

Maryland Health Education

# Grade 7

**Students will comprehend concepts related to health promotion and disease prevention to enhance health, including:** 1

**a Mental and Emotional Health** 1A

Wellness

- 1 Explain how role models display wellness. 1A.7.1
- 2 Explain the interrelationship of the components of wellness. 1A.7.2

Emotions, feelings, and relationships

- 3 Describe how mental and emotional health can affect health-related behaviors. 1A.7.3

Self and social awareness

- 4 Demonstrate how to support others by practicing empathy. 1A.7.4
- 5 Describe strategies for developing strengths and overcoming disappointments. 1A.7.5

Self and social awareness

Trusted adults

- 6 Identify strategies for communicating your overall wellness with a trusted adult. 1A.7.6
- 7 Identify the importance of telling a trusted adult if you or someone else is experiencing mental or emotional health challenges. 1A.7.7

Stress and anxiety

- 8 Describe personal stressors at home, in school, and with friends. 1A.7.8
- 9 Describe a variety of appropriate ways to respond to stress when angry or upset. 1A.7.9

Depression awareness

- 10 Describe the connection between depression and brain chemistry. 1A.7.10
- 11 Explain the causes, symptoms, and effects of depression. 1A.7.11

Suicide prevention

- 12 Describe the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1A.7.12
- 13 Explain the causes, symptoms, and effects of depression and suicide. 1A.7.13

Teasing, bullying, harassment, and violence

- 14 Describe how power and control differences in relationships can contribute to aggression and violence. 1A.7.14

Social media

- 15 Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health. 1A.7.15

Body image

16 Explain the importance of a positive body image and its implications for mental and physical wellness. 1A.7.16

Disordered eating

17 Identify the signs of disordered eating. 1A.7.17

18 Explain the potential mental and physical consequences of disordered eating and why it is important to seek professional help. 1A.7.18

Loss and grief

19 Summarize feelings and emotions associated with loss and grief. 1A.7.19

Stigma

20 Identify the negative impact of stigma on health seeking behavior. 1A.7.20

Addiction

21 Identify factors that contribute to addiction. 1A.7.21

Self-harm

22 Summarize how to get help for someone who is self-harming. 1A.7.22

---

**b Substance Abuse Prevention** 1B

Medicines

1 Identify the negative effects of incorrect use of prescription drugs and over-the-counter medicines. 1B.7.1

Household products

Alcohol, opioids, nicotine products, marijuana products, fentanyl, and other drugs

2 Identify the physical effects of alcohol, opioids, nicotine products, marijuana products, and other drugs. 1B.7.2

3 Describe the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other drugs. 1B.7.3

4 Describe the positive alternatives to using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1B.7.4

5 Explain why using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances is an unhealthy way to manage stress, anxiety, and depression. 1B.7.5

6 Determine the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other drugs. 1B.7.6

Environmental literacy

---

## **c Family Life and Human Sexuality 1C**

### Healthy relationships and consent

- 1 Explain the characteristics of a healthy dating relationship. **1C.7.1**
- 2 Evaluate the impact of technology (e.g., use of smartphones and digital monitoring) and social media on communication and consent in relationships. **1C.7.2**
- 3 Explain why individuals have the right to refuse sexual contact. **1C.7.3**
- 4 Discuss what does and does not constitute sexual consent. **1C.7.4**

### Gender identity and expression

- 5 Compare sex assigned at birth and gender identity and explain how they may or may not differ. **1C.7.5**

### Sexual orientation and identity

- 6 Define sexual identity and explain a range of identities related to sexual orientation. **1C.7.6**

### Harassment, teasing, and bullying

- 7 Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identity). **1C.7.7**
- 8 Identify strategies for respecting individual differences in sexual growth and development, or physical appearance. **1C.7.8**

### Anatomy and physiology

- 9 Describe human reproductive systems including medically accurate names for internal and external genitalia and their functions. **1C.7.9**
- 10 Describe menstruation, fertilization, and implantation. **1C.7.10**

### Sexual health

- 11 Identify ways to prevent pregnancy, including not having sex and effective use of contraceptives, including condoms. **1C.7.11**
- 12 Describe ways sexually active people can reduce the risk of HIV, and other STIs. **1C.7.12**
- 13 Identify solo, vaginal, anal, and oral sex along with possible outcomes of each. **1C.7.13**
- 14 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STIs. **1C.7.14**
- 15 Describe the relationship between substance use and sexual risk behaviors. **1C.7.15**
- 16 Recognize racism and intersectionality and describe their impacts on sexual health **1C.7.16**

### Sexually explicit media

- 17 Explain the impact sexually explicit media can have on one's body image, expectations about sex, relationships, and self-esteem. [1C.7.17](#)
- 18 Summarize the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites. [1C.7.18](#)

---

## **d Safety and Violence Prevention** 1D

Safety and injuries

Technology safety

- 1 Analyze the impact of media influences on harassing and intimidating behaviors. 1D.7.1
- 2 Recognize the inappropriate use of technology as it relates to harassment, stalking, and other intimidating behaviors. 1D.7.2

Boundaries and consent

- 3 Explain why individuals have the right to refuse sexual contact. 1D.7.3

Discrimination and violence

- 4 Describe helping behaviors that prevent violence. 1D.7.4
- 5 Analyze the influence of peer groups as they relate to harassing and intimidating behaviors. 1D.7.5
- 6 Analyze how situations and/or impulsive behaviors can lead to violence. 1D.7.6
- 7 Identify a variety of non-violent ways to respond to stress when angry or upset. 1D.7.7
- 8 Analyze techniques that are used to coerce or pressure someone to use violence. 1D.7.8
- 9 Describe how prejudice, discrimination, and bias can lead to violence and identify strategies for intervention. 1D.7.9

