearing damage. 1.8.P

P. Identify ways that environmental factors, including air quality, affect our health. 1.9.P

P. Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution). 1.10.P

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P. Describe global influences on personal and community health. 1.11.P

P. Identify ways to reduce exposure to the sun. 1.12.P

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

P. Analyze a variety of influences that affect personal health practices. 2.1.P

P. Analyze how environmental pollutants, including noise pollution, affect health. 2.2.P

P. Analyze the relationship between the health of a community and the global environment. 2.3.P

P. Analyze the influence of culture, media, and technology on health decisions. 2.4.P

P. Analyze the social influences that encourage or discourage sun-safety practices. 2.5.P

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

P. Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information's validity. 3.1.P

P. Access valid information about preventing common communicable diseases. 3.2.P

P. Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources. 3.3.P

P. Demonstrate how to access school and community health services. 3.4.P

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

P. Practice how to make a health-related consumer complaint. 4.1.P

P. Use assertive communication skills to avoid situations that increase risk of communicable disease or illness. 4.2.P

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

P. Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems. 5.1.P

P. Apply a decision-making process when selecting health care products. 5.2.P

P. Analyze the characteristics of informed health choices. 5.3.P

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

P. Establish goals for improving personal and community health. 6.1.P

P. Design a plan to minimize environmental pollutants, including noise at home and in the community. 6.2.P

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P. Create a plan to incorporate adequate rest and sleep into daily routines. 6.3.P

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

P. Practice and take responsibility for personal and dental hygiene practices. 7.1.P

P. Describe situations where Standard (Universal) Precautions are appropriate. 7.2.P

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

P. Promote the importance of regular screenings and medical examinations. 8.1.P

P. Demonstrate the ability to be a positive peer role model in the school and community. 8.2.P

P. Demonstrate ways to accept responsibility for conserving natural resources. 8.3.P

Growth, Development, and Sexual Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

G. Explain physical, social, and emotional changes associated with adolescence. 1.1.G

G. Summarize the human reproduction cycle. 1.2.G

G. Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy 1.3.G

G. Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting. 1.4.G

G. Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy. 1.5.G

G. Identify the short- and long-term effects of HIV, AIDS, and other STDs. 1.6.G

G. Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs. 1.7.G

G. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 1.8.G

G. Explain why individuals have the right to refuse sexual contact. 1.9.G

G. Describe the emotional, psychological, and physical consequences of rape and sexual assault. 1.10.G

G. Explain why rape and sexual assault should be reported to authorities and trusted adults. 1.11.G

G. Describe responsible prenatal and child care, including California's Safely Surrendered Baby Law. 1.12.G

G. Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents. 1.13.G

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2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- G. Analyze how internal and external influences affect growth and development, relationships, and sexual behavior. 2.1.G
- G. Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. 2.2.G
- G. Analyze the influence of alcohol and other drugs on sexual behaviors. 2.3.G
- G. Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs. 2.4.G
- G. Recognize that there are individual, family, and cultural differences in relationships. 2.5.G
- G. Explain how sexual exploitation can occur through the Internet. 2.6.G

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- G. Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health. 3.1.G
- G. Locate medically and scientifically accurate sources of information on reproductive health. 3.2.G
- G. Identify health care providers for reproductive and sexual health services. 3.3.G

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- G. Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health. 4.1.G
- G. Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy. 4.2.G
- G. Use healthy and respectful ways to express friendship, attraction, and affection. 4.3.G
- G. Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 4.4.G
- G. Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior. 4.5.G

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- G. Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy. 5.1.G
- G. Use a decision-making process to examine the characteristics of healthy relationships. 5.2.G

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- G. Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 5.3.G
- G. Analyze the responsibilities and privileges of becoming a young adult. 5.4.G
- G. Identify how good health practices in adolescence affect lifelong health and the health of future children. 5.5.G
- G. Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity. 5.6.G
- G. Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention. 5.7.G

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- G. Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy. 6.1.G
- G. Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals. 6.2.G

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- G. Describe strategies for refusing unwanted sexual activity. 7.1.G
- G. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health. 7.2.G
- G. Describe personal actions that can protect reproductive and sexual health. 7.3.G

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- G. Support and encourage safe, respectful, and responsible relationships. 8.1.G
- G. Promote respect for and dignity of persons living with HIV or AIDS. 8.2.G