

7th Grade NSMS

Personal Health (7)

Overall Unit Goal: *Students will understand the significant role of physical activity in maintaining a high level of wellness.*

P7-1-1	Define personal health.
P7-1-2	Describe the connection between emotional, social and physical health.
P7-1-3	Identify the recommended hours of sleep for adolescents.
P7-1-4	Explain the health risks for living a sedentary lifestyle.
P7-1-5	Explain how nutrition influences athletic performance.
P7-1-6	State the benefits of good hygiene.
P7-1-7	Explain the importance of keeping hydrated.
P7-1-8	List and describe how specific food can support physical activity.
P7-1-9	List the social and emotional benefits of physical activity.
P7-2-1	Research and identify the level of physical activity among peers.
P7-2-2	Explore websites about nutrition and physical activity.
P7-3-1	Eat foods that support physical activity.
P7-3-2	Apply strategies and skills needed to attain personal health goals.
P7-3-3	Practice drinking water before, during and after exercising.
P7-4-1	Analyze the validity of personal health information, products and services.
P7-4-2	Analyze how information from peers influences and affects health choices about personal health.
P7-5-1	Communicate obstacles that may prevent the achievement of personal health goals.
P7-6-1	Create and set personal health goals.
P7-6-2	Develop a plan that will enable achievement of personal health goals.

Nutrition (7)

Overall Unit Goals: *Students will understand how proper nutrition contributes to positive physical health. Students will learn about what influences nutritional choices.*

N7-1-1	Describe how family, peers and environment influence how nutritional choices are interrelated. (E.g.- food choices, high/low fat)
N7-1-2	Describe the interrelationship between good nutrition and mental, emotional and physical health in adolescence. (E.g.- link between breakfast and ability to learn and perform, energy needs, physiological function of key nutrients, variety of nutrient requirements based on gender, age activity level, nutrients and chronic disease)
N7-1-3	Explain how proper nutrition affects body systems.
N7-1-4	Describe ways to reduce risks for eating disorders.
N7-1-5	Describe how lifestyle, family history, and pathogens are related to the cause or prevention of disease and other health problems. (E.g.- relationship between chronic disease and nutrition, food handling and safety, personal wellness)
N7-4-1	Analyze how environment and personal nutritional status are interrelated. (E.g.- food processing, safety, and preparation, healthful ways to cook)
N7-4-2	Analyze the validity of nutrition information, food products and services. (E.g.- food labels)

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Mental Health (7)

Overall Unit Goal: *Students will understand the basic characteristics of healthy emotional attitudes and behavior including having positive feelings about oneself and others and having the ability to make healthy choices.*

M7-1-1	Explain what peer pressure is.
M7-1-2	Identify ways to avoid and reduce threatening situations.
M7-1-3	Identify family and social expectations for middle school students.
M7-1-4	Define assertive communication.
M7-1-5	Identify personal strengths.
M7-1-6	Identify a range of emotions when dealing with conflict.
M7-1-7	Identify the qualities of a good friend.
M7-1-8	Explain how spreading rumors can impact another person.
M7-1-9	Distinguish between safe and risky or harmful behaviors.
M7-1-10	Discuss how decisions affect mental and emotional health.
M7-2-1	Identify the role of counselors in addressing mental health issues.
M7-2-2	Explore how the media portrays violence and aggression.
M7-3-1	Assume responsibility for behavior choices.
M7-3-2	Demonstrate ways to avoid and reduce threatening situations.
M7-3-3	Practice refusal skills.
M7-4-1	Analyze how positive and negative messages from media and other sources influence mental & emotional health.
M7-4-2	Connect the status of one's mental health to substance use.
M7-4-3	Analyze how information from peers influences self-concept, choices regarding taking risks and relationships with others.
M7-4-4	Analyze the possible causes of conflict among youth in schools and communities.
M7-5-1	Explain and demonstrate why problem-solving requires communication skills.
M7-6-1	Develop a plan to avoid risky situations.
M7-6-2	Explain how maturity influences decision making.

