



JC Schools 7th Grade Health Yearly Standards

Units	Priority Standards	Supporting Standards
Unit 1 Nutrition 14 days	7.ME.2.B-1 Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health	7.ME.1.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) 7.ME.2.B-2 Recognize the symptoms of various eating disorders and proper referral sources 7.ME.2.C Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product 7.ME.2.A & 7.ME.2.E Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution 7.ME.2.D Apply the four basic rules of food handling to different food preparation 7.ME.3.C-1,2 1.Connect the appropriate resource in the community to

		<p>determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Health Association)</p> <p>2.Examine the different types of healthcare systems (e.g., HMOs – employer provided health insurance)</p>
<p>Unit 2</p> <p>Growth & Development</p> <p>14 days</p>	<p>7.FS.1.E Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally</p> <p>7.ME.1.C Sequence the process and events of the human life cycle including fertilization, fetal development and birth</p>	<p>7.FS.1.B 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)</p> <p>7.FS.1.C Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)</p> <p>7.FS.1.F Measure respiratory rates during inactivity and activity</p> <p>7.FS.1.G 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)</p> <p>7.FS.1.I Relate how health behaviors affect the urinary/excretory system</p> <p>7.FS.1.K Distinguish between dominant and recessive traits</p> <p>7.ME.1.B Predict problems that may occur due to insufficient or lack of preventive care for health needs</p> <p>7.ME.1.D</p>

		<p>Distinguish the differences between health and skill related fitness</p> <p>7.RA.1.D-1,2,3 1. Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin)</p> <p>2. Name and discuss common STI's (sexually transmitted infections)</p> <p>3. Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections</p> <p>7.RA.1.E Compare and contrast signs and symptoms of HIV/AIDS</p> <p>7.RA.1.F Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention</p>
<p>Unit 3</p> <p>Life Management Skills</p> <p>14 days</p>	<p>7.ME.4.A Analyze and evaluate how the decision making process can help an individual in life situations</p> <p>7.RA.2.B Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE</p>	<p>7.ME.4.B Examine the impact that peer pressure refusal skills have on self-perception and the perception of others</p> <p>7.ME.4.D Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out)</p> <p>7.ME.4.E Discuss sexual harassment issues and create a plan to address these issues</p> <p>7.FS.2.C Formulate scenarios that will illustrate potential problems or difficult situations</p> <p>7.RA.2.A</p>

		<p>Assess home and school environments for potential unsafe situations and recommend corrective action</p> <p>7.RA.2.C Make informed decisions to reduce the risk of injuries during exercise, sports and other activities</p> <p>7.RA.3.C Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use</p>
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