

# Grade 7

Adopted 2007

## Functions and Interrelationships of Systems

### 1. Structure and Functions of the Body

#### B. Muscular System

- a. Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder).

#### C. Skeletal System

- a. Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous).

#### E. Cardio-respiratory/Circulatory System

- a. Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally.

#### F. Respiratory System

- a. Measure respiratory rates during inactivity and activity.

#### G. Nervous System

- a. Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness).

#### I. Urinary/Excretory System

- a. Relate how health behaviors affect the urinary/excretory system.

#### K. Reproductive System

- a. Distinguish between dominant and recessive traits.

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### 2. Social, Emotional and Mental Health

#### C. Communication Skills

- a. Formulate scenarios that will illustrate potential problems or difficult situations.
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## Health Maintenance and Enhancement

### 1. Personal and Family Health

#### A. Personal Health

- a. Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes).

#### B. Preventive Care

- a. Predict problems that may occur due to insufficient or lack of preventive care for health needs.

#### C. Growth and Development

- a. Sequence the process and events of the human life cycle including fertilization, fetal development and birth.

#### D. Health and Skill Related Fitness

- a. Distinguish the differences between health and skill related fitness.
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### 2. Nutrition

#### A. Essential Nutrients and Food Groupings

- a. Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution.

#### B. Balance, Variety and Moderation

- a. Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health.
- b. Recognize the symptoms of various eating disorders and proper referral sources.

#### C. Food Labels

- a. Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product.

#### D. Food Handling and Safety

- a. Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations.

#### E. Food Energy and Physical Activity

- a. Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution.

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### 3. Consumer Health and Safety

- C. Community Services/Careers
    - a. Connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Heart Association).
    - b. Examine the different types of health care systems (e.g., HMOs - employer-provided health insurance).
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### 4. Life Management Skills

- A. Decision Making and Problem Solving
    - a. Analyze and evaluate how the decision making process can help an individual in life situations.
  - B. Refusal/Assertive Skills and Conflict Resolution
    - a. Examine the impact that peer pressure refusal skills have on self-perception and the perception of others.
  - D. Stress Management and Coping Skills
    - a. Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out).
  - E. Harassment/Bullying and Violence Prevention
    - a. Discuss sexual harassment issues and create a plan to address these issues.
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### Risk Assessment and Reduction

#### 1. Disease Prevention and Control

- D. Adolescent Health Issues and Sexually Transmitted Infections
  - a. Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin).
  - b. Name and discuss common STIs (sexually transmitted infections).
  - c. Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections.
- E. HIV/AIDS Prevention Education
  - a. Compare and contrast signs and symptoms of HIV/AIDS.
- F. Abstinence, Prevention Behaviors, and Teen Pregnancy
  - a. Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention.

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## **2. Injury Prevention and Safety**

- A.** Safety for Home, School, and Communities
  - a.** Assess home and school environments for potential unsafe situations and recommend corrective action.
- B.** First Aid Procedures
  - a.** Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE.
- C.** Activity Related Injuries and Environmental Conditions
  - a.** Make informed decisions to reduce the risk of injuries during exercise, sports and other activities.

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## **3. Substance Education**

- C.** Substance Use vs. Non-Use
  - a.** Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use.