

# Grades 7, 8

Adopted 2008

## Nutrition and Physical Activity

### **1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- N. Describe the short- and long-term impact of nutritional choices on health. **1.1.N**
- N. Identify nutrients and their relationships to health. **1.2.N**
- N. Examine the health risks caused by food contaminants. **1.3.N**
- N. Describe how to keep food safe through proper food purchasing, preparation, and storage practices. **1.4.N**
- N. Differentiate between diets that are health-promoting and diets linked to disease. **1.5.N**
- N. Analyze the caloric and nutritional value of foods and beverages. **1.6.N**
- N. Describe the benefits of eating a variety of foods high in iron, calcium, and fiber. **1.7.N**
- N. Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet. **1.8.N**
- N. Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight. **1.9.N**
- N. Identify the impact of nutrition on chronic disease. **1.10.N**
- N. Analyze the cognitive and physical benefits of eating breakfast daily. **1.11.N**
- N. Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat. **1.12.N**
- N. Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health. **1.13.N**
- N. Identify ways to increase daily physical activity. **1.14.N**
- N. Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special equipment. **1.15.N**
- N. Differentiate between physical activity and exercise and health-related and skill-related fitness. **1.16.N**

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**2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- N. Describe the influence of culture and media on body image. 2.1.N
- N. Evaluate internal and external influences on food choices. 2.2.N
- N. Analyze the impact of nutritional choices on future reproductive and prenatal health. 2.3.N
- N. Analyze the influence of technology and media on physical activity. 2.4.N

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**3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- N. Distinguish between valid and invalid sources of nutrition information. 3.1.N
- N. Evaluate the accuracy of claims about dietary supplements and popular diets. 3.2.N
- N. Describe how to access nutrition information about foods offered in restaurants in one's community. 3.3.N
- N. Identify places where youths and families can be physically active. 3.4.N
- N. Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity. 3.5.N

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- N. Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages. 4.1.N
- N. Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices. 4.2.N

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- N. Use a decision-making process to evaluate daily food intake for nutritional requirements. 5.1.N
- N. Identify recreational activities that increase physical activity. 5.2.N
- N. Contrast healthy and risky approaches to weight management. 5.3.N
- N. Analyze the physical, mental, and social benefits of physical activity. 5.4.N

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- N. Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines. 6.1.N
- N. Set a goal to increase daily physical activity. 6.2.N

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- N. Make healthy food choices in a variety of settings. 7.1.N
- N. Explain proper food handling safety when preparing meals and snacks. 7.2.N
- N. Assess personal physical activity levels. 7.3.N
- N. Examine ways to be physically active throughout a lifetime. 7.4.N

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- N. Encourage nutrient-dense food choices in school. 8.1.N
- N. Support increased opportunities for physical activity at school and in the community. 8.2.N
- N. Encourage peers to eat healthy foods and to be physically active. 8.3.N

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**Injury Prevention and Safety**

**1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- S. Describe the differences between physical, verbal, and sexual violence. 1.1.S
- S. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. 1.2.S
- S. Describe how the presence of weapons increases the risk of serious violent injuries. 1.3.S
- S. Discuss the importance of reporting weapon possession. 1.4.S
- S. Explain how violence, aggression, bullying, and harassment affect health and safety. 1.5.S
- S. Identify trusted adults to whom school or community violence should be reported. 1.6.S
- S. Describe possible legal consequences of sexual harassment and violence. 1.7.S
- S. Describe types of sexual harassment and ways to report them. 1.8.S
- S. Describe the behavioral and environmental factors associated with major causes of death in the United States. 1.9.S
- S. Identify basic safety guidelines for emergencies and natural disasters. 1.10.S
- S. Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia. 1.11.S
- S. Explain safety hazards associated with Internet usage. 1.12.S
- S. Explain ways to prevent fires and reduce the risk of fire-related injuries. 1.13.S
- S. Explain ways to reduce the risk of injuries in and around water. 1.14.S
- S. Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities. 1.15.S

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**2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- S. Analyze how the media portray fire and explosives. 2.1.S
- S. Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors. 2.2.S

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**3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- S. Analyze sources of information regarding injury and violence prevention. 3.1.S
- S. Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying. 3.2.S

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- S. Report to a trusted adult situations that could lead to injury or harm. 4.1.S
- S. Use communication and refusal skills to avoid violence, gang involvement, and risky situations. 4.2.S
- S. Describe ways to manage interpersonal conflicts nonviolently. 4.3.S
- S. Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation. 4.4.S
- S. Describe characteristics of effective communication. 4.5.S
- S. Differentiate between passive, aggressive, and assertive communication. 4.6.S
- S. Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources. 4.7.S

