

Grades 7, 8

Adopted 2007

Nutrition and Physical Activity

1: Core Concepts

- 1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.
- 1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.
- 1.13 Summarize the characteristics of a healthy body image and factors that determine body weight, including body type.

2: Access Information

- 1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.
- 1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.
- 1.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.
- 1.14 Describe how to access nutrition information about foods offered in restaurants in one's community.

3: Health Behaviors

- 1.6 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.
- 1.7 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.
- 1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.
- 1.15 Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment.
- 1.16 Demonstrate the ability to use safety equipment for physical activity.

4: Influences

- 1.9 Analyze the influence of television, computer, and video games on physical activity.

5: Goal Setting

- 1.10 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.
- 1.11 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.

7: Social Skills

- 1.17 Demonstrate skills for dealing with pressure to eat in ways that are not healthy.
- 1.18 Demonstrate the ability to persuade peers to eat healthy and be physically active.

8: Advocacy

- 1.12 Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.

Alcohol, Tobacco, and Other Drugs**1: Core Concepts**

- 2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.

2: Access Information

- 2.2 Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources.

3: Health Behaviors

- 2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.
- 2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.
- 2.8 Demonstrate how to follow directions for correct use of over-the-counter and prescription medications.
- 2.9 Demonstrate skills to avoid hazards due to another's use of alcohol, tobacco, or other drugs, including avoiding secondhand smoke and riding in a car with someone who has been using alcohol or other drugs.

4: Influences

- 2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.

6: Decision Making

- 2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.

7: Social Skills

- 2.7** Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.
 - 2.10** Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs.
 - 2.11** Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.
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Safety

1: Core Concepts

- 3.1** Describe the characteristics of healthy (positive) and harmful (negative) relationships.
 - 3.2** Evaluate the impact of alcohol and other drug use related to safety when dating.
 - 3.3** Describe the extent of the problem of dating abuse, assault, and rape.
 - 3.4** Define the legal consequences of sexual harassment and violence.
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2: Access Information

- 3.5** Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.
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3: Health Behaviors

- 3.6** Evaluate potential responses to violence to determine the probability of a safe outcome.
- 3.7** Describe strategies to stay safe when using the Internet.
- 3.8** Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.
- 3.9** Recognize warning signs of potential danger in relationships.
- 3.14** Demonstrate skills to avoid or escape a potentially violent dating situation.
- 3.15** Demonstrate the ability to properly and consistently use a variety of safety gear, including seat belts.
- 3.16** Assess situations for safety hazards and consequences, and make recommendations regarding safety procedures or safety gear to alleviate the risks.
- 3.17** Commit to taking individual action to promote peace.

4: Influences

- 3.10 Evaluate individual, group, and societal influences that promote peace and respectful behaviors, and those that promote violence and disrespectful behaviors.
- 3.18 Analyze influences that can lead to abusive relationships, including expectations for males and females.

6: Decision Making

- 3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

7: Social Skills

- 3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.
- 3.13 Demonstrate skills for dealing with intimidation, including sexual harassment.

8: Advocacy

- 3.19 Advocate for changes in home, school, or community environments that would increase safety.

Social and Emotional Health

1: Core Concepts

- 4.1 Distinguish between passive, aggressive, and assertive communication.
- 4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.
- 4.13 Describe essential character traits needed for personal success and well being.

2: Access Information

- 4.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults.
- 4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
- 4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.

3: Health Behaviors

- 4.6 Describe the signs and symptoms of stress.
- 4.7 Demonstrate the ability to use stress management techniques.
- 4.14 Apply skills to manage strong feelings.

4: Influences

- 4.8 Explain internal and external factors that help to determine how one acts toward others.
 - 4.9 Demonstrate using the problem solving steps to solve a problem.
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6: Decision Making

- 4.15 Apply character traits during the process of making a decision.
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7: Social Skills

- 4.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).
 - 4.11 Demonstrate the ability to use assertive communication skills.
 - 4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.
 - 4.16 Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
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8: Advocacy

- 4.17 Advocate for a school environment in which everyone treats each other with caring and respect.
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Personal Health and Wellness**1: Core Concepts**

- 5.1 Describe the importance of rest and sleep for personal health.
 - 5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.
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2: Access Information

- 5.3 Locate resources in one's school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources.
- 5.10 Locate resources in one's school and community, and on the Internet, for first aid information and training; and assess the validity of the resources.
- 5.11 Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sun screen, and dental care products), and evaluate the information's validity.

3: Health Behaviors

- 5.4 Apply health practices that can prevent the spread of illness, including foodborne illness.
- 5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).
- 5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.
- 5.7 Demonstrate the proper steps to protect against harm from the sun.
- 5.12 Explain strategies to support youth who have illnesses such as asthma, epilepsy, or diabetes.

4: Influences

- 5.8 Analyze the social influences that encourage or discourage a person to practice sun safety.
- 5.13 Analyze the influence of media on selection of personal health care products.

5: Goal Setting

- 5.9 Create a plan to incorporate adequate rest and sleep in daily routines.
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HIV Prevention

1: Core Concepts

- 6.1 Explain how HIV is and is not transmitted.
- 6.2 Distinguish between facts and myths regarding HIV infection and AIDS.

2: Access Information

- 6.3 Explain when it is important to get adult, medical, and/or counseling help.
- 6.4 Describe sources of accurate information and assistance in one's community.

3: Health Behaviors

- 6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
 - 6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.
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Growth and Development

1: Core Concepts

- 7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.
- 7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.

3: Health Behaviors

- 7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.
 - 7.4 Demonstrate skills to avoid and escape risky situations.
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4: Influences

- 7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.
 - 7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.
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5: Goal Setting

- 7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.
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7: Social Skills

- 7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior.
 - 7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.
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8: Advocacy

- 7.10 Demonstrate the ability to be positive peer role models in the school and community.