

Seventh Grade

As with all disciplines, Comprehensive Health must include a range of educational experiences. It should be taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about others and from others.

The 2006 Mississippi Comprehensive Health Framework serves as a guide for teachers to provide a comprehensive learning experience for students. This course should include all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The students should also gain an understanding about the importance of participation in physical activity.

Students in the seventh grade should be able to analyze how the environment and personal health are interrelated. Teachers should also focus on the necessary skills to reduce risks associated with adolescent health problems.

The Comprehensive Health Framework follows a developmentally appropriate sequence. **The competencies are required to be taught.** The competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline for on-going instruction. The Suggested Objectives are optional, not mandatory. Suggested objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the competencies for students in their school district.

Seventh Grade

Comprehensive Health Strands:

Community/Environmental Health (C)
Personal Health (PH)
Human Growth and Development (H)
Disease Prevention and Control (D)
Drug Abuse Prevention (DA)

Nutrition (N)
Consumer Health (CH)
Mental Health (M)
Safety and First Aid (S)
Family Life (F)

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention. (M, PH, D, H, DA, C)

- a. Identify behaviors for effectively handling negative peer pressure and stress.
- b. Analyze how body hygiene, posture, and self-image affect overall health.
- c. Give examples of communicable diseases and discuss transmission and methods of prevention.
- d. Describe the effects of puberty on social and emotional behavior.
- e. Propose ways in which improving the environment (i.e., pollution, landscape) can enhance physical, mental, and social health.
- f. Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.

2. Demonstrate the ability to obtain valid health information. (CH, PH, C)

- a. Critique sources of information regarding health products and services to determine if they are reliable/unreliable.
- b. Distinguish between advertisements and medical information.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (S, D, PH, N, M, DA)

- a. Demonstrate practices of making safe choices.
- b. Distinguish among use, misuse, and abuse of substances.
- c. Identify how a properly balanced diet and exercise influence healthy body weight.
- d. List health professionals that provide education, counseling services, and treatment to prevent communicable disease.

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- 4. Analyze the influence of culture, media, technology, and other factors on health. (C, CH, PH)**
 - a. Describe the influence of culture on the use of health behaviors.
 - b. Analyze how the media and other sources influence health behavior.
 - c. Evaluate the influence of technology and other resources on personal and family health.
 - d. Examine how information from peers influences health.

- 5. Demonstrate the ability to use interpersonal communication skills to enhance health. (F, H, M)**
 - a. Identify and differentiate roles and relationships within the family.
 - b. Demonstrate various forms of effective communication.
 - c. Demonstrate refusal and negotiation skills to enhance health.

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, D, F, M, H, S, DA)**
 - a. Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.
 - b. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
 - c. Demonstrate the ability to apply decision-making models to health issues and problems.
 - d. Develop a plan that addresses personal strengths, values, needs, and health risks.

- 7. Demonstrate the ability to advocate for personal, family, and community health. (C, CH, F, S, D)**
 - a. Propose ways to enhance community health.
 - b. Demonstrate the ability to work cooperatively.

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Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Role-play situations involving communication skills to avoid peer pressure and stress.	Observation
1	b	Prepare posters targeting proper hygiene.	Rubric
1	c	Invite a nurse to speak to the class concerning health promotion and disease prevention.	Observation of listening skills
1	d	Identify specific developmental tasks that are necessary during a particular period of growth in order for a person to continue to grow toward maturity.	Student Journal
1	f	Demonstrate the residues from tobacco use by showing a "smoking doll".	Teacher Observation
2	a	Have students examine and explain the purpose of various health products.	Teacher Observation
2	b	Have students critique an advertisement and information used to influence people to take a medicine or product.	Rubric
3	a	Have students work in groups to create a skit showing how peer pressure can affect the outcome.	Teacher Observation
3	b	Have students use a body poster to identify organs affected by drug use.	Rubric
3	c	Design a personal fitness plan that includes goal setting.	Rubric
3	c	Use <u>Urge to Splurge</u> from USDA's, Power of Choice to identify hunger cues and how to manage hunger.	Teacher Observation
3	c	Keep food diaries and enter foods consumed into a web-based nutrient analysis program to determine if individual needs are being met for calories and nutrients.	Teacher Observation
3	d	Use technology to research various services available for disease treatment. Have students complete a report to show their findings.	Rubric

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4	a	Have students write an advisory column answering questions about their culture (i.e., types of foods, how foods are prepared, etc.).	Rubric
4	c	Research different ways (i.e., Franklin Planner, Desk Calendar, Palm Pilot, goal-setting, etc.) to manage time and their influences on personal and family health.	Teacher Observation
5	b	Role-play situations using refusal skills.	Teacher Observation
6	a	Have students identify ways (i.e., read a book and act it out, create an obstacle course using pillows, open boxes, use a hula hoop, dance to music) to be active indoors.	Student Journal
7	a	Have students create a volunteer community service project.	Portfolio
5 7	b,c b	Have students create a want advertisement for a friend, identifying the characteristics they want in a friend. Explain how these characteristics may change as students progress through the socialization process.	Student Journal