

**Helena Public Schools**  
**Grade 7**  
**Health Educator**  
**Health and Wellness**

**Health Maintenance & Enhancement**

**Health Educator**

- Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
- Critique personal behaviors & their cause & effect that relate to healthy lifestyle choices
- Demonstrate an understanding of hygiene practices
- Predict problems that may occur due to insufficient or lack of preventive care for health needs
- Know what abstinence means and the significance of saying no
- Demonstrate an understanding of the role of physical activity in preventing life style diseases
- Self-assess health-related components of physical fitness
- Design a personal fitness plan that identifies the five health-related components of fitness
- Demonstrate knowledge & skills to manage diet & exercise for a healthy life
- Participate in activities with goals for personal success
- Analyze influences on body image & weight management
- Sequence the process & events of the human life-cycle from fertilization to adolescence
- Understand the effects of food choices on feelings and behavior
- Demonstrate the ability to make healthy food and portion choices
- Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product
- Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
- Learn how to keep a 24 hour food record
- Analyze daily intake using mypyramid.gov or eatfit.net
- Understand the negative effects of sweetened beverages in the diet
- Choose a goal/goals for improvement in diet
- Acquaint with community and school resources for an inadequate food supply: the summer feeding program, the school breakfast program, food stamps, and the food pantry
- Understand the importance of eating at a table, away from a TV or computer
- Describe a healthy breakfast or lunch, and state how one would be prepared
- Recognize origins of food supply, personal responsibility for food selection, community gardening
- Understand when to ask an adult for help with body image issues
- Understand that healthy students come in many shapes and sizes
- Begin to recognize the signs of an eating disorder or unhealthy dieting
- Identify proper portion size in each food group
- Recognize that eating healthy & being active will help maintain a healthy body composition
- Evaluate factors that influence food choices (i.e., culture, family, emotions, peers, & media) & their impact on nutrition & health
- Recognize the signs and symptoms of various eating disorders & proper referral sources
- Identify symptoms, causes and prevention of illnesses related to food-borne illness
- Summarize the relationship between food intake & physical activity
- Connect the appropriate resource in the community to determine their role in prevention & treatment of health related problems (i.e., American Cancer Society, March of Dimes, American Heart Association)
- Examine the different types of health care systems (i.e., HMOs – employer- provided health insurance)
- Understand the importance of participating in activity outside of physical education

**Youth Connections provides Professional Development for:**

- Summarize marketing & advertising techniques that influence consumer decisions (i.e., bandwagon, beautiful people, stereotyping, good times, status symbols / well known characters)
- Recognize that the Internet can provide information & support about a variety of topics & problems, some sites may be inaccurate and/or biased

# Helena Public Schools

## Grade 7

### Health Educator

#### Health and Wellness

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- Analyze & evaluate how the decision making process can help an individual in life situations
- Analyze the importance of safety rules & procedures on a positive school climate
- Demonstrate self-directed behavior without external rewards
- Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law
- Recognize that sexual abuse happens, even though many people do not want to talk about it and is most often committed by someone that the child knows
- Understand that chatting or meeting people online can be unsafe
- Understand how a child experiencing unwanted or uncomfortable touching, should tell a trusted adult
- Know that when people are sexually abused they can have many conflicting emotions
- Recognize that sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person
- Know that people who are sexually assaulted are never at fault and should report the action to a trusted adult
- Understand that sexual assault can occur with physical or psychological force
- Know that sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape
- Understand that Montana Law defines rape as sexual intercourse without consent.
- Understands the decision-making process that relates choices to consequences
- Identify various techniques designed to enhance coping abilities & manage stress (i.e., stay healthy, relax, positive outlook, physically active, talk it out)

## Functions & Interrelationships of Systems

#### Health Educator

- Describe how healthy lifestyle choices (i.e., exercise, diet, sleep) affect the functioning of the central nervous system & peripheral nervous system (i.e., exercise increases endorphins, stress relief, mental alertness)
- Identify peripheral nervous system components
- Classify the three different types of muscle tissue (smooth, cardiac, skeletal) & differentiate between voluntary & involuntary muscle movement
- Explain how muscles work in pairs for movement to occur & provide examples (i.e., flexors & extensors, bicep contracts & triceps extends to flex your elbow bringing h&t to shoulder)
- Categorize & label different bones by body parts (i.e., leg-tibia, arms-humorous, head-skull, torso-spine)
- Understand the functions of the skin
- Explain ways in which the integumentary system works with the sensory organs
- Recognize the importance of self & regular checkups for skin care and skin conditions
- Understand dermatological health as it relates to body piercing, tattooing and tanning
- Identify the cause & effect of lifestyles choices (i.e., activity, diet, tobacco use) on the cardio- respiratory system (i.e., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity)
- Identify the cause & effect of an active vs. inactive lifestyle on the cardio-respiratory system (i.e., healthy vs. unhealthy heart & lungs)
- Design & assess personal fitness plan
- Identify circulatory & respiratory anatomy
- Describe the relationship between respiratory rates during inactivity & activity
- Describe the function of the respiratory system (i.e., exchange of carbon dioxide & oxygen)
- Identify the function of each organ in the digestive system as it relates to overall health (i.e., stomach- digestive juices, pancreas-insulin, gall bladder-storage of bile, liver-removes toxins, small intestines-absorbs nutrients, large intestines-removes solid waste)
- Assess the risk life style choices have on the urinary/excretory system
- Identify the major components (i.e., kidneys, ureters, bladder, urethra) & functions of the urinary / excretory system (i.e., removes liquid waste from the body)
- Identify & describe the basic structure & functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid)
- Understand that the union of sperm and egg is called fertilization. The fetus develops during pregnancy with a 40-week cycle that ends with birth
- Describe how hormones are responsible for the development of secondary sex characteristics & for the production & release of reproductive cells, allowing the opportunity for fertilization
- Identify the functions of the lymphatic system (i.e., recognize & destroy invading pathogens, immunity, HIV / AIDS)

