

# Grade 7

Adopted 2017

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1. Compare and contrast drug misuse, drug abuse, and drug dependence. [D-7.1.1](#)

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2. Describe risks associated with alcohol, tobacco, and other drugs (ATOD)-use, abuse, and addiction. [D-7.1.2](#)

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3. Define opioid prescription medication and drugs. [D-7.1.3](#)

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4. Discuss the impact of ATOD use and abuse on individuals, peers, and family members. [D-7.1.4](#)

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1. Explain the structures and functions of the male and female reproductive systems. [G-7.1.1](#)

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2. Describe the advantages of abstinence. [G-7.1.2](#)

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3. Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth. [G-7.1.3](#)

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4. Describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS). [G-7.1.4](#)

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5. Explain effective methods for the prevention of STIs/STDs, HIV, and AIDS. [G-7.1.5](#)

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6. Explain effective methods for the prevention of unintended pregnancy in the context of future family planning. [G-7.1.6](#)

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7. Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent. [G-7.1.7](#)

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8. Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology. [G-7.1.8](#)

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1. Explain the consequences of gangs and bullying/cyberbullying. [I-7.1.1](#)

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2. Illustrate emergency situations (e.g., choking, drowning, poisoning) and safe methods of responding to them (e.g., cardiopulmonary resuscitation (CPR) and universal precautions). [I-7.1.2](#)

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**1. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.** M-7.1.1

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**1. Explain reasons why a person should follow the current federal Dietary Guidelines for Americans.** N-7.1.1

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**2. Analyze the benefits of healthy eating in relation to disease prevention.** N-7.1.2

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**3. Identify signs and symptoms of disordered eating.** N-7.1.3

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**4. Define hydration and explain its benefits during physical activity.** N-7.1.4

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**5. Explain the benefits of engaging in moderate to vigorous physical activity daily.** N-7.1.5

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**6. Analyze the relationship between healthy foods and beverages, calories, and physical activity.** N-7.1.6

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**7. Explain safe food handling and preparation.** N-7.1.7

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**1. Identify strategies to prevent or lessen common adolescent health issues (e.g., acne, disordered eating, inactivity).** P-7.1.1

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**2. Explain how oral health problems can affect overall health.** P-7.1.2

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**3. Determine ways that hereditary and environmental factors affect personal health.** P-7.1.3

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

**1. Analyze the influence of culture and the media on ATOD use and nonuse.** D-7.2.1

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**1. Analyze ways that culture and the media influence an individual's food choices and physical activity.** N-7.2.1

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**2. Examine the influence of screen time on the physical activity levels of adolescents.** N-7.2.2

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**1. Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.** P-7.2.1

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**2. Analyze ways that environmental conditions affect personal and community health.** P-7.2.2

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

**1. Access valid resources for ATOD related problems.** D-7.3.1

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**1. Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.** G-7.3.1

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**2. Locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault.** G-7.3.2

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**1. Demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services. I-7.3.1**

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**1. Identify situations that may require professional mental, emotional, and social health services. M-7.3.1**

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

**1. Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors. G-7.4.1**

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**1. Analyze effective conflict management or resolution strategies. I-7.4.1**

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**2. Demonstrate communication and refusal skills to promote boundary setting when using technology (e.g., social media, sexting). I-7.4.2**

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**1. Explain how talking about feelings and emotions promotes mental health. M-7.4.1**

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**2. Describe ways to treat self and others with dignity and respect. M-7.4.2**

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**3. Describe ways to respond when someone is being bullied or harassed. M-7.4.3**

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**4. Demonstrate communication skills that foster healthy relationships. M-7.4.4**

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**1. Demonstrate how to ask for assistance to enhance the health of self and others. P-7.4.1**

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

**1. Apply a decision-making process to issues dealing with ATOD. D-7.5.1**

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**2. Explain ways a person's decisions about ATOD affect relationships with family members and peers. D-7.5.2**

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**1. Apply a decision-making process to promote abstinence and to avoid risk behaviors. G-7.5.1**

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**1. Develop a plan for the safe use of technology, including social media and texting. I-7.5.1**

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**1. Compare food choices from a variety of sources, including restaurants and food at home, to the current federal Dietary Guidelines for Americans. N-7.5.1**

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Students will demonstrate the ability to use goal-setting skills to enhance health.

**1. Set a specific, measurable, attainable, realistic, and timely (SMART) goal to achieve a balanced nutrition plan. N-7.6.1**

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**2. Create a SMART goal to increase physical activity by monitoring the progress of that goal and making the necessary adjustments to reach it. N-7.6.2**

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**1. Explain ways that health goals can vary with changing abilities, priorities, and responsibilities. P-7.6.1**

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**2. Develop a SMART goal to adopt, maintain, or improve a personal health practice (e.g., avoid ATOD; promote safety; brush and floss teeth).** P-7.6.2

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

**1. Discuss guidelines for using prescription and over-the-counter (OTC) drugs properly.** D-7.7.1

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**1. Develop injury prevention and treatment strategies for personal and family health.** I-7.7.1

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**1. Discuss coping strategies for managing stress, anger, and other feelings, including depression, and thoughts of self-harm or suicide.** M-7.7.1

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**2. Analyze the similarities and differences between friendships and romantic relationships.** M-7.7.2

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**3. Describe a range of ways people express affection within various types of relationships.** M-7.7.3

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**4. Describe the potential impacts of power differences such as age, status, or position within relationships.** M-7.7.4

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**5. Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.** M-7.7.5

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**1. Explain the relationship between food selection and oral health.** N-7.7.1

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**1. Describe strategies to detect and treat common health problems.** P-7.7.1

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

**1. Demonstrate ways to advocate remaining drug-free.** D-7.8.1

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**1. Demonstrate ways to advocate for safe environments that encourage respectful treatment of self and others.** M-7.8.1

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**1. Demonstrate ways to advocate the benefits of choosing healthy foods and beverages, and increasing one's physical activity.** N-7.8.1

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**1. Advocate for a healthy school, community, and natural environment.** P-7.8.1

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**2. Identify the ways in which blood and tissue donations are related to health promotion.** P-7.8.2