Missouri Health

Grade 7

Adopted 2007

Functions and Interrelationships of Systems

1. **Structure and Functions of the Body**
   - B. Muscular System
     - a. Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder.
   - C. Skeletal System
     - a. Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous).
   - E. Cardio-respiratory/Circulatory System
     - a. Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally.
   - F. Respiratory System
     - a. Measure respiratory rates during inactivity and activity.
   - G. Nervous System
     - a. Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness).
   - I. Urinary/Excretory System
     - a. Relate how health behaviors affect the urinary/excretory system.
   - K. Reproductive System
     - a. Distinguish between dominant and recessive traits.

2. **Social, Emotional and Mental Health**
   - C. Communication Skills
     - a. Formulate scenarios that will illustrate potential problems or difficult situations.

Health Maintenance and Enhancement

1. **Personal and Family Health**

Skip to main content

A. Personal Health

a. Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes).

B. Preventive Care

a. Predict problems that may occur due to insufficient or lack of preventive care for health needs.

C. Growth and Development

a. Sequence the process and events of the human life cycle including fertilization, fetal development and birth.

D. Health and Skill Related Fitness

a. Distinguish the differences between health and skill related fitness.

---

2. **Nutrition**

A. Essential Nutrients and Food Groupings

a. Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution.

B. Balance, Variety and Moderation

a. Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health.

b. Recognize the symptoms of various eating disorders and proper referral sources.

C. Food Labels

a. Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product.

D. Food Handling and Safety

a. Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations.

E. Food Energy and Physical Activity

a. Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution.

---

3. **Consumer Health and Safety**

Skip to main content

C. Community Services/Careers

a. Connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Hearth Association).

b. Examine the different types of health care systems (e.g., HMOs - employer-provided health insurance).

4. Life Management Skills

A. Decision Making and Problem Solving

a. Analyze and evaluate how the decision making process can help an individual in life situations.

B. Refusal/Assertive Skills and Conflict Resolution

a. Examine the impact that peer pressure refusal skills have on self-perception and the perception of others.

D. Stress Management and Coping Skills

a. Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out).

E. Harassment/Bullying and Violence Prevention

a. Discuss sexual harassment issues and create a plan to address these issues.

Risk Assessment and Reduction

1. Disease Prevention and Control

D. Adolescent Health Issues and Sexually Transmitted Infections

a. Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin).

b. Name and discuss common STIs (sexually transmitted infections).

c. Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections.

E. HIV/AIDS Prevention Education

a. Compare and contrast signs and symptoms or HIV/AIDS.

F. Abstinence, Prevention Behaviors, and Teen Pregnancy

a. Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention.

2. Injury Prevention and Safety

A. Safety for Home, School, and Communities

a. Assess home and school environments for potential unsafe situations and recommend corrective action.

B. First Aid Procedures

a. Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE.

Skip to main content

C. Activity Related Injuries and Environmental Conditions

a. Make informed decisions to reduce the risk of injuries during exercise, sports and other activities.

---

3. **Substance Education**

C. Substance Use vs. Non-Use

a. Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use.