HCPSS Health Education
Level - Middle
Grade 7 Course Indicators/Objectives

Unit - Substance Abuse Prevention
- Describe how peers influence substance use and abuse.
- Analyze how messages from media influence the use and abuse of drugs (nicotine, alcohol, marijuana, and opioids)
- Demonstrate the ability to access valid and reliable information about the consequences of substance abuse.
- Describe the negative physical, social, emotional, legal, financial and educational consequences of using alcohol.
- Demonstrate the ability to use decision making skills to enhance health or self and others.
- Determine the benefits of being free from alcohol. opioids, nicotine products, marijuana products, and other drugs.
- Describe the positive alternatives to using alcohol, nicotine products and other drugs/substance trends.
- Apply strategies and skills needed to attain a personal health goal (remain drug free).
- Demonstrate the ability to use interpersonal communication skills (refusal skills) to avoid/prevent substance use and abuse.

Unit -Disease Prevention & Healthy Eating
- Describe the benefits of general health practices for promoting wellness and preventing disease to include basic hygiene and handwashing, sleep, exercise, hydration, balanced food choices, and sun protection.
- Analyze the influence of family, peers, peer norms, culture, media, technology and other factors including access to foods on personal food choices.
- Summarize the benefits of nutritious foods.
- Summarize the benefits of limiting the consumption of trans/saturated fat, added sugar, sodium, and processed food.
- Identify the components of a nutrition facts label.
- Explain the significance of reading a nutrition facts label ingredient list.
- Use a nutrition facts label to compare foods and beverages.
- Analyze a nutrition facts label to identify foods that are high in sodium and added sugar.
- Practice making balanced choices when choosing a meal.
- Locate valid and reliable health products and services for healthy eating and disease prevention.
- Explain ways to prevent the spread of germs that cause infectious diseases.
- Work cooperatively to advocate for healthy individuals, families, and schools.

Unit - Social & Emotional Health
- Analyze the influence of family, peers, culture, media, technology, and other factors on social and emotional health.
- Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact social and emotional health.
- Describe how social and emotional health can affect health-related behaviors.
- Describe personal stressors at home, in school, and with friends.
- Describe a variety of appropriate ways to respond to stress.

- Explain why using alcohol, opioids, nicotine products, marijuana products, and other drugs/substance trends is an unhealthy way to manage stress, anxiety and depression.
- Identify why people with negative coping strategies may require professional help.
- Describe a variety of appropriate ways to respond to stress
- Summarize feelings and emotions associated with loss and grief.
- Identify trusted adults and professionals who can help promote health.
- Identify ways to locate school and community health helpers.
- Explain causes (to include brain chemistry), symptoms, and effects of depression.
- Recognize the negative impact of stigma on health seeking behavior.
- Differentiate between depression and sadness.
- Summarize feelings and emotions associated with loss and grief.
- Explain that feelings and emotions associated with loss and grief are normal and individualized.
- Identify when grief/loss, stress, anxiety, and depression require professional intervention.
- Describe the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult.
- Identify the importance of telling a trusted adult if you or someone else is experiencing prolonged sadness or depression.
- Demonstrate communication with a trusted adult when concerned about the emotional safety of self or others.
- Demonstrate how to ask for assistance to enhance the social and emotional health of self and others.
- Explain the concept of a positive body image and its implications on mental wellness.
- Explain the impact media (including sexually explicit media) can have on one's body image and self-esteem.
- Demonstrate the ability to advocate for personal, family, and community health.
- Demonstrate how to influence and support others to make positive health choices.
- Identify the signs of disordered eating.
- Explain why people with disordered eating need professional help.
- Demonstrate the ability to advocate for personal, family, and community health.
- Demonstrate how to influence and support others to make positive health choices.

Unit - Safety & Violence Prevention
- Analyze contributing factors for harassing and intimidating behaviors, violence and safety issues.
- Analyze the impact of media influences on harassing and intimidating behaviors.
- Analyze the influence of peer groups as they relate to harassing and intimidating behaviors.
- Identify a variety of non-violent ways to respond to stress when angry or upset.
- Recognize characteristics of unsafe relationships between children and others.
- Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.
- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.
- Identify sources of support for a victim of sexual mistreatment, grooming, harassment, abuse, assault, or exploitation.
- Apply prevention and intervention strategies to situations that involve harassment, bullying, grooming, abuse, assault and exploitation.
- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.
- Explain why it is wrong to tease others based on personal characteristics such as body type, gender, appearance, mannerisms, and the way one dresses or acts.

- Distinguish between safe and unsafe use of technology.
- Recognize the inappropriate use of technology as it relates to harassment, stalking, and other intimidating behaviors.
- Apply prevention and intervention strategies to situations that involve harassment, bullying, grooming, abuse, assault and exploitation.
- Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, abused, assaulted, or exploited.
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- Describe helping behaviors that prevent violence.
- Identify the need to empower and support people who are being harassed or abused.
- Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors.
- Recognize characteristics of unsafe relationships between children and others. (parents, coaches, teachers, clergy, etc).
- Analyze the negative consequences of sending sexually explicit pictures or messages by email or cell phone or posting on social media sites.
- Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors.
- Analyze techniques that are used to coerce or pressure someone to use violence.
- Describe how power and control differences in relationships can contribute to aggression and violence.
- Summarize how participation in gangs can lead to violence.
- Explain why individuals have the right to refuse sexual contact.

Unit - Sexual Health
- Compare sex assigned at birth and gender identity and explain how they may or may not differ.
- Define components of sexuality.
- Identify a range of identities related to sexual orientation.
- Apply effective verbal and nonverbal communication skills to enhance health.
- Identify strategies for respecting individual differences in aspects of sexuality, growth and development, or physical appearance.
- Explain why it is wrong to tease or bully others based on aspects of their sexuality (sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity).
- Describe human reproductive systems and sexual activity
- Use medically accurate terminology for internal and external genitalia and their functions.
- Define vaginal, anal, and oral sex
- Describe menstruation, ovulation, fertilization, and implantation.
- Explain why individuals have the right to refuse sexual contact.
- Discuss what does and does not constitute sexual consent.
- Identify how the most common Sexually Transmitted Infections (STIs) are transmitted.
- Describe the typical symptoms, consequences, and treatment of HIV and other common STIs.
- Describe ways to decrease the spread of STIs (including HIV) through abstinence, using condoms consistently and correctly when having sex, and practicing universal precautions.
- Describe how the effectiveness of condoms can reduce the risk of HIV and other STIs.
- Describe the relationship between substance use and sexual risk behaviors.
- Apply a decision-making process to situations related to relationships and sexual behaviors.
- Determine the benefits of refraining from sexual activity.

- Identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms.
- Apply effective verbal and nonverbal communication skills to enhance health.
- Determine the benefits of refraining from sexual activity.
- Explain the importance of assuming responsibility for personal health behaviors.
- Demonstrate the ability to advocate for abstinence.