Substance Use & Abuse Prevention (7)

Overall Unit Goals: *Students will understand the dangerous effects that commonly used substances could have on their body. Students will develop the skills to avoid using these substances.*

S7-1-1	Acknowledge the consequences of their actions in regards to substance abuse and understand the importance of assuming responsibility for their behaviors.
S7-1-2	Identify the dangers of experimentation with substances.
S7-1-3	Explain the legal issues related to youth access to substances.
S7-2-1	Demonstrate the ability to access valid health information about substance use and abuse.
S7-2-2	Locate substance abuse prevention services including how to access sources of support.
S7-3-1	Describe ways to reduce risks of substance use. (E.g.- self esteem, meeting needs in a healthy way without substances)
S7-3-2	Demonstrate substance abuse prevention strategies to improve or maintain personal and family health. (E.g.- avoiding risky situations, roles and responsibilities of adolescence)
S7-4-1	Analyze how environment and substance use are interrelated. (E.g.- access to substances increases depending on location and socio-economics)
S7-4-2	Analyze how media influences the selection and use of substances.
S7-4-3	Analyze how information from peers influences choices regarding substance use.
S7-5-1	Identify and demonstrate ways to avoid and reduce threatening situations involving substances using assertive communication skills and by acting mature.

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Disease Control & Prevention (7)

Overall Unit Goal: *Students will recognize factors which contribute to disease and how to prevent the transmission of communicable disease .*

D7-1-1	Understand and describe relationships between personal behaviors and individual well-being. (E.g.- disease causing agents, factors which contribute to disease and infection, how diseases and disorders affect feelings and actions, abstinence)
D7-1-2	Understand the difference between communicable and non-communicable diseases.
D7-1-3	Describe the interrelationship of mental, emotional, social and physical health during adolescence. (E.g.- positive health habits, effect of heredity on health status, short and long term effects of disease, effect of lifestyle on the development of chronic disease)
D7-1-4	Define non-communicable diseases and explain how they can be avoided. (E.g.- cardiovascular disease, heart attack, stroke, high blood pressure, hypertension, cancer, ulcers, physically challenged individuals, etc.)
D7-1-5	Describe ways to reduce risks related to disease control and prevention during early adolescence. (E.g.- importance of early diagnosis and treatment, medical attention, risky behaviors, maintenance of healthy habits, good hygiene, proper nutrition, physical activity)
D7-2-1	Describe situations requiring professional health services.
D7-4-1	Analyze how information from peers influences and affects choices about engaging in behaviors which can transmit disease.
D7-5-1	Apply the refusal and negotiation skills needed to prevent disease transmission.
D7-6-1	Create a personal heart disease risk reduction plan.
D7-7-1	Demonstrate the ability to advocate for the care, consideration and respect of self and others.

Family Life & Sexuality (7)

Overall Unit Goal: *Students will develop an understanding of the emotional and physical issues related to puberty, adolescence and growing up.*

F7-1-1	Review the definition of puberty.
F7-1-2	Describe how puberty affects mental & emotional health. (E.g.- self-image, confidence, ect.)
F7-1-3	Review physiological changes during puberty and why they take place. (E.g.- nocturnal emissions, menstrual cycle, hair growth, growth spurts, breast development, etc.)
F7-1-4	Label male and female anatomy. (E.g.- penis, testicles, scrotum, urethra, vagina, ovaries, fallopian tubes, uterus)
F7-3-1	Explain the benefits of abstinence. (E.g.- emotional baggage, pregnancy, no STI's)
F7-4-1	Describe how family, peers and environment influence the health of adolescents.
F7-5-1	Explain what dating is and ways to avoid dating violence.
F7-5-2	Demonstrate ways for adolescents to talk with their parents, other trusted adults, professional health care providers and significant others about questions or concerns regarding sexuality issues.
F7-6-1	Set goals and make decisions to avoid unhealthy relationships.
F7-7-1	Understand the concepts of gender roles and gender role stereotyping while advocating for the acceptance of individual diversity. (E.g.- personal choices for extra curriculars/hobbies, different family structures, types of careers, etc.)

Injury Prevention (7)

Overall Unit Goal: *Students will understand how and why accidents happen and strategies to prevent them.*

I7-1-1	Describe situations requiring professional health services. (E.g.- when do I need to call for medical help, reporting abuse)
I7-2-1	Locate injury prevention and treatment products and services. (E.g.- equipment needs, "Where can I go for treatment?")
I7-3-1	Use injury prevention strategies to improve or maintain personal and family health. (E.g.- use of safety equipment- helmets, pads, reflective gear, railroad safety)
I7-3-2	Distinguish and demonstrate the difference between safe and risky or harmful behaviors. (E.g.- identifying personal lifestyle and environmental risks, recreational risks, elimination of hazards)

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17-4-1	Analyze the validity of injury prevention and treatment information from appropriate sources.
17-6-1	Predict and analyze how decisions regarding risk-taking behaviors have consequences for self and others. (E.g.- cause and effect/risks and consequences, effect of injuries on self, family and others)
17-7-1	motorvehicle safety, emergency preparedness, confronting a life-threatening situation, pedestrain safety, product