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- Acknowledge that people may confuse love with other intense emotions such as sexual attraction, lust, infatuation, jealousy, and control
- Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money
- Recognize that acceptance of gender role stereotypes can limit a person's life
- Acknowledge attitudes and values about proper behavior for men & women differ among families, cultures, & individuals
- Establish that individuals should be allowed to make their own choices about appropriate roles for themselves as men & women
- Recognize that the way a person expresses gender does not necessarily have anything to do with whether that person is heterosexual, gay, lesbian, or bisexual
- Understand that laws protect young women's & men's rights to participate equally in life
- Analyze the duties & responsibilities needed to be a contributing member of a social community (i.e., school, church, neighborhood, Girl/Boy Scouts, service)
- Recognize the positive affect of community service
- Understand that state laws govern the age of consent for sexual behaviors
- Understand that child pornography is illegal
- Formulate scenarios that will illustrate potential problems or difficult situations
- Identify a variety of feelings & situations that may require adult assistance
- Respect the rights & feelings of others
- Demonstrate peaceful conflict resolution
- Accepts & expresses feelings in a socially acceptable manner
- Compare and contrast signs and symptoms of mental illness
- Understand abstinence from sexual activity is a healthy choice and is the only 100% effective way to avoid pregnancy & STI/HIV
- Understand that sexual abstinence means choosing not to engage in sexual activities
- Understand the risks associated with sexual activity
- Understand asking questions to a parent, trusted adult, teacher, or counselor is usually a wise decision
- Understand people have the right to re-evaluate decisions & change their minds or their behavior
- Understand teenagers who decide to engage in sexual activity should consider the risk associated with pregnancy & STI/HIV prevention
- Understand sexual abuse involving touch can include kissing, an abuser touching "genitals" touching the abusers "genitals," being asked to touch one's own "genitals," or engaging in vaginal, oral, or anal intercourse
- Discuss state laws governing the age of consent for sexual activity

**MBI/Mentors in Violence/Project Success support the following:**

- Examine the impact that peer pressure has on self-perception & the perception of others
- Differentiate between negative & positive peer pressure & discuss refusal techniques
- Evaluate ideas & perspectives regarding the influence that family, friends, & culture have on health choices & behaviors during adolescence
- Understand that communication may be improved by: listening well; making eye contact; stating feelings; using messages that start with "I" to indicate that the person is speaking for him/herself; trying to understand the other person(s); offering possible solutions to problems; giving positive nonverbal messages such as a smile or touch; asking for clarification
- Identify resources available in school and community
- Understand alcohol & other drugs often interfere with clear, effective decision-making as it pertains to sexual behaviors

**School Counselor**

- Understand the consequences of untreated mental illness
- The first line and most effective treatment for serious mental illnesses like schizophrenia and bipolar disorder is medication, with some benefit coming from psychosocial therapeutic interventions. People who get plenty of exercise and lead highly healthy life styles can still have serious mental illness

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**Risk Assessment & Reduction**

**Health Educator**

- Determine cause & effect relationships between non-communicable disease (i.e., Type I diabetes vs. Type II diabetes) & lifestyle behaviors
- Set personal goals that reinforce healthy self-care behaviors (i.e., hand washing, water drinking, sleep, eating healthy foods)
- Analyze information about the transmission & prevention of communicable diseases
- Define STI & recognize transmissions (gonorrhea, syphilis, HIV infection, Chlamydia, genital warts and herpes)
- Understand abstinence from sexual activity is the only 100% effective way to avoid STIs
- Understand anyone can get STIs by exchanging bodily fluids orally, vaginally, or anally
- Understand barrier methods of contraception can reduce but not prevent sexually transmitted infections
- Identify the trends of transmission, treatments, & prevention of sexually transmitted infections
- Know when to use universal precautions
- Compare & contrast signs & symptoms of HIV/AIDS
- Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing & CPR, poisoning, burns, control bleeds, RICE
- Make informed decisions to reduce the risk of injuries during exercise, sports & other activities
- Investigate the community agencies that provide water safety courses
- List the common water-related emergencies & describe prevention & treatment techniques
- Define climate change & its effects on the health of individuals worldwide
- Identify present environmental health problems to past environment health problems & develop strategies to reduce or correct these problems for the future (i.e., destruction of the ozone layer, asbestos, secondhand smoke, nuclear disasters, carpooling)
- Develop ways to promote recycling, reducing waste, & reusing items to prevent pollution that damages the environment, disrupts ecosystems, & affects one's personal health

**MBI/Mentors in Violence/Project Success support the following:**

- Describe the short & long-term effects of performance enhancing drugs
- List positive & negative impacts of medicine on the body
- Differentiate between over the counter (OTC) & prescription drugs, their purpose, precautions & guidelines for use
- Compare peer pressure to peer support & evaluate how each influences the making of informed & reasoned decisions regarding tobacco alcohol and other drugs use
- Develop an informed decision regarding the use of smoked & smokeless tobacco based on knowledge of short & long-term effects on the body, individual, & society
- Determine the cause & effect relationship between the use of alcohol, tobacco, & other substances & emergency situations (i.e., motor vehicle accidents, overdose, accidental death, binge drinking)