

Health Education - Next Generation Sunshine State Standards

Seventh Grade – Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.7.C.1.1 Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.	teen pregnancy, time management, caloric balance, conflict resolution.
HE.7.C.1.2 Explain how physical, mental/emotional, social, and intellectual dimensions of health are related	stress/over-scheduled extracurricular activities, self-esteem/body weight, emotional stress/illness, interpersonal relationships/peer refusal.
HE.7.C.1.3 Analyze how environmental factors affect personal health.	food refrigeration, appropriate home heating and cooling, water quality, garbage/trash collection.
HE.7.C.1.4 Describe how heredity can affect personal health.	sickle cell anemia, diabetes, acne.
HE.7.C.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.	helmet use, seat belt use, pedestrian safety, unsupervised handling of firearms.
HE.7.C.1.6 Explain how appropriate health care can promote personal health.	registered dietician to plan healthy meals, asthma action plan, immunization.
HE.7.C.1.7 Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.	abuse of over-the-counter medications, STD/STI from sexual relationships, injury or death from unsupervised handling of firearms.
HE.7.C.1.8 Classify infectious agents and their modes of transmission to the human body.	HIV by sexual transmission and/or shared needles, etc.; Lyme's disease by vectors; staphylococcus by direct/indirect contact.
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.7.C.2.1 Examine how family health behaviors influence health of adolescents.	family meals together, smoking in home, alcohol consumption.
HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents.	modeling self-confidence, trying new food, prejudices.
HE.7.C.2.3 Examine how the school and community may influence the health behaviors of adolescents.	gun lock promotion, fire/tornado drills, healthy foods in vending machines.
HE.7.C.2.4 Explain how school and public health policies can influence health promotion and disease prevention.	curfew ordinances, anti-smoking laws, school dress codes banning gang items, zero tolerance policies.
HE.7.C.2.5 Analyze how messages from media influence health behaviors.	sports figures promoting fast food, provocative images in film/print advertisements, coolness/appeal of smoking.
HE.7.C.2.6 Evaluate the influence of technology in locating valid health information.	specific health sites to acquire valid health information: CDC, NIH, NIDA.
HE.7.C.2.7 Evaluate how changes in social norms impact healthy and unhealthy behavior.	secondhand smoke, menu items at restaurants, anti-bullying behavior.
HE.7.C.2.8 Determine how cultural changes related to health beliefs and behaviors impact personal health.	Americanization of fast food across the globe, infant feeding: breast vs. bottle, prevalence of diabetes, cell phone use and timeliness of emergency response.

Health Education instruction should be age and developmentally-appropriate and address the following topic areas:

- Alcohol, Tobacco, and Other Drugs prevention
- Disease Prevention
- Effective Communication
- Environmental Health
- Healthy Eating
- Healthy Relationships
- Personal Health Practices
- Physical Activity
- Physical Health/Growth and Development
- Safety Practices and Injury Prevention
- Social, Mental, and Emotional Health
- Violence/Bullying Prevention

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Seventh Grade – Health Literacy: Behavior

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.7.B.1.1 Analyze the validity of health information, products, and services.	advertisements, health claim articles, personal care product claims, tobacco use information.
HE.7.B.1.2 Access valid health information from home, school, and community.	Internet, television, radio, flyers, bulletin boards, community news, parents.
HE.7.B.1.3 Determine the accessibility of products and services that enhance health.	eligibility for services or purchase, parental authorization, affordability, location.
HE.7.B.1.4 Differentiate professional health services that may be required.	dentist vs. orthodontist, family physician vs. specialist, guidance counselor vs. psychologist.
HE.7.B.1.5 Access valid and reliable health products and services.	over-the-counter medicines, prescriptions, specialty stores, credentials, licensing.
HE.7.B.1.6 Compute the cost of health products and services in order to assess value.	Internet searches, store visits, newspaper use, phone book search, personal call to sources for information.
HE.7.B.1.7 Access a variety of technologies to gather health information.	computers, cell phone, television, audio books.
Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.7.B.2.1 Use skills for communicating effectively with family, peers, and others to enhance health.	clear and concise words, nonverbal language, discussion, I-messages.
HE.7.B.2.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.	working together, compromise, direct statement.
HE.7.B.2.3 Articulate the possible causes of conflict among youth in schools and communities.	ethnic prejudice and diversity, substance use, group dynamics.
HE.7.B.2.4 Demonstrate how to ask for assistance to enhance the health of self and others.	I-messages, ask on behalf of friend, written request.
Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.7.B.3.1 Predict when health-related situations require the application of a thoughtful decision-making process.	prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental health issues.
HE.7.B.3.2 Compare circumstances that can help or hinder healthy decision-making.	knowledge of prescription drug use/abuse: home and community environment; access to information; knowledge/misinformation.
HE.7.B.3.3 Determine when individual or collaborative decision-making is appropriate.	over-the-counter drug use, harassment, gang involvement.
HE.7.B.3.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	prescription drug use/abuse, managing stress, self esteem.
HE.7.B.3.5 Propose the potential outcome of each option when making a health-related decision.	consequences: physical, social, emotional, financial, and legal.

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Seventh Grade – Health Literacy: Behavior Cont.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
HE.7.B.3.6 Select healthy alternatives over unhealthy alternatives when making a decision.	proper prescription drug use, use of safety equipment, Internet safety.
HE.7.B.3.7 Critique the potential outcomes of a health-related decision.	prescription drug use/abuse, eating disorders, depression, sexual behavior.
Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.7.B.4.1 Analyze personal beliefs as they relate to health practices.	weight management through physical activity, disease prevention through hand washing, sharing personal information/Web site security.
HE.7.B.4.2 Devise an individual goal to adopt, maintain, or improve a personal health practice.	participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, conflict resolution.
HE.7.B.4.3 Explain strategies and skills needed to attain/maintain a personal health goal.	journaling, daily checklists, calorie counting, use of pedometers, participation in support groups.
HE.7.B.4.4 Assess progress toward attaining a personal health goal.	analyze: completed checklist, diary, log, post checklist.

Seventh Grade – Health Literacy: Promotions

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behavior, and avoidance or reduction of health risks for oneself.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.7.P.1.1 Examine the importance of assuming responsibility for personal health behaviors.	physical activity, eating habits, stress management.
HE.7.P.1.2 Analyze healthy practices and behaviors that will maintain or improve personal health.	healthy relationship skills, peer pressure refusal skills, problem solving skills.
HE.7.P.1.3 Differentiate a variety of behaviors that avoid or reduce health risks.	Internet safety, alcohol refusal, sexual abstinence.
Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.7.P.2.1 Articulate a position on a topic and support it with accurate health information.	bullying prevention, Internet safety, nutritional choices.
HE.7.P.2.2 Utilize others' influence and support to promote positive health choices.	seeking help from school support staff, practice conflict resolution, make wise consumer purchases.
HE.7.P.2.3 Work cooperatively to advocate for healthy individuals, peers, and families.	assist with or conduct needs assessments, write advocacy letters, volunteer at information kiosks.
HE.7.P.2.4 Analyze ways health messages and communication techniques can be targeted for different audiences.	print media, broadcast media, billboards.

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