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- S. Use a decision-making process to examine risky social and dating situations. 5.1.S
- S. Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations. 5.2.S
- S. Use a decision-making process to analyze the consequences of gang involvement. 5.3.S
- S. Evaluate why some students are bullies. 5.4.S
- S. Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment. 5.5.S

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- S. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency. 6.1.S
- S. Create a personal-safety plan. 6.2.S

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- S. Practice first aid and emergency procedures. 7.1.S
- S. Practice ways to resolve conflicts nonviolently. 7.2.S
- S. Practice the safe use of technology. 7.3.S

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- S. Support changes to promote safety in the home, at school, and in the community. 8.1.S
- S. Design a campaign for preventing violence, aggression, bullying, and harassment. 8.2.S
- S. Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts). 8.3.S

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**Alcohol, Tobacco, and Other Drugs**

**1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- A. Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance enhancing drugs and inhalants. 1.1.A
- A. Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors. 1.2.A
- A. Explain the dangers of drug dependence and addiction. 1.3.A
- A. Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders. 1.4.A
- A. Analyze the harmful effects of using diet pills without physician supervision. 1.5.A
- A. Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems. 1.6.A
- A. Explain why most youths do not use alcohol, tobacco, or other drugs. 1.7.A
- A. Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs. 1.8.A

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**2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- A. Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs. 2.1.A
- A. Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse. 2.2.A
- A. Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs. 2.3.A

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**3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- A. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs. 3.1.A

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- A. Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used. 4.1.A

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- A. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations. 5.1.A

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- A. Develop short- and long-term goals to remain drug-free. 6.1.A

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- A. Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations. 7.1.A
- A. Practice positive alternatives to the use of alcohol, tobacco, and other drugs. 7.2.A

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- A. Participate in school and community efforts to promote a drug-free lifestyle. 8.1.A
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## Mental, Emotional, and Social Health

### **1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- M. Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration). 1.1.M
- M. Identify a variety of nonviolent ways to respond when angry or upset. 1.2.M
- M. Identify qualities that contribute to a positive self-image. 1.3.M
- M. Describe how emotions change during adolescence. 1.4.M
- M. Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. 1.5.M
- M. Describe the changing roles and responsibilities of adolescents as members of a family and community. 1.6.M
- M. Describe the benefits of having positive relationships with trusted adults. 1.7.M
- M. Analyze the harmful effects of using diet pills without physician supervision. 1.8.M
- M. Identify the signs of various eating disorders. 1.9.M
- M. Describe signs of depression, potential suicide, and other self-destructive behaviors. 1.10.M
- M. Describe common mental health conditions and why seeking professional help for these conditions is important. 1.11.M

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### **2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- M. Analyze internal and external influences on mental, emotional, and social health. 2.1.M
- M. Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior. 2.2.M
- M. Analyze the influence of culture on family values and practices. 2.3.M

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### **3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- M. Access accurate sources of information and services about mental, emotional, and social health. 3.1.M
- M. Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others. 3.2.M
- M. Identify trusted adults to report to if people are in danger of hurting themselves or others. 3.3.M
- M. Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults. 3.4.M

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- M. Seek help from trusted adults for oneself or a friend with an emotional or social health problem. 4.1.M

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- M. Apply decision-making processes to a variety of situations that impact mental, emotional, and social health. 5.1.M
- M. Monitor personal stressors and assess techniques for managing them. 5.2.M
- M. Describe healthy ways to express caring, friendship, affection, and love. 5.3.M
- M. Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression. 5.4.M
- M. Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. 5.5.M

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- M. Develop achievable goals for handling stressors in healthy ways. 6.1.M

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- M. Demonstrate effective coping mechanisms and strategies for managing stress. 7.1.M
- M. Practice respect for individual differences and diverse backgrounds. 7.2.M
- M. Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement. 7.3.M
- M. Practice personal boundaries in a variety of situations. 7.4.M
- M. Demonstrate skills to avoid or escape from potentially violent situations, including dating. 7.5.M
- M. Discuss suicide-prevention strategies. 7.3.M

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- M. Promote a positive and respectful school environment. 8.1.M
  - M. Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation. 8.2.M
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## Personal and Community Health

