

Health Education
Grade 7
Essential Objectives and Content

National Standards

The following standards are incorporated into each instructional unit where appropriate:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
- Access valid information, products, and services to enhance health.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Use decision-making skills to enhance health.
- Use goal-setting skills to enhance health.
- Practice health-enhancing behaviors and avoid or reduce risks.
- Advocate for personal, family, and community health.

UNIT I: Disease Prevention and Control

MSC Standard: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Objectives – The student will be able to:

- a. Describe how lifestyle, family history, environment, and other risk factors are related to the cause or prevention of disease and other health problems.
 - Protective factors: regular medical checkups, immunizations and screening, diet and weight management, exercise and rest, environmental exposure – inhalants/household products
 - Communicable and noncommunicable diseases
 - Controllable risk factors
 - Uncontrollable risk factors to include the influence of media messages
- b. Identify prevention, intervention, and treatment methods for common diseases.
 - Heart Disease/Cardiovascular Disease
 - Cancer to include skin cancer

UNIT II: Nutrition and Fitness

MSC Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Objectives – The student will be able to:

- a. Relate physical activity and *Dietary Guidelines for Americans* to the achievement of optimal health.
 - *Dietary Guidelines for Americans*.
 - Define “physical activity,” “fitness,” “diet,” and “nutrition.”
 - Healthy weight management
 - Consequences of inactivity and poor nutrition to include:
 - Obesity
 - Heart disease
 - Cancer
 - Type II Diabetes
- b. Discover, evaluate, and utilize health information, products, and services related to healthy weight management.
 - Different nutritional requirements for different age groups.
 - Healthy eating plans from other cultures.
 - Consumer health and how it relates to healthy weight management (diet products, diet programs)

UNIT III: Social and Emotional Health

MSC Standard: Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Objectives – The student will be able to:

- a. Describe the role society plays in the perception of normal body image.
- b. Identify the causes, symptoms, and intervention of eating disorders.
 - Anorexia, bulimia, and binge eating
 - Causes: internal and external factors
 - Intervention: how to help a friend, resources for help
 - Treatment
- c. Cite prevention and intervention strategies for depression.
- d. Examine the impact of bullying on the individual, family, and community.
 - Consequences such as depression, violence, etc.
 - Perspective of bully and victim
- e. Summarize child abuse prevention and intervention strategies.
 - Four types – physical, sexual, mental injury, and neglect

UNIT IV: Family Life and Human Sexuality

MSC Standard: Students will demonstrate the ability to use human development knowledge, social skills, and health-enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

NOTE 1: Prior to beginning instruction in this very sensitive topic, it is important to establish ground rules that promote open and honest discussion and create a safe classroom environment for such discussion.

NOTE 2: The term “abortion” may be **defined** if it comes up during the course of instruction.

Objectives – The student will be able to:

- a. Utilize strategies, which open communication between parents and children about human sexuality.
 - Relationships within a family
 - Effect of family values on children
 - Impact of culture and customs on interpersonal relationships
 - Barriers to communication.
 - Strategies to encourage communication between parents and children
- b. Describe how changes during puberty prepare the body for reproduction.
 - Anatomy and physiology of male and female reproductive system
- c. Describe changes that occur to the mother and fetus during the stages of pregnancy.
 - Components of personal and professional prenatal care
 - Define “fertilization” and “pregnancy.”
 - Signs of pregnancy
 - Embryo vs. fetus
 - Trimesters
 - Birth process
- d. Validate the reasons why abstinence from sexual intercourse is a healthy, safe, and responsible decision for adolescents.
 - The role of family values in defining abstinence
 - Reasons to abstain

UNIT V: Tobacco, Alcohol, and Other Drugs

MSC Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

Objectives – The student will be able to:

- a. Describe the effects and impact of alcohol on the individual, family, and society.
- b. Identify the consequences of underage drinking.
 - Addiction (physical and psychological)
 - Death (binge drinking)
 - Legal consequences
- c. Identify prevention and intervention strategies for people who abuse alcohol and their families.
 - Define “alcoholism” and “alcoholic.”
 - Stages of alcoholism
 - Intervention: Alcoholics Anonymous, Al-Anon, Alateen
- d. Explain the internal and external influences of alcohol use and nonuse.
 - External: media, peer pressure, and family
 - Internal: values, stress, curiosity, and depression
- e. Demonstrate skills that promote a personal commitment to remain alcohol free.
 - Normative education * – teaching youth what’s normal as most believe alcohol use is more prevalent than it really is.
 - Cultural sensitivity* - an awareness and respect for the fact that needs and motivation of people are often greatly affected by culture, race, and gender.
 - Resistance skills*
 - Problem solving
 - Goal setting
 - Stress management
 - Decision making
 - Assertiveness

NOTE 1: * Research has shown that the following three skills are the most important: normative education, cultural sensitivity, and resistance skills.

NOTE 2: Students should not be placed in the role of perpetrator in roleplay situations.