Louisiana Health Education

Grade 7

Adopted 2011

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

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

1. Explain how emotional health (stress) impacts other dimensions of health. 1-M-1.1
2. Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health. 1-M-1.2

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

1. Explain the importance of assuming responsibility for personal health behaviors. 1-M-2.1
2. Define HIV. 1-M-2.2
3. Explain and define abstinence. 1-M-2.3

1-M-3. Analyze high risk behaviors to determine their impact on wellness. 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-3.1
2. Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.). 1-M-3.2

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

1. Describe how family history and environment are related to the cause or prevention of disease. 1-M-4.1
2. Explain how abstinence prevents emotional and physical health risks. 1-M-4.2

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

1. Describe basic male and female reproductive body parts and their functions. 1-M-5.1
2. Define puberty. 1-M-5.2

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

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

1. Describe how peers influence healthy and unhealthy behaviors. 2-M-1.1
2. Analyze how the community can affect personal health practices and behaviors. 2-M-1.2
3. Define gender stereotypes in social relationship roles. 2-M-1.3
4. Recognize health care disparities of different cultures, races and ethnic groups in the community. 2-M-1.4

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

1. Assess ways in which various media influence buying decisions (e.g., health products, medicines, food). 2-M-2.1
2. Discuss the role of the media in supporting gender stereotypes in relationship roles. 2-M-2.2

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

1. Identify the difference between external and internal influences. 2-M-3.1
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-3.2
3. Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure). 2-M-3.3

Students will demonstrate the ability to access valid information, products and services to enhance health.

3-M-1. Utilize resources at home, school and community to access valid health information and services. 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-1.1
2. Describe situations that may require professional health services. 3-M-1.2
3. Engage trusted adults at home, school and community in health issues. 3-M-1.3
4. Identify credible health-related websites. 3-M-1.4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk

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

1. Use effective listening techniques when communicating with others (active listening). 4-M-1.1
2. Describe healthy ways to express affection, love, friendship and concern. 4-M-1.2
3. Explain the characterisitcs of a healthy and unhealthy social relationship. 4-M-1.3

4. Analyze the relationship between self-respect and healthy social relationships. 4-M-1.4

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

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

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

1. Compare and contrast the steps for conflict resolution/negotiation. 4-M-3.1
2. Demonstrate skills to effectively resist pressure from peers to engage in unhealthy behaviors. 4-M-3.2
3. Demonstrate the use of conflict resolution models in interpersonal conflicts. 4-M-3.3

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

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

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

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

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

5-M-2. Determine when health-related situations require the application of a thoughtful decision-making process. 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-2.1
2. Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating). 5-M-2.2

Students will demonstrate the ability to use goal setting skills to enhance health.

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

1. Identify a health practice to improve. 6-M-1.1
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-1.2
3. Create a journal to measure accomplishments toward a selected goal. 6-M-1.3

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

7-M-1. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7-M-1

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

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

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

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

8-M-1. Analyze various communication methods to accurately express health ideas and opinions. 8-M-1

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

8-M-2. Demonstrate how to influence and support others to make positive health choices. 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). 8-M-2.1