Abuse and assault

- 10 Identify power differences in relationships between potential abusers and their victims. 1D.7.10
- 11 Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1D.7.11
- 12 Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human trafficking that are designed to protect young people. 1D.7.12

Trusted adults and responding to safety threats

- 13 Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors. 1D.7.13

Bystander intervention and compassion for victims

- 14 Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1D.7.14
- 15 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1D.7.15

- 16 Identify the need to empower and support people who experience racism, harassment, or abuse. [1D.7.16](#)
- 

**e Healthy Eating** [1E](#)

Nutritious foods and beverages

- 1 Explain why the recommended amount of food and food group portions vary by individual. [1E.7.1](#)
- 2 Summarize a variety of nutritious food choices for each food group. [1E.7.2](#)
- 3 Explain the benefit of nutritious foods and the idea that “all foods fit.” [1E.7.3](#)

Sugar Sweetened Beverages

- 4 Examine added sugar content in beverages. [1E.7.4](#)

Food choices

- 5 Explain the relationship between access to foods and personal food choices. [1E.7.5](#)
- 6 Summarize the benefits of limiting the consumption of trans fat, saturated fat, added sugar, and sodium. [1E.7.6](#)

Nutrition facts label

- 7 Analyze a nutrition facts label to identify foods that are high in sodium and added sugar. [1E.7.7](#)
- 8 Explain the significance of reading a nutrition facts label ingredient list. [1E.7.8](#)

---

**f Disease Prevention and Control 1F**

Disease

Chronic diseases

- 1 Explain the behavioral and environmental factors that contribute to chronic diseases including cancer, cardiovascular disease, and diabetes. 1F.7.1

Disease Prevention

- 2 Explain the relationship between intravenous drug use and transmission of infections such as HIV and hepatitis. 1F.7.2
- 3 Identify how the most common Sexually Transmitted Infections (STIs) are transmitted. 1F.7.3
- 4 Describe ways to decrease the spread of STIs including HIV through abstinence, using condoms consistently and correctly when having sex, reducing one's number of sexual partners, and practicing universal precautions. 1F.7.4
- 5 Describe the typical signs, symptoms, consequences, and treatment of common STIs including HIV. 1F.7.5

Hygiene

- 6 Explain the benefits of good hygiene practices for promoting health. 1F.7.6

Sleep

Sun

- 7 Explain why it is important to protect oneself against potential skin damage from exposure to the sun. 1F.7.7
- 

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 2**

**a Examine how the family influences the health of adolescents. 2.MS.7.A**

---

**b Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.7.B**

---

**c Describe how peers influence healthy and unhealthy behaviors. 2.MS.7.C**

---

**d Analyze how the school and community can affect personal health practices and behaviors. 2.MS.7.D**

---

**e Analyze how messages from media influence health behaviors. 2.MS.7.E**

---

**f Analyze the influence of technology on personal and family health. 2.MS.7.F**

---

**g Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.7.G**

---

**h Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.7.H**

---

---

**i Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.7.I**

---

**j Explain how school and public health policies can influence health promotion and disease prevention. 2.MS.7.J**

---

**Students will demonstrate the ability to access valid information, products, and services to enhance health. 3**

**a Analyze the validity of health information, products, and services. 3.MS.7.A**

---

**b Access valid health information from home, school, and community. 3.MS.7.B**

---

**c Determine the accessibility of products that enhance health. 3.MS.7.C**

---

**d Describe situations that may require professional health services. 3.MS.7.D**

---

**e Locate valid and reliable health products and services. 3.MS.7.E**

---

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4**

**a Apply effective verbal and nonverbal communication skills to enhance health. 4.MS.7.A**

---

**b Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.7.B**

---

**c Demonstrate effective conflict management or resolution strategies. 4.MS.7.C**

---

**d Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.7.D**

---

**Students will demonstrate the ability to use decision-making skills to enhance health. 5**

**a Identify circumstances that can help or hinder healthy decision-making. 5.MS.7.A**

---

**b Determine when health-related situations require the application of a thoughtful decision-making process. 5.MS.7.B**

---

**c Distinguish when individual or collaborative decision-making is appropriate. 5.MS.7.C**

---

**d Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.MS.7.D**

---

**e Predict the potential short-term impact of each alternative on self and others. 5.MS.7.E**

---

**f Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.7.F**

---

**g Analyze the outcomes of a health-related decision. 5.MS.7.G**

---

**Students will demonstrate the ability**

**a Assess personal health practices. 6.MS.7.A**

to use goal-setting skills to enhance health. 6

- b** Develop a goal to adopt, maintain, or improve a personal health practice. 6.MS.7.B
- c** Apply strategies and skills needed to attain a personal health goal. 6.MS.7.C
- d** Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.7.D

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7

- a** Explain the importance of assuming responsibility for personal health behaviors. 7.MS.7.A
- b** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.MS.7.B
- c** Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.7.C

Students will demonstrate the ability to advocate for personal, family, and community health. 8

- a** State a health-enhancing position on a topic and support it with accurate information. 8.MS.7.A
- b** Demonstrate how to influence and support others to make positive health choices. 8.MS.7.B
- c** Work cooperatively to advocate for healthy individuals, families, and schools. 8.MS.7.C
- d** Identify ways that health messages and communication techniques can be altered for different audiences. 8.MS.7.D