Virginia Health

Grade 7

Essential Health Concepts

1 The student will identify and explain essential health concepts to understand personal health. 7.1

Body Systems

a Identify and describe the major structures and functions of the circulatory system. 7.1.A

Nutrition

b Describe the value of nutrient-dense foods. 7.1.B

c Describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber. 7.1.C

d Identify decision-making steps for selecting healthy foods and beverages. 7.1.D

e Explain how allergens cause an allergic reaction. 7.1.E

Physical Health

f Explain the concept of active transportation (e.g., walking, biking). 7.1.F

Disease Prevention/Health Promotion

g Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance. 7.1.G

h Explain the impact of weather- or climate-related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia. 7.1.H

i Describe how the school and the community can impact personal health practices and behaviors, including the availability of physical, emotional, and social health services; emergency response systems; healthcare products; and recreational and leisure opportunities. 7.1.I

j Identify government agencies that provide consumer protections for health products and services. 7.1.J

Skip to main content

Substance Abuse Prevention

k Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors. 7.1.K

l Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses. 7.1.L

m Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs). 7.1.M

Safety/Injury Prevention

n Identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online. 7.1.N

Mental Wellness/Social and Emotional Skills

o Identify the body's physical and psychological responses to stress. 7.1.O

p Identify the characteristics of healthy interpersonal relationships. 7.1.P

q Recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one's feelings. 7.1.Q

r Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last. 7.1.R

s Identify healthy verbal, nonverbal, written, and visual communication. 7.1.S

t Define disordered eating and describe types of eating disorders. 7.1.T

u Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression. 7.1.U

Violence Prevention

v List the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate. 7.1.V

w Describe the role of empathy in preventing bullying and cyberbullying. 7.1.W

x Explain the myths and facts about gangs and gang-related behaviors. 7.1.X

Community/Environmental Health

y Describe human behaviors that contribute to air, water, soil, and noise pollution. 7.1.Y

Healthy Decisions

2 **The student will use decision-making skills to promote health and personal wellness.** 7.2

Body Systems

a Describe how healthy food choices and physical activity keep the circulatory system healthy. 7.2.A

Skip to main content

Nutrition

b Analyze the effects of nutrition on daily performance (i.e., mind and body). 7.2.B

c Explain the cognitive and physical benefits of eating a healthy breakfast. 7.2.C

d Use a decision-making process to evaluate daily food intake and nutritional requirements. 7.2.D

e Discuss the concept of an allergen-safe zone. 7.2.E

Physical Health

f Analyze the physical and mental health benefits of active transportation. 7.2.F

Disease Prevention/Health Promotion

g Compare current personal sleep and rest habits with recommended guidelines for teenagers. 7.2.G

h Describe ways to prevent weather- or climate-related physical environmental conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia. 7.2.H

i Identify resources in the community that are dedicated to promoting health. 7.2.I

j Identify state and federal laws that provide consumer protections. 7.2.J

Substance Abuse Prevention

k Understand that addiction is a compulsive physiological need for and use of a habitforming substance. 7.2.K

l Explain the purpose of the Food and Drug Administration (FDA), and differentiate between FDA-approved and non-FDA-approved substances. 7.2.L

m Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs. 7.2.M

Safety/Injury Prevention

n Explain the importance of recognizing harmful and risky behaviors related to personal safety. 7.2.N

Skip to main content

Mental Wellness/Social and Emotional Skills

o Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health. 7.2.O

p Explain how empathy, compassion, and acceptance of others support healthy relationships. 7.2.P

q Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity. 7.2.Q

r Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support. 7.2.R

s Describe the relationship between healthy communication skills and healthy relationships. 7.2.S

t Describe the warning signs, risk factors, and protective factors for eating disorders. 7.2.T

Violence Prevention

u Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one's relationships, responsibilities, and involvement in activities). 7.2.U

v Explain how violence, bullying, and harassment affect personal health and school safety. 7.2.V

w Explain why it is important to be able to identify bullying behavior to prevent bullying and cyberbullying. 7.2.W

x Explain why people may join gangs, including the relationship between self-image and gang-related behaviors. 7.2.X

Community/Environmental Health

y Explain how environmental health is essential to personal and community health. 7.2.Y

Advocacy and Health Promotion

3 The student will promote healthy schools, families, and communities. 7.3

Body Systems

a Promote strategies for maintaining a healthy circulatory system. 7.3.A

Nutrition

b Encourage nutrient-dense food choices at home, at school, and in restaurants. 7.3.B

c Educate peers and family members on the importance of eating a healthy breakfast and being physically active. 7.3.C

d Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events. 7.3.D

Skip to main content

e Promote understanding of the importance of handwashing, not sharing food, and allergen safe-zones. 7.3.E

Physical Health

f Design and promote safe walking and bike routes to and from school or another location in the community. 7.3.F

Disease Prevention/Health Promotion

g Engage family to create a personal plan to meet recommended guidelines for sleep and rest. 7.3.G

h Determine strategies to protect against the harmful effects of the sun, heat, and cold. 7.3.H

i Define public health, and describe the associated health and medical careers and the training required for these occupations. 7.3.I

j Evaluate and promote a healthcare product or service for students, families, schools, or communities that will help others to make positive health choices. 7.3.J

Substance Abuse Prevention

k Identify ways to participate in school and community efforts to promote a drug-free lifestyle. 7.3.K

l Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs. 7.3.L

m Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills). 7.3.M

Safety/Injury Prevention

n Describe ways to maintain a safe and healthy environment at school, in the community, at home, and online. 7.3.N

Mental Wellness/Social and Emotional Skills

o Develop achievable goals for handling stressors in healthy ways. 7.3.O

p Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships. 7.3.P

q Promote strategies for coping with disappointment and adversity. 7.3.Q

r Promote help-seeking for mental health concerns. 7.3.R

s Demonstrate healthy verbal, nonverbal, written, and visual communication skills. 7.3.S

t Identify school and community resources for help and support with eating disorders. 7.3.T

u Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with mental illnesses and challenges. 7.3.U

Skip to main content

Violence Prevention

v Assess your school's safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement. 7.3.V

w Create a campaign to prevent/stop bullying or cyberbullying. 7.3.W

x Create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement. 7.3.X

Community/Environmental Health

y Demonstrate ways to conserve and promote the conservation of natural resources. 7.3.Y