### **1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- P. Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination). 1.1.P
- P. Identify the importance of age-appropriate medical services. 1.2.P
- P. Identify Standard (Universal) Precautions and why they are important. 1.3.P
- P. Examine the causes and symptoms of communicable and noncommunicable diseases. 1.4.P
- P. Discuss the importance of effective personal and dental hygiene practices for preventing illness. 1.5.P
- P. Identify effective brushing and flossing techniques for oral care. 1.6.P
- P. Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities. 1.7.P
- P. Identify ways to prevent vision or hearing damage. 1.8.P
- P. Identify ways that environmental factors, including air quality, affect our health. 1.9.P
- P. Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution). 1.10.P
- P. Describe global influences on personal and community health. 1.11.P
- P. Identify ways to reduce exposure to the sun. 1.12.P

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### **2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- P. Analyze a variety of influences that affect personal health practices. 2.1.P
- P. Analyze how environmental pollutants, including noise pollution, affect health. 2.2.P
- P. Analyze the relationship between the health of a community and the global environment. 2.3.P
- P. Analyze the influence of culture, media, and technology on health decisions. 2.4.P
- P. Analyze the social influences that encourage or discourage sun-safety practices. 2.5.P

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**3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- P. Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information's validity. 3.1.P
- P. Access valid information about preventing common communicable diseases. 3.2.P
- P. Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources. 3.3.P
- P. Demonstrate how to access school and community health services. 3.4.P

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- P. Practice how to make a health-related consumer complaint. 4.1.P
- P. Use assertive communication skills to avoid situations that increase risk of communicable disease or illness. 4.2.P

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- P. Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems. 5.1.P
- P. Apply a decision-making process when selecting health care products. 5.2.P
- P. Analyze the characteristics of informed health choices. 5.3.P

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- P. Establish goals for improving personal and community health. 6.1.P
- P. Design a plan to minimize environmental pollutants, including noise at home and in the community. 6.2.P
- P. Create a plan to incorporate adequate rest and sleep into daily routines. 6.3.P

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- P. Practice and take responsibility for personal and dental hygiene practices. 7.1.P
- P. Describe situations where Standard (Universal) Precautions are appropriate. 7.2.P

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- P. Promote the importance of regular screenings and medical examinations. 8.1.P
  - P. Demonstrate the ability to be a positive peer role model in the school and community. 8.2.P
  - P. Demonstrate ways to accept responsibility for conserving natural resources. 8.3.P
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## Growth, Development, and Sexual Health

### **1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- G. Explain physical, social, and emotional changes associated with adolescence. **1.1.G**
- G. Summarize the human reproduction cycle. **1.2.G**
- G. Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy **1.3.G**
- G. Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting. **1.4.G**
- G. Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy. **1.5.G**
- G. Identify the short- and long-term effects of HIV, AIDS, and other STDs. **1.6.G**
- G. Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs. **1.7.G**
- G. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. **1.8.G**
- G. Explain why individuals have the right to refuse sexual contact. **1.9.G**
- G. Describe the emotional, psychological, and physical consequences of rape and sexual assault. **1.10.G**
- G. Explain why rape and sexual assault should be reported to authorities and trusted adults. **1.11.G**
- G. Describe responsible prenatal and child care, including California's Safely Surrendered Baby Law. **1.12.G**
- G. Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents. **1.13.G**

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### **2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- G. Analyze how internal and external influences affect growth and development, relationships, and sexual behavior. **2.1.G**
- G. Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. **2.2.G**
- G. Analyze the influence of alcohol and other drugs on sexual behaviors. **2.3.G**
- G. Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs. **2.4.G**
- G. Recognize that there are individual, family, and cultural differences in relationships. **2.5.G**
- G. Explain how sexual exploitation can occur through the Internet. **2.6.G**

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**3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- G. Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health. 3.1.G
- G. Locate medically and scientifically accurate sources of information on reproductive health. 3.2.G
- G. Identify health care providers for reproductive and sexual health services. 3.3.G

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- G. Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health. 4.1.G
- G. Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy. 4.2.G
- G. Use healthy and respectful ways to express friendship, attraction, and affection. 4.3.G
- G. Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 4.4.G
- G. Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior. 4.5.G

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- G. Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy. 5.1.G
- G. Use a decision-making process to examine the characteristics of healthy relationships. 5.2.G
- G. Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 5.3.G
- G. Analyze the responsibilities and privileges of becoming a young adult. 5.4.G
- G. Identify how good health practices in adolescence affect lifelong health and the health of future children. 5.5.G
- G. Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity. 5.6.G
- G. Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention. 5.7.G

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

G. Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy. 6.1.G

G. Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals. 6.2.G

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

G. Describe strategies for refusing unwanted sexual activity. 7.1.G

G. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health. 7.2.G

G. Describe personal actions that can protect reproductive and sexual health. 7.3.G

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

G. Support and encourage safe, respectful, and responsible relationships. 8.1.G

G. Promote respect for and dignity of persons living with HIV or AIDS. 